

Alfreton Park Community Special School
Learning Together for Personal Success
 EYFS Long Term Plan Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Themes	Main Theme – 4 weeks <i>All About Me</i>	Main Theme - 4 weeks <i>Festivals</i>	Main Theme - 6 Weeks <i>Space</i>	Main Theme – 6 Weeks <i>Circus</i>	Main Theme - 6 weeks <i>Music Genres</i>	Main Theme - 8 weeks <i>Jungle</i>
Early Years Foundation Stage Early Learning Goals.	Cultural Theme – 3 weeks <i>People Who Help Us</i>	Cultural Theme – 3 weeks <i>Christmas</i>		Cultural Theme – 2 weeks <i>Easter</i>		
<u>Communication and language</u>	Register routine	Register routine	Register routine	Register routine	Register routine	Register routine
<u>Listening and attention:</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.	Communication time Sound of the day – jolly phonics *Environmental Sound discrimination. *Social stories	Communication time Sound of the day – jolly phonics *Explore key events at Christmas, Nativity. *Sounds in different cultures/religions	Communication time Sound of the day – jolly phonics *Sounds in the environment. *Listening to and responding to requests	Communication time Sound of the day – jolly phonics *Animal sounds *Making sounds with our bodies.	Communication time Sound of the day – jolly phonics *Sound discrimination games. *Develop rhyme and rhyme skills.	Communication time Sound of the day – jolly phonics *Respond to different media within the environment.
<u>Understanding:</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.	Familiar people at home and at setting. Anticipating events/ routines. *who helps us in the community.	Respond to emotions in stories. *Understanding different beliefs and ways of life.	Positional language for modes of transport. *WoW words.	Respond to differences in past and present. *Offer ideas through communication.	Connecting and transporting skills *Making music following sequences.	Exploring different textures *Understand the differences in Habitats.
<u>Speaking:</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.	Family members names/titles. *People who help us and vehicles vocabulary.	Say Christmas character names. *Make sounds of fireworks.	Make references to space words. *Name and point to the sun and moon.	Name circus animals. *Make circus animal sounds	Using descriptive vocabulary. *Make loud and quiet sounds with their voices.	Singing along to different animal songs. *Make jungle animal sounds.
<u>Personal, social and emotional development</u>	Making choices	Making choices	Making choices	Making choices	Making choices	Making choices
<u>Self-confidence and self-awareness:</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.	Asking for help *Feelings and emotions	Asking for help *Presenting ideas positively.	Asking for help *Understanding differences between earth and space. *Cultural differences and	Asking for help *Compare and contrast lifestyles	Asking for help *making music with a variety of different instruments.	Asking for help *Tolerate handling different materials.

