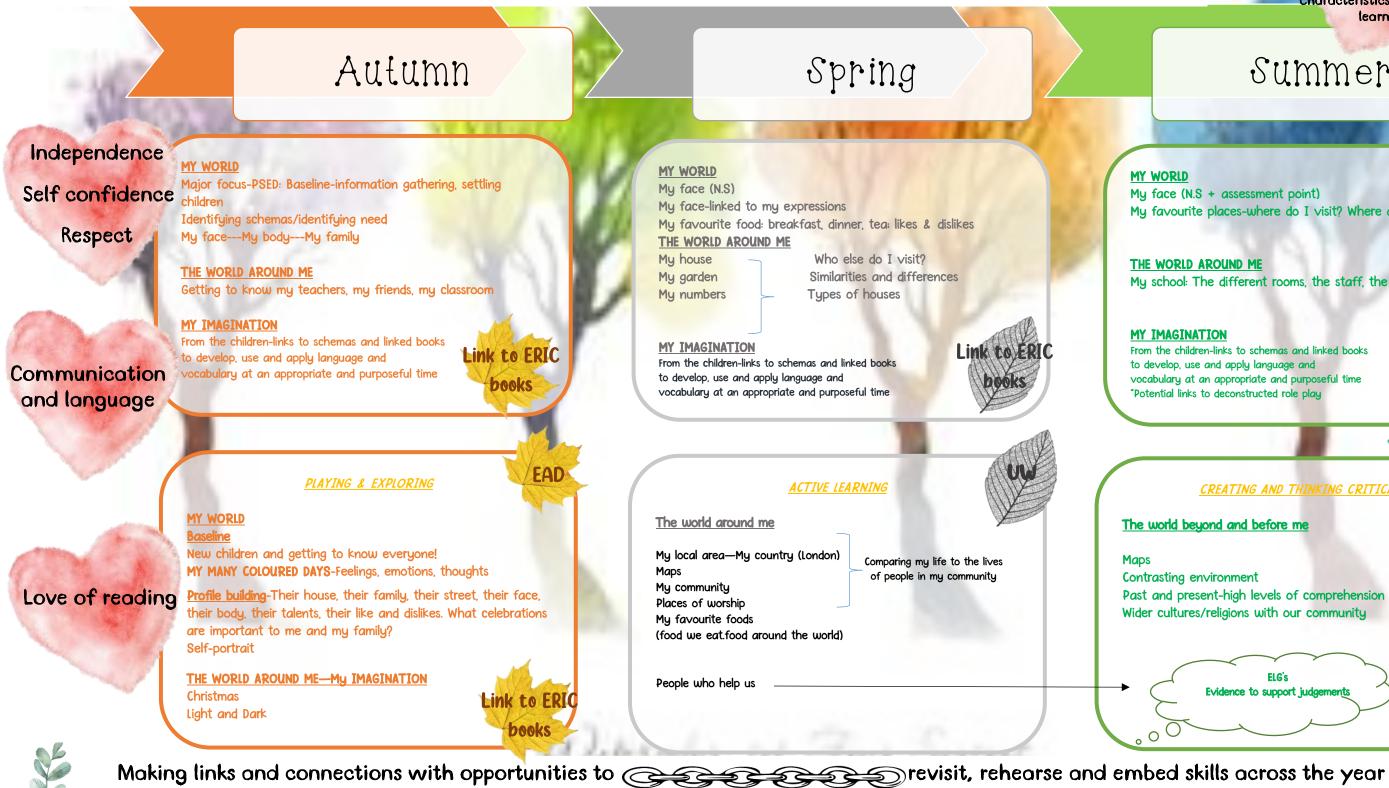
Shield Row Primary School: Early Years Foundation Stage Long Term Plan

Intent statement for planning: We want our children to know, understand and be confident in who they are, where they are from and what they believe. Only from this solid background in 'me' can we support the children's understanding of the wider community, world and beyond.



Seasons---Weather---Drawing---Exploring the natural world---Taking care of our planet---Levels of independence

The unique child

Positive Relationships

Enabling environments

Learning and development

Link to ERIC

books

lis/Geo)

Characteristics of effective learning

Summer

My face (N.S + assessment point) My favourite places-where do I visit? Where do I like to go?

