

Alfreton Park Community Special School
Learning Together for Personal Success
 EYFS Long Term Plan Year 3

	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 Fairy Tales	Main Theme - 6 Weeks Dinosaurs	Main Theme – 4 Weeks Castles /Construction	Main Theme - 6 weeks Seasons	Main Theme - 4 weeks <i>Desert</i>
Early Years Foundation Stage Early Learning Goals.	Cultural Theme – 3 weeks Animals	Cultural Theme – 3 weeks <i>Christmas & Foods</i>	Cultural Theme – 3 weeks Chants and action rhymes:	Cultural Theme – 2 weeks <i>Easter</i>		Cultural theme – 4 weeks <i>Pond Life</i>
Communication and language	Register routine Communication time Sound of the day – jolly phonics *Environmental Sound discrimination. *Social stories *Animal sounds	Register routine Communication time Sound of the day – jolly phonics *Explore key events at Christmas, Nativity. *Singing songs from fairy tales.	Register routine Communication time Sound of the day – jolly phonics *Sounds in the environment. *Listening to and repeating rhymes.	Register routine Communication time Sound of the day – jolly phonics *Making sounds with our bodies.	Register routine Communication time Sound of the day – jolly phonics *Sound discrimination games.	Register routine Communication time Sound of the day – jolly phonics *Respond to different media within the environment.
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. *Animals and their habitat sounds and names.	Respond to emotions in stories. *responding to different stories and fairy tales.	Positional language for modes of transport. *Taking part in action rhymes.	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.
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. *Animal vocabulary.	Say Christmas character names. *Naming fairy tale characters.	Make references to space words. *Name and point to the sun and moon.	Name circus animals. *Explore dinosaur names and sounds *Chanting sounds.	Using descriptive vocabulary. *Make weather sounds with their voices and bodies.	Singing along to different animal songs. *Make desert and pond animal sounds.
Personal, social and emotional development	Making choices Asking for help *Feelings and	Making choices Asking for help *Presenting ideas	Making choices Asking for help *Likes and dislikes of	Making choices Asking for help *Compare and	