<p>Managing feelings and behaviour: 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>Developing social skills</p> <p>Taking turns</p> <p>Sharing</p> <p>*Introducing new routines</p>	<p>Developing social skills</p> <p>Taking turns</p> <p>Sharing</p> <p>* Choosing resources appropriate for activity</p>	<p>similarities.</p> <p>Developing social skills</p> <p>Taking turns</p> <p>Sharing</p> <p>*Group work to create a solar system.</p>	<p>Developing social skills</p> <p>Taking turns</p> <p>Sharing</p> <p>*Talking about different clothes and food and animals.</p>	<p>Developing social skills</p> <p>Taking turns</p> <p>Sharing</p> <p>*Likes and dislikes</p>	<p>Developing social skills</p> <p>Taking turns</p> <p>Sharing</p> <p>*Understanding how to care for animals</p>
<p>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 children.</p>	<p>Form relationships with key worker and familiar people.</p> <p>Building friendships.</p> <p>*Matching pictures of familiar people.</p>	<p>Form relationships with key worker and familiar people.</p> <p>Building friendships.</p> <p>*Being part of a community.</p>	<p>Form relationships with key worker and familiar people.</p> <p>Building friendships.</p> <p>*Experiencing different sensory experience with their bodies.</p>	<p>Form relationships with key worker and familiar people.</p> <p>Building friendships.</p> <p>*Past and present lifestyles</p>	<p>Form relationships with key worker and familiar people.</p> <p>Building friendships.</p> <p>*Group singing.</p>	<p>Form relationships with key worker and familiar people.</p> <p>Building friendships.</p> <p>*Investigating and researching animals and insects</p>
<p>Physical development</p> <p>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.</p>	<p>Negotiating space in the environment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Handling small and large tools appropriately.</p> <p>*Making faces</p> <p>*Finger prints</p>	<p>Negotiating space in the environment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Handling small and large tools appropriately.</p> <p>*Moving fast and slow</p> <p>*Movements with play dough.</p>	<p>Negotiating space in the environment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Handling small and large tools appropriately.</p> <p>*Changing directions</p> <p>*Forces – pushing, pulling, turning.</p>	<p>Negotiating space in the environment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Handling small and large tools appropriately.</p> <p>*Large climbing apparatus.</p> <p>*Sequences in movements.</p>	<p>Negotiating space in the environment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Handling small and large tools appropriately.</p> <p>*Positional language for movements.</p>	<p>Negotiating space in the environment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Handling small and large tools appropriately.</p> <p>*Movements in water (splashing, paddling)</p> <p>* Copying/imitating movements of jungle animals.</p>
<p>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.</p>	<p>Progressive independence of Personal care and hygiene</p> <p>Finding and putting on coats</p> <p>Buttons, zips on coats</p> <p>Putting on and taking off shoes.</p>	<p>Progressive independence of Personal care and hygiene</p> <p>Finding and putting on coats</p> <p>Buttons, zips on coats</p> <p>Putting on and taking off shoes.</p>	<p>Progressive independence of Personal care and hygiene</p> <p>Finding and putting on coats</p> <p>Buttons, zips on coats</p> <p>Putting on and taking off shoes.</p>	<p>Progressive independence of Personal care and hygiene</p> <p>Finding and putting on coats</p> <p>Buttons, zips on coats</p> <p>Putting on and taking off shoes.</p>	<p>Progressive independence of Personal care and hygiene</p> <p>Finding and putting on coats</p> <p>Buttons, zips on coats</p> <p>Putting on and taking off shoes.</p>	<p>Progressive independence of Personal care and hygiene</p> <p>Finding and putting on coats</p> <p>Buttons, zips on coats</p> <p>Putting on and taking off shoes.</p>
<p>Literacy</p> <p>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</p>	<p>Non-fiction/Information books</p> <p>Pre-reading skills</p> <p>*Name pictures/photos of familiar people and</p>	<p>Non-fiction/Information books</p> <p>Pre-reading skills</p> <p>*Identify characters from Christmas story.</p>	<p>Non-fiction/Information books</p> <p>Pre-reading skills</p> <p>*Naming objects and images of space.</p>	<p>Non-fiction/Information books</p> <p>Pre-reading skills</p> <p>*Identifying differences in circus activities.</p>	<p>Non-fiction/Information books</p> <p>Pre-reading skills</p> <p>*Identifying instrument names.</p>	<p>Non-fiction/Information books</p> <p>Pre-reading skills</p> <p>*Matching animals and their habitats.</p>

techniques, experimenting with colour, design, texture, form and function.	Painting *Self portraits	Painting *Body printing	Painting *Making marks in different sensory media and materials.	Painting *Collage	Painting *Texture and form of materials	Painting *Water and sand play materials
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 *Colours and patterns of circus clothes.	Exploring materials Role play Malleable materials *Experiments with sounds using sensory materials.	Exploring materials Role play Malleable materials *Dry and wet (sand)
RE - Learning through exploration & play	Myself – Who am I, why am I unique	Christmas & Celebrations	What can we learn from visiting a church	What makes Easter a special time	What words are important	Belonging
Science – Learning through exploration & play.	1. Life Processes 1.2b My Body 2. Life Processes 1.2a Comparing different plants	1. Physical Light and Dark 1.4a Explore light and dark and shiny things 2. Physical Pushes and Pulls and Turns 1.4b	1. Materials 1.3a Grouping and sorting materials Describe materials 2. Physical 1.4c Sound and Hearing Familiar sounds Making sounds with bodies	1. Life Processes 1.2b My Body 2. Physical 1.4b Pushes Pulls Turns	1. Materials 1.3a Linking properties to uses 2. Physical 1.4c Sound and hearing Familiar sounds Body sounds	1. Life Processes 1.2a Growing seeds 2. Materials 1.3a Test materials for specific purposes