THE WORLD AROUND ME My school: The different rooms, the staff, the building

From the children-links to schemas and linked books to develop, use and apply language and vocabulary at an appropriate and purposeful time "Potential links to deconstructed role play

CREATING AND THINKING CRITICALLY

The world beyond and before me

Contrasting environment Past and present-high levels of comprehension Wider cultures/religions with our community

> ELG's Evidence to support judger

	AUTUMN		SP	RING	SUMMER				
	Nursery	Reception	Nursery	Reception	Nursery	Reception			
OUR	Der Zoo Society Society Socie								
FAVOURITE									
	Experies Birthday Image: State of the state	Your Body We want the for the	The Silve Gave Care Silve Si		Wind Grand Barrier Bolley Control Cont				
Potential additional			Peace at Last			EXAMPLE AND			
books		Cuttor Read			Bog Baby				
	Nursery-developing skills	Reception	Nursery-developing skills	Reception	Nursery-developing skills	Reception			
	Ongoing: Explore and create patterns, imitate patterns, explore symmetry. Develop own ideas. Review work of their own and others, saying what they think and feel about it. Work alone and collaboratively. Use ICT programmes to generate pieces of art. NURSERY FOCUS-SKILL DEVELOPMENT, COLOURS, TEXTURES, MARK MAKING, EXPERIMENTING								
Artist study in Reception		es, paint, crayons, chalk, pastels	Van Gogh-Starry Night -Paint, pastels, paper	Eric Carle -Individually made backgrounds- experimenting with watercolours, pencils, chalk	Georgia O'Keeffe -Paint, pencil, observational drawing-real attention to detail	William Morris Andy Goldsworthy -real life objects, print making, ink, repeating patterns			
	Drawin Chunky pencils, wax crayons, chunky colouring	g and painting media pencils…felt pens, chalk, pastels	Collage and texture Pre-cut paper and glue PVA glue and variety of uncut materials Natural materials trial and error to stick All one textureadditional texture- smooth/bumpyadd other materials tissue/glitter to develop workimprove models by adding texture		Print making Use fingers, hands, feetsponges, rollers Natural and manmade objectscreate a repeating pattern				
ALL ALL	Colour/ Exploring light and dark		Sticking and textiles		Sculpture				
EAD	Primary colours, mixing poster paint, mixing powder paint Shade/tone Using colour to show mood		Using different materials to create a collage Material on material Simple weaving collages and mosaics using different materials		Explore clay Make marks in clay Manipulate clay roll, squash, cut, pinch, twist Create from-cornflour, playdough, salt dough Builds modelsroof and walls, towers; replicate real life, natural and recycled materials Use natural materials				
PAINTING	FAT BRUSHES & LIDDED POTS, POSTER PAINT, DIFFERENT SIZE BRUSHESTHINNER BRUSHES, WATER POTS TO WASH, MIX PAINT, POWDER PAINTS AND PALETTESWATERCOLOURS, WASH BACKGROUND, DIFFERENT MARKS AND ADDING MATCHING; WARM AND COOL COLOURS								
	Cutting Tearing Making snips Cutting in a straight line Cut in a curved line Cut in a zig zag Cut around a shape		Joining Different glueglue stick, spatula Adhesive tapessellotape, masking tape Split pins, string, ribbon Join items which have been cut, torn, glued		Designing and Evaluating Making decisions about what to make Talk through ideas Describe what they will use and need Share work with peers Show and explain HOW it was made Talk about finished product Describe what they like and dislike about it-improvements Explore-Design-Make-Evaluate				

	AUTUMN		SPRING		SUMMER					
cs	Nursery	Reception	Nursery	Reception	Nursery	Reception				
/	Phase 1	Phase 2	Phase 1	Phase 2/3	Phase 1/2	Phase 3 application Phase 4 reading				
	Settling in Leaving my parent/carer	Self confidence and self awareness What is special about me	Settling into my new environment Leaving parents/carers	Making relationships	Settling into my new environment	Dealing with conflict				
D	Talking about my feelings	Understanding my feelings	Making relationships	Co-operation	Leaving parents/carers Making relationships	Transition				
	Awareness of others around me	Sharing, turn taking			Sharing/taking turns					
/-	Nursery	Reception	Nursery	Reception	Nursery	Reception				
	Teeth brushing									
	My face	My body, my senses	My face; my expressions	Light and Dark; Shadows,;	Growing plants					
	What makes me special?			Nocturnal animals		, change and decay				
			Growing plants	Melting and freezing change of						
				state						
				Growing plants						
A	Changing of the seasons-ongoing									
		Floating and sinking		Magnets		Minibeasts				
				Forces and movement		Keeping healthy				
	My family, my house	My family and my community	My family, my house, my numbers		My school	The World-Earth				
	my fulling, my house	ing failing and my community		My country-UK and London	inty beneet	Our place; our roles and				
				,,	My community-People who help	responsibilities				
VC					us-job roles/responsibilities					
KS						Contrasting environme Contrasting country				
	Bonfire Night	Bonfire Night	Spring/Easter	Spring celebrations around the		Pride				
	Remembrance Day	Remembrance day	World Book Day	world		World religions				
	Christmas	Christmas-Here and there		Links with Christianity-Easter						
				World Book Day						
		Hardwick Park	Local area	Local Church	Farm visit	Bee people to visit scho				
		Local area		Beamish	Seaside					
ons	nd	Local Church								
ors ar										
and the second second										
	Nursery		Nursery	needp non	Nursery					
				-	-					
D		See	separate PD document looking at prog	ression of gross and fine motor skill	3					
5										