Alfreton Park Community Special School
Learning Together for Personal Success
EYFS Long Term Plan Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Themes	**Main Theme – 4 weeks** *All About Me*	**Main Theme - 4 weeks** *Polar Express*	**Main Theme - 6 Weeks** *Journeys*	**Main Theme – 6 wks** *Pirates* **2 wks** *Wild West* **2 wks**	**Main Theme - 6 weeks** *Mini-Beasts*	**Main Theme - 3 weeks** *Seaside*
Early Years Foundation Stage Early Learning Goals.	**Cultural Theme – 3 weeks** *The Farm* *The countryside*	**Cultural Theme – 3 weeks** *Christmas*		**Cultural Theme – 2 weeks** *Easter*		**Main Theme – 3 weeks** *Under the Sea*
Communication and language **Listening and attention:** 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.	Register routine Communication time Sound of the day – jolly phonics *Sound discrimination. *Social stories *Respond to what they hear in the environment.	Register routine Communication time Sound of the day – jolly phonics *Explore key events at Christmas, Nativity.	Register routine Communication time Sound of the day – jolly phonics *Sounds in the environment. *Making transport sounds.	Register routine Communication time Sound of the day – jolly phonics *Sounds of the sea *Making sounds with our bodies.	Register routine Communication time Sound of the day – jolly phonics *Respond to dramatic stories *Develop role play skills	Register routine Communication time Sound of the day – jolly phonics *Respond to different media
Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Familiar people at home and at setting. Anticipating events/ routines.	Respond to emotions in stories.	Positional language for modes of transport.	Respond to differences in past and present.	Connecting and transporting skills	Exploring different textures
Speaking: 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.	Family members names/titles. Farm/animal vocabulary. Making Animal sounds.	Say Christmas character names.	Name vehicles and what they do	singing familiar songs / shanty songs.	Using descriptive vocabulary.	Singing along to different seaside songs and making music.
Personal, social and emotional development **Self-confidence and self-awareness:** 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.	Making choices Asking for help *Feelings and emotions	Making choices Asking for help *Presenting ideas positively.	Making choices Asking for help *Understanding rules of transport *Cultural differences and similarities.	Making choices Asking for help *Compare and contrast lifestyles	Making choices Asking for help *Develop confidence of handling small creatures and animals.	Making choices Asking for help *Tolerate handling different materials.
Managing feelings and behaviour: children talk about how they	Developing social skills	Developing social skills	Developing social skills	Developing social skills	Developing social skills	Developing social skills

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.	Taking turns Sharing *Introducing new routines	Taking turns Sharing * Choosing resources appropriate for activity	Taking turns Sharing *Practice Green cross code in the local environment.	Taking turns Sharing *Talking about different clothes and food.	Taking turns Sharing *Understanding how to care for animals	Taking turns Sharing *Likes and dislikes
Making relationships: 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 childrens.	Form relationships with key worker and familiar people. Building friendships. *Matching pictures of familiar people.	Form relationships with key worker and familiar people. Building friendships. *being part of a team	Form relationships with key worker and familiar people. Building friendships. *Using public transport	Form relationships with key worker and familiar people. Building friendships. *Past and present lifestyles	Form relationships with key worker and familiar people. Building friendships. *Investigating and researching animals and insects	Form relationships with key worker and familiar people. Building friendships. *Group singing.
Physical development **Moving and handling:** 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.	Negotiating space in the environment Fine motor skills Gross motor skills Handling small and large tools appropriately. *Making faces *Feeding animals	Negotiating space in the environment Fine motor skills Gross motor skills Handling small and large tools appropriately. *Moving fast and slow *Movements in water/snow	Negotiating space in the environment Fine motor skills Gross motor skills Handling small and large tools appropriately. *Changing directions *Forces – pushing, pulling, turning.	Negotiating space in the environment Fine motor skills Gross motor skills Handling small and large tools appropriately. *Large climbing apparatus. *Sequences in movements.	Negotiating space in the environment Fine motor skills Gross motor skills Handling small and large tools appropriately. *Positional language for movements. *Copying/imitating movements of insects.	Negotiating space in the environment Fine motor skills Gross motor skills Handling small and large tools appropriately. *Movements in water (splashing, paddling) * Copying/imitating movements of sea creatures sin the sea and on dry land.
Health and self-care: 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.	Progressive independence of Personal care and hygiene Finding and putting on coats Buttons, zips on coats Putting on and taking off shoes.	Progressive independence of Personal care and hygiene Finding and putting on coats Buttons, zips on coats Putting on and taking off shoes.	Progressive independence of Personal care and hygiene Finding and putting on coats Buttons, zips on coats Putting on and taking off shoes.	Progressive independence of Personal care and hygiene Finding and putting on coats Buttons, zips on coats Putting on and taking off shoes.	Progressive independence of Personal care and hygiene Finding and putting on coats Buttons, zips on coats Putting on and taking off shoes.	Progressive independence of Personal care and hygiene Finding and putting on coats Buttons, zips on coats Putting on and taking off shoes.
Literacy **Reading:** 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.	Non-fiction/Information books Pre-reading skills *Name pictures/photos of familiar people and animals.	Non-fiction/Information books Pre-reading skills *Identify characters from Christmas story.	Non-fiction/Information books Pre-reading skills *Naming objects and images of transport.	Non-fiction/Information books Pre-reading skills *Identifying differences in past and present	Non-fiction/Information books Pre-reading skills *Matching animals and their habitats.	Non-fiction/Information books Pre-reading skills *Identifying where sea animals and creatures live.

