



Bugle School: EYFS Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Nice to Meet You!	Do You Remember When...?	How Big is Big?	Ready Steady Grow	Big Adventures with Little Feet	I Wonder What's at the Seaside?
C of EL	Lenny Lion's Learning Zoo: <i>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake</i>					
Possible Lines of Enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascination.)	Starting school / My new class /Welcome to our setting (rules, routines, and boundaries/ New Beginnings/ All About Me - What am I good at?/ My family /Our homes/Our community PSED focus: relationships/feelings Art focus- colours- feelings/emotions	Birthdays, Harvest, Halloween, Bonfire Night, Diwali, Christmas: Toys of the past, The Nativity, Christmas Lists Letters to Father Christmas	Buildings, Dinosaurs, Space- A Starry Night Van Gogh Our World – Climate/Weather Arts & Design focus-illustration	Seasons and weather, Plants & flowers, eggs, ourselves, What lives in our pond? Life cycles The great outdoors Planting beans/seeds Make a sculpture: Andy Goldsworthy	Where do we live in the UK / world? Travel and transport Animals/Minibeasts and their Habitats Comparing places Madagascar	On the water/under the water, pirates, beach safety, holidays Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past



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Enrichment	<p>Autumn Trail – local area walk Cooking veg soup/bread Visit from key workers :Nurse /police officer/vet/soldier visit National Poetry Day 7th October Diwali Day 15th October</p>	<p>Harvest Loaf workshop Owl Sanctuary visit Bubbling magic potions Cooking marshmallows on the fire Bonfire Night/Fire / Sparkler safety/firefighter visit/Guy Fawkes Remembrance day Christmas nativity. Food tasting from different cultures. - Diwali Dancing and cooking. Exploring Toys of the past and creating an exhibition of inventions Christmas Time / Nativity</p>	<p>Valentines day National Storytelling week 30th Jan-6th Feb Winter/ice - walk Winter weather changes- Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? Space Art exhibition Launching rockets, Creating Maps – World - Where do we live? Map of the United Kingdom Chinese New Year Dinosaur dig!</p>	<p>Reduce, Reuse & Recycle Fun Science / Materials Healthy Eating</p> <p>Spring walk - signs of spring. Tadpoles - Growing plants / flowers/food from seed, bulb and plug plant: inc sunflower competition, -The needs of a plant experiment growing a bean in a bag. --Exploring food (healthy food choices), -regrowing vegetables -Drawing plants and flowers Weather experiments</p>	<p>Caterpillars to butterflies (observation of growth) Building and investigating a bug hotel Forest school</p>	<p>Compare: Now and then! Seaside art</p> <p>Under the Sea – singing songs and sea shanties Pirate day Map work - Find the Treasure Father's Day Ice – Cream at the park End of year family picnic Making a healthy lunch</p>
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				Weather Forecast videos Mother's Day World Book Day 3rd March Easter bonnet parade		
Trips and Visit	Going on a Bear Hunt Forest School	Truro Museum – Old Toys	Planetarium/ dinosaur	Bodmin Plant and Herb Nursery Eden / Heligan	Newquay Zoo visit - minibeasts	Beach Trip Rockpool visit
Key Stories (Reading Spine)	N: TFW Text: Come On, Daisy! Elmer The Colour Monster Kipper's Book of Colours Monsters Love Colours The Colour of Happy Silly Sally All Kinds of People Goat Goes to Playgroup Feelings Is Your Mama a Llama?	N: TFW Text: We're Going on a Bear Hunt Knufflebunny Where's My Teddy? I Love You, Blue Kangaroo! The Teddy Robber Harry and the Bucketful of Dinosaurs One Day on Our Blue Planet R: TFW Text: The Little Red Hen Tree	N: TFW Text: I Know an Old Lady who Swallowed a Fly The Three Little Pigs Little Red Riding Hood The Weather Girls Blue Hat, Green Hat Kipper's Book of the Weather We're Going on a Leaf Hunt	N: TFW Text: Jasper's Beanstalk Titch Planting a Rainbow Oliver's Vegetables Mad About Minibeasts Tad Rosie's Hat Jump, Frog, Jump R: TFW Text Jack and	N: TFW Text: The Very Hungry Caterpillar Dear Zoo The Animal Boogie Find Spot at the Zoo In The Jungle A Busy Day for Birds 1,2,3 to the Zoo Brown Bear, Brown Bear, What Do You See?	N: TFW Text: What the Ladybird Heard at the Seaside 10 Little Pirates Spot Goes to the Beach That's Not my Pirate... Hooray for Fish!



