

EYFS Long Term Plan			
Term	Subject	Learning Objectives via EYFS Framework	Curriculum Skills

Term 4 - Dinosaurs

Literacy

Reading
Writing

Repeat Phase 3 and Phase 4 and Key words - first 100 key words.

Writing sentences:
Easter Cards
Mother's Day

Practise blending and segmenting words.

Continue to develop letter formation using correct sequence of movements

Develop writing for different purposes :
Make fact pages/ class information book about dinosaurs. Non-Fiction:
Factual writing closely linked to a story

Simple factual sentences based around a theme
Names
Labels
Captions
Lists
Diagrams
Message

Recap:

Finger spaces
Letter
Word
Sentence
Full Stops
Capital Letter
Simile 'Like'

Handwriting families

r n m h b p k
c o a d g q
i l t

Reading:

The children can read and understand simple sentences.

The children can use phonic knowledge to decode regular words and read them aloud accurately.

The children can read some common irregular words.
The children can demonstrate understanding when talking with others about what they have read.

Writing:

The children can use their phonic knowledge to write words in ways which match their spoken sounds.

The children can also write irregular words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Reading 40-60

- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Reading ELG

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Writing 40 - 60

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels,captions.
- Attempts to write short sentences in meaningful contexts.

Writing ELG

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

<p><u>Communication and language</u></p> <p>Shared reading. Traditional Tales Role play connected to stories and rhymes.</p> <p>Encourage speaking and listening skills in whole class and group situations.</p> <p>Book List Author Collection- Harry and the Bucketful of Dinosaurs. How Do Dinosaurs say Goodnight. Megs Eggs Dinosaur Stomp</p> <p>Non-fiction texts.</p> <p>Ask questions relating to dinosaurs:</p>	<p><u>Listening and attention:</u> The children can listen attentively in a range of situations. The children can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. The children can give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding:</u> The children can follow instructions involving several ideas and actions. The children can answer 'how' and 'why' questions about their experiences and in response to stories and events.</p> <p><u>Speaking:</u> The children can express themselves effectively, showing awareness of their listeners needs. The child can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. The children can develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Listening and Attention 40 - 60</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p><u>Listening and Attention ELG</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding 40 - 60</u></p> <ul style="list-style-type: none"> • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Understanding ELG</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking 40 - 60</u></p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p><u>Speaking ELG</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<p><u>Mathematics</u></p> <p>Continue to count forwards and backwards up to 20 and beyond.</p> <p>To continue to write numbers up to 10/20.</p> <p>Compare building equipment - more, fewer.</p> <p>To develop their problem solving skills through a range of sorting, matching, pattern making and sequencing activities.</p> <p>To use language such as</p>	<p><u>Numbers:</u> The children can count with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. The children can use quantities and objects. Add and Subtract two single digit numbers and count on or back to find the answer. Solve problems, including doubling halving and sharing.</p> <p><u>Shape, space and measure:</u> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><u>Numbers 40 - 60</u></p> <ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Begins to identify own mathematical problems based on own interests and fascinations. <p><u>Numbers ELG</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><u>Shape, Space and Measure - 40 - 60</u></p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.

<p>"taller"/"shorter" and "heavier"/"lighter" when comparing two or more quantities in the builder's yard! Ordering materials in terms of size.</p> <p>3D shapes - Used to build the pig's houses</p> <p>Describe the position of the houses.</p> <p>Time: Time of day, Days of the week, months, year. Measure how long it takes to blow down a house in mins.</p>		<ul style="list-style-type: none"> • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p><u>Shape, Space and Measure - ELG</u> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p><u>Expressive Art and Design</u></p> <p>* Exploring and using media and materials * Being imaginative</p> <p>10 Little Dinosaurs Bouncing On The Bed 5 Enormous Dinosaurs I saw a Dinosaur Dilly the Dinosaur Dinosaur Rap I'm a Mighty Dinosaur</p> <p>Junk model dinosaurs, Clay dinosaurs, papier-mâché dinosaur eggs, Stained glass effect dinosaurs. Dinosaur dancing</p>	<p><u>Exploring and using media and materials</u> The children sing songs, make music and dance, and experiment with ways of changing them. The children can safely use and explore a variety of materials, tools and techniques. The children can experiment with colour, design, texture form and function.</p> <p><u>Being imaginative</u> The children can use what they have learnt about media and materials in original ways, thinking about uses and purposes. The children can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p><u>Exploring and Using Media and Materials 40 - 60</u></p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Exploring and Using Media and Materials ELG</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative 40 - 60</u></p> <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p><u>Being Imaginative ELG</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

	<p>This is my little house... Easter songs</p> <p>Junk model houses,</p> <p>Easter Cards</p> <p>Easter Cakes</p> <p>Mixing colours to make spring paintings.</p> <p>Bubble painting/Marbling - Easter Eggs</p> <p>Retelling the Easter Story in Role Play.</p>		
	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> * People and communities * The world * Technology <p>Easter Welly Walks</p> <p>Dino feed: "ingredients" for dinosaur feed. (Using a variety of skills to mix - tweezers, tongs, small containers etc.)</p> <p>Dinosaur pictures/ information pages using "Tizzy's Tools" and "2Simple".</p> <p>Programmable toys (dino-bot)</p> <p>Ask questions about dinosaurs in order to find information about them.</p> <p>Dinosaurs and fossils e.g. 'past', 'now' and 'then'.</p>	<p><u>People and communities</u> The children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The world:</u> The children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><u>Technology:</u> The children recognize that a range of technology is used in places such as homes and schools. They can select and use technology for particular purposes.</p>	<p><u>Exploring and Using Media and Materials 40 - 60</u></p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. <p><u>Exploring and Using Media and Materials ELG</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative 40 - 60</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p><u>Being Imaginative ELG</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

<p>PSED</p> <ul style="list-style-type: none"> * Making Relationships * Self-confidence and self awareness * Managing Feelings and Behaviour <p>'Getting on and Falling Out'</p>	<p><u>Self-confidence and self awareness</u></p> <p>The children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behavior:</u></p> <p>The children can talk about: how they and others show feelings, talk about their own and others' behavior, and its consequences, and know that some behavior is unacceptable.</p> <p>The children can work as part of a group or class, and understand and follow the rules.</p> <p>The children can adjust their behavior to different situations, and take changes of routine in their stride.</p> <p><u>Making relationships:</u></p> <p>The children can play co-operatively, taking turns with others.</p> <p>The children can take account of one another's ideas about how to organise their activity.</p> <p>The children can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><u>Making Relationships 30 - 50</u></p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • <p><u>Making Relationships 40 - 60</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p><u>Making Relationships ELG</u></p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><u>Self-confidence and self- awareness 40 - 60</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><u>Self-confidence and self- awareness ELG</u></p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p><u>Managing feelings and behaviour 30 - 50</u></p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually adapt behaviour to different events, social situations and changes in routine. <p><u>Managing feelings and behaviour 40 - 60</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p><u>Managing feelings and behaviour ELG</u></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p>PD</p> <ul style="list-style-type: none"> * Moving and Handling * Health and Self-care 	<p><u>Moving and Handling</u></p> <p>The children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely</p>	<p><u>Moving and Handling 40 - 60</u></p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

	<p>Gymnastics</p> <p>Quoits and hoops</p> <p>Sportsworks</p> <p>Healthy Eating - Dinosaur feed. What is healthy and unhealthy?</p>	<p>negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and self-care</u> The children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Moving and Handling ELG</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and Self-care 40 - 60</u></p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. <p><u>Health and Self-care ELG</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about keep healthy and safe.</p>
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