Writing: 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.	Using a variety of tools for mark making Pre-writing skills Physical Literacy *Writing own names	Using a variety of tools for mark making Pre-writing skills Physical Literacy *Writing Christmas cards	Using a variety of tools for mark making Pre-writing skills Physical Literacy *Making marks for roads and tracks	Using a variety of tools for mark making Pre-writing skills Physical Literacy *Making marks in sand and movements in water	Using a variety of tools for mark making Pre-writing skills Physical Literacy *Tick lists and information for insects body parts	Using a variety of tools for mark making Pre-writing skills Physical Literacy *Mark making in sand and movements in water.
Mathematics **Numbers:** children count reliably with numbers from 1 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.	Counting Mathematical descriptive language *Counting family members and animals numerals 1-10	Counting Mathematical descriptive language *Sorting familiar objects	Counting Mathematical descriptive language *Developing an awareness of size differences in transport.	Counting Mathematical descriptive language * Ordering quantities of objects.	Counting Mathematical descriptive language *1-1 correspondence counting.	Counting Mathematical descriptive language *Making patterns
Shape, space and measures: 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	Problem solving Classifying and sorting shapes *Shape patterns of faces	Problem solving Classifying and sorting shapes *Developing an understanding of weight – heavy and light with presents	Problem solving Classifying and sorting shapes *Making tracks and discussing distances.	Problem solving Classifying and sorting shapes *Time – past and present	Problem solving Classifying and sorting shapes *Positional language of where insects live	Problem solving Classifying and sorting shapes *Money – buying ice creams at the seaside.
Understanding the world **People and communities:** 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.	Past and present Cultural differences *Likes and dislikes	Past and present Cultural differences *Understanding celebrations	Past and present Cultural differences *Describe changes in journeys	Past and present Cultural differences *Difference and similarities in clothes	Past and present Cultural differences *Habitats and life cycles	Past and present Cultural differences *Floating and sinking
The world: 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.	Weather Familiar environments *Our families and pets.	Weather Familiar environments *Technology toys	Weather Familiar environments *Transport technology	Weather Familiar environments *Climates – sea and desert	Weather Familiar environments *Living things - plants	Weather Familiar environments *Wind forces and boats

Expressive arts and design **Exploring and using media and materials:** 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.	Singing Music Dance Painting *Self portraits	Singing Music Dance Painting *Body printing	Singing Music Dance Painting *Making marks with vehicles	Singing Music Dance Painting *Texture and form of materials	Singing Music Dance Painting *Collage	Singing Music Dance Painting *Water and sand play
Being imaginative: 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.	Exploring materials Role play Malleable materials *Printing with objects	Exploring materials Role play Malleable materials *Dark and shiny	Exploring materials Role play Malleable materials *Changing colours of paint.	Exploring materials Role play Malleable materials *Dry and wet (sand)	Exploring materials Role play Malleable materials *Experiments with soil	Exploring materials Role play Malleable materials *Colours and patterns of the sea.
RE - Learning through exploration & play	Myself – Who am I, why am I unique	Christmas	What does light mean?	Easter	Belonging – How are new babies welcomed	What can we learn from visiting a church
Science – Learning through exploration & play.	1. Materials 1.3a Describe materials 2. Life processes 1.2a Comparing different plants	1. Materials 1.3a Linking properties of materials to uses 2. Physical 1.4a Light and Dark Experience and explore light and dark and shiny objects	1. Physical 1.4a Pushing, Pulls Turns 2. Materials 1.3a Test materials for specific uses	1. Physical 1.4c Sound and Hearing Familiar sounds Making sounds with their bodies 2. Life Processes 1.2b My Body	1. Physical 1.4a Explore light and dark 2. Life processes 1.2a Comparing different plants	1. Life processes 1.2b My Body 2. Materials 1.3a Grouping/sorting materials Describe materials