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	<p>R: TFW Text: I like Being Me Rhyme /Elmer The Colour Monster Only One You Hair Love Super Duper You What Makes Me A Me? The Growing Story Giraffe is left out</p>	<p>Room on the Broom Gruffalo Diwali – Rama and Sita The Christmas Story Who’s been eating my porridge? Percy the Park Keeper</p>	<p>Mad About Dinosaurs The Giant Jam Sandwich Night Time</p> <p>R: TFW Text: The Enormous Turnip Smartest Giant in Town Dinosaur Bones Stomp Dinosaur Stomp Storm Little Cloud How to catch a star</p>	<p>the Beanstalk The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener Non-fiction books on Lifecycles</p>	<p>Poo in the Zoo The Train Ride</p> <p>R: TFW Text: Monkey See Monkey Do The Snail and the Whale What the Ladybird Heard Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah</p>	<p>Fidgety Fish and Friends Surprising Sharks The Fish Who Could Wish She Sells Seashells</p> <p>R: TFW Text: Sharing a Shell The Lighthouse Keepers Lunch Flotsam Sally and the Limpet Billys Bucket</p>
<p>Nursery Reading / Phonics (Birth to 3)</p>	<p>I enjoy sharing books with an adult. I can pay attention and respond to the pictures or words.</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo. I can say some of the words in songs and rhymes.</p>	<p>I can copy finger movements and other gestures. I have favourite books and seek them out, to share with an adult,</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>I can ask questions about the book. I can make comments and share my own ideas.</p>	<p>I can develop play around favourite stories using props.</p>



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	<p>I enjoy songs and rhymes. I can tune in and pay attention.</p>	<p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>with another child, or to look at alone.</p>	<p>I can repeat words and phrases from familiar stories.</p>		<p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce:</p> <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p>
<p>Nursery Reading / Phonics (3 and 4)</p>	<p>Listening and attending: tuning into sounds and auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>Rhythm and rhyme</p> <p>I can sing a large repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes. I can talk about familiar books and I can tell a long story.</p>	<p>Rhyme, syllables and alliteration</p> <p>Introducing RWInc: Fred Talk</p> <p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and top to bottom • the names of the different parts of a book • page sequencing. 	<p>RWInc: Fred Talk games</p> <p>I am developing my phonological awareness so that I can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. 	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk</p>	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p>



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<p>Reception Reading/ Phonics</p>	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
	<p>Phonic Sounds: RWINC</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p>Phonic Sounds: RWINC</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p>	<p>Phonic Sounds: RWINC</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>Phonic Sounds: RWINC</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p>Phonic Sounds: RWINC</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Phonic Sounds: RWINC</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>



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Nursery Writing (Birth to 3)	My coordination is developing. I can pass things from one hand to the other.	I can use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. I am starting to make marks intentionally.	I am developing manipulation and control as I explore different materials and tools.	I enjoy drawing freely. I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.	I can add some marks to my drawings, which I give meaning to, for example, "That says mummy."	I can make marks on my pictures to stand for my name.
Nursery Writing (3 and 4)	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use one-handed tools and equipment, for example, making snips in paper with scissors.	I can use a comfortable grip with good control when holding pens and pencils. I am beginning to show a preference for a dominant hand.	I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy. I can write some or all of my name.	I can write some letters accurately.
Reception Writing	<p>Texts as a Stimulus: The Colour Monster Elmer Only One You Hair Love Super Duper You What Makes Me A Me? The Growing Story Giraffe is left out</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label</p>	<p>Texts as a Stimulus: The Little Red Hen Tree Room on the Broom Gruffalo Diwali – Rama and Sita Percy the Park Keeper Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas Recount, Name writing, labelling, talk for writing block, story scribing. Retelling</p>	<p>Texts as a Stimulus: Smartest Giant in Town Dinosaur Bones Stomp Dinosaur Stomp Storm Little Cloud How to catch a star</p> <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions</p>	<p>Texts as a Stimulus: Jack and the Beanstalk The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener</p>	<p>Texts as a Stimulus: The Snail and the Whale What the Ladybird Heard Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning</p>	<p>Texts as a Stimulus: Sharing a Shell The Lighthouse Keepers Lunch Flotsam Sally and the Limpet Billys Bucket</p> <p>Non fiction Story writing, writing sentences using a range</p>



