

EYFS Long Term Plan

Term	Subject	Learning Objectives via EYFS Framework	Curriculum Skills
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; margin: 0;">Term 5 - Pirates</p>	<p>Literacy</p> <p>Reading Writing</p> <p>Letters and Sounds – Revisit phase 3 sounds and practise segmenting and blending</p> <p>Reinforce first 100 key words/ next 100.</p> <p>Write simple regular words correctly and attempt more complex words using phonic knowledge.</p> <p>Write e.g. pirate poems and fact sheets about their ship.</p> <p>Repeating poem:</p> <p>My ship has... My ship has...</p> <p>My hat has</p> <p>Introduce Adjectives e.g. old, little, big, small, quiet ship</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes – using 'like'</p> <p>Vocabulary: Adjectives Describe Letter Finger space Full stop Capital letter</p>	<p><u>Reading:</u> 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.</p> <p><u>Writing:</u> 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.</p>	<p><u>Curriculum Skills</u></p> <p><u>Reading 30-50</u></p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p><u>Reading 40-60</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. <p><u>Reading ELG</u> 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.</p> <p><u>Writing 40 - 60</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Attempts to write short sentences in meaningful contexts. <p><u>Writing ELG</u></p> <ul style="list-style-type: none"> • 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. Role play connected to stories and rhymes.</p> <p>Encourage speaking and listening skills in whole class and group situations.</p> <p style="text-align: center;">Book List Pirate School The Night Pirates The Pirate Cruncher Mrs Pirate</p> <p>Discuss: Repetition for rhythm: e.g. He walked and walked</p> <p>Repetition in description: e.g. A lean cat, a mean cat</p> <p>Oral Instructions: Following a pirate map when blindfolded</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.</p> <p><u>Speaking:</u> The children can express themselves effectively, showing awareness of their listeners needs.</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"> • Responds to instructions involving a two-part sequence. <p><u>Understanding ELG</u> Children follow instructions involving several ideas or actions.</p> <p><u>Speaking 40 - 60</u></p> <ul style="list-style-type: none"> • 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 develop their own narratives and explanations by connecting ideas or events.</p>
<p><u>Mathematics</u></p> <p>Simple addition, combining two groups of objects. Pirate objects</p> <p>Simple subtraction: Pirates hide/ steal the treasure how much is left.</p> <p>Recognising, counting, ordering, writing and using numbers up to 20: Find numbered coins in a treasure chest and saying their names.</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.</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. 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"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Finds the total number of items in two groups by counting all of them. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain • 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</p>

<p>Measure: Capacity How much Rum can different containers hold. Can the children build a water run with different height/length slopes.</p> <p>Shapes: Construction - using 3D shapes to build a model dinosaur</p> <p>Money: Pirate shop. The children buy or sell pirate goods.</p> <p>BIG PROBLEM FRIDAY</p>		<p>answer.</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>'. 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. Beginning to use everyday language related to money. <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 recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> * Exploring and using media and materials * Being imaginative <p>Still life picture of a pirate</p> <p>2D and 3D Pirate Ships Link to maths</p> <p>To respond to what they see, hear, touch, smell and feel: Pirate Food</p> <p>Play a range of percussion instruments. Create own pirate song</p> <p>Pirate Songs: A Sailor Went to Sea <i>Bobby Shaftoe</i> Michael, Row the Boat Ashore Row, Row, Row Your Boat The Big Ship The Pirate Song</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"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. 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"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 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>Collage maritime pictures</p> <p>Roleplay - pirate story</p>		
<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> * People and communities * The world * Technology <p>Weston Super Mare or Cotswold Water Park Seaside Visit</p> <p>Pirate Day Term 5</p> <p>Father's Day</p> <p>To use cameras to create Pirate Ship Log.</p> <p>To begin to know about Pirates from the past and identify similarities and differences and encourage children to use the vocabulary of time in conversations e.g. 'past', 'now' and 'then'.</p> <p>To investigate things that fly/float/go under the water</p> <p>To think about healthy eating: what do Pirates eat?</p> <p>Welly Walks</p>	<p><u>People and communities</u></p> <p>The children can talk about past and present events in their own lives and in the lives of family members</p> <p>The children know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>The children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The world:</u></p> <p>The children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>The children can talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They can make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology:</u></p> <p>The children recognise that a range of technology is used in places such as homes and schools.</p> <p>They can select and use technology for particular purposes.</p>	<p><u>People and Communities 40 - 60</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p><u>People and Communities ELG</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Understanding the World 40 - 60</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Understanding the World ELG</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology 40 - 60</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Technology ELG</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p><u>PSED</u></p> <ul style="list-style-type: none"> * Making Relationships * Self-confidence and self awareness * Managing Feelings and Behaviour <p>'Changes'</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.</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. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour:</u></p> <p>The children can talk about: how they and others show</p>	<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>feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. The children can work as part of a group or class, and understand and follow the rules. The children can adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making relationships:</u> The children can play co-operatively, taking turns with others. The children can take account of one another's ideas about how to organise their activity. The children can 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> 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 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> 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 * Moving and Handling * Health and Self-care</p> <p>Gymnastics</p> <p>Bats and balls</p> <p>Sportsworks</p>		<p><u>Moving and Handling</u> The 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</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>	<p><u>Moving and Handling 40 - 60</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • 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. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • 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"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • 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. • Practices some appropriate safety measures without direct supervision. <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 ways to keep and safe.</p>

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