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	<p>characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS</p>	<p>stories, letter writing (Stick Man, to Santa) Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. PHASE WORDS</p>	<p>Writing recipes, lists. PHASE WORDS</p>	<p>Non-fiction books on Lifecycles Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story PHASE WORDS</p>	<p>to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – sea creatures</p>
<p>Nursery Maths (Birth to 3)</p>	<p>I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again.</p>	<p>I can take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items.</p>	<p>I can compare amounts, saying 'lots', 'more' or 'same'. I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p>	<p>I can climb and squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles.</p>	<p>I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. I can notice patterns and arrange things in patterns.</p>
<p>Nursery Maths</p>	<p>I am developing fast recognition of up to 3 objects, without having to</p>	<p>I can experiment with my own symbols and marks as well as numerals.</p>	<p>I can talk about and explore 2D and 3D shapes (for example,</p>	<p>I can understand position through words alone – for</p>	<p>I can make comparisons between objects relating</p>	<p>I can talk about and identify the patterns around</p>



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(3 and 4)	<p>count them individually ('subitising').</p> <p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can link numerals and amounts: for example, I can show the right number of objects to match the numeral, up to 5.</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p>circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>example, "The bag is under the table," - with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>to size, length, weight and capacity.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>me. For example, stripes on clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Reception Maths	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)</p> <p>Subitise (Explore the composition of numbers to 10)—0-3 building to 0-5</p> <p>Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers</p> <p>Count Beyond 10—Count up 20 and back from 10.</p> <p>Compare Numbers—Collections of objects to</p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)</p> <p>Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition</p> <p>Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers</p> <p>Count Beyond 10—Count up 20 and back from 10.</p> <p>Compare Numbers—Collections of objects to count (differing sizes) Use</p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)</p> <p>Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition</p> <p>Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers</p> <p>Count Beyond 10—Count up 30 and back from 20.</p> <p>Compare Numbers—Collections of objects to</p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)</p> <p>Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition</p> <p>Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering</p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)</p> <p>Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition</p> <p>Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers</p> <p>Count Beyond 10—Count up 50 and back from 20.</p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)</p> <p>Subitise (Explore the composition of numbers to 10)—0-3 building 0-5 and then linked to addition</p> <p>Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise.</p>



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	<p>count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns—AB Shape - Name 2D shapes and their properties.</p>	<p>vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties. Link to CP objective.</p>	<p>count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 15 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABBC Shape - Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)</p>	<p>and counting numbers Count Beyond 10— Count up 30 and back from 20. Compare Numbers—Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 20 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>	<p>Compare Numbers— Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10— different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>	<p>Ordering and counting numbers Count Beyond 10— Count up 50 and back from 20. Compare Numbers— Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral—quick recall and Numbots Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>
<p>PSED Nursery (Jigsaw)</p>	<p>Jigsaw: Being Me in My World Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands</p>	<p>Jigsaw: Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends</p>	<p>Jigsaw: Dreams and Goals Challenge Never Giving Up Setting a Goal Obstacles and Support</p>	<p>Jigsaw: Healthy Me Everybody's Body We like to move it, move it!</p>	<p>Jigsaw: Relationships My Family and Me! Make friends, make friends, never ever break friends Part 1</p>	<p>Jigsaw: Changing Me My Body Respecting My Body Growing Up</p>



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	<p>Our Rights Our Responsibilities</p> <p>Class Rules: Behavioural expectations in the classroom</p>	<p>Standing Up For Yourself</p> <p>Oral Hygiene: teeth cleaning linked to visit from Brighter Smiles</p>	<p>Flight to the Future Award Ceremony</p>	<p>Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p>	<p>Make friends, make friends, never ever break friends Part 2 Falling Out and Bullying Part 1 Falling Out and Bullying Part 2 Being the best friends we can be</p>	<p>Growth and Change Fun and Fears Celebration</p> <p>Transition into Reception Class and School Readiness</p>
<p>PSED Reception (Jigsaw)</p>	<p><u>Jigsaw : Being Me in My World</u> Who...me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p><u>Jigsaw: Celebrating Difference</u> What I am good at? I'm special, I'm me! Families Houses and Homes Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><u>Jigsaw: Dreams and Goals Challenge</u> Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Footprint Awards Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p>	<p><u>Jigsaw: Healthy Me Everybody's Body</u> We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p><u>Jigsaw: Relationships</u> My Family and Me! Make Friends, Make Friends, Never Break Friends Falling Out and Bullying Being the Best Friend We Can Be Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><u>Jigsaw: Changing Me</u> My Body Respecting My Body Growing Up Fun and Fears Celebration Transition into Year 1 Year 1 readiness</p>
<p>Nursery PE (Healthy Movers)</p>	<p>Healthy Movers: Choo Choo Wiggle, Weave and Watch</p>	<p>Healthy Movers: Pop the Bubbles Smiley Brush Brush</p>	<p>Healthy Movers: Birds in Trees Pick up Packets Hide and Seek</p>	<p>Healthy Movers: Yum Yum</p>	<p>Healthy Movers: Hot Hot Hot Treasure Aiming High Steering</p>	<p>Healthy Movers: Deep Blue Sea</p>



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	<p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>Munch Crunch 5-a-day Whatever the Weather</p> <p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>We are Brilliant</p> <p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>
<p>Reception PE (REAL PE)</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw</p>



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	Taking shoes off and putting them on	draw, write or copy. Teach and model correct letter formation.	Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	correctly formed	Start to cut along a curved line, like a circle	diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	REAL PE: Personal Cog I can work on simple tasks by myself. I can follow instructions and practise safely.	REAL PE: Social Cog I can work sensibly with others, taking turns and sharing	REAL PE: Cognitive Cog I can name some things I am good at. I can understand and follow simple rules.	REAL PE: Creative Cog I can explore and describe different movements.	REAL PE: Physical Cog I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.	REAL PE: Health and Fitness Cog I am aware of why exercise is important for good health. Sports day Taking turns Keeping the score
Nursery Expressive Arts and Design (Birth to 3)	I can show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move and dance to music. I can anticipate phrases and actions in rhymes and songs, like 'Peepo'. I can explore my voice and enjoy making sounds.	I can join in with songs and rhymes, making some sounds. I can make rhythmical and repetitive sounds. I can explore a range of sound-makers and instruments and play them in different ways.	I notice patterns with strong contrasts and I am attracted by patterns resembling the human face. I am starting to make marks intentionally. I can explore paint, using my fingers and other parts of my body as well as brushes and other tools.	I enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'.	I am starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone.	I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials. I can use my imagination as I



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			I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks I make.			consider what I can do with different materials. I can make simple models which express my ideas.
Nursery Expressive Arts and Design (3 and 4)	<p>I can take part in simple pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Creating self-portraits Painting still-life sunflowers Creating collages Junk-modelling trains Drawing maps Exploring musical instruments Dancing to music from different cultures Making soup and baking bread</p>	<p>I can explore different materials freely, to develop my ideas about how to use them and what to make. I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>Making Christmas pictures / cards / decorations Making hot chocolate Baking biscuits Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs Nativity / Christmas performance</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Edvard Munch 'The Scream' - stimulus for painting. Listening to music as a stimulus for art. Making lanterns, exploring Chinese text, using puppets to act out stories, Chinese dragon dancing, creating our own music</p>	<p>I can explore colour and colour-mixing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>Easter crafts Planting seeds Mother's Day crafts Exploring plants and flowers Exploring the weather</p>	<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p> <p>Create a jungle display Sing animal songs and rhymes</p>	<p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>Create an under the sea display Sand painting Exploring patterns on shells and pebbles Junk-modelling lighthouses and boats</p>
Reception Expressive Arts and Design	<p>Join in with songs beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p>	<p>Invent, design and create a new toy</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p>	<p>Make different textures; make patterns using different colours</p>	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach</p>



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	<p>Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Feelings: taking photos of children acting out emotions</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Watch performances: ballet, musical, orchestra</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p>	<p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Artist: Jackson Pollock</p> <p>Exploring dripping, pouring and splattering to create abstract art.</p> <p>Building rockets - choosing 3D recycling shapes / different methods of attachment.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: fruits and veg</p> <p>I can combine media to make a collage</p>	<p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Artwork themed observation drawings of plants, flowers, fruit and veg.</p> <p>Making fruit kebabs</p> <p>Encourage children to create their own music.</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>Andy Goldsworthy natural art</p> <p>Flower tile- clay</p> <p>Drama conventions through literacy</p>	<p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs</p> <p>huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making boat models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil snail (link to the snail and the whale)</p> <p>Drama conventions through literacy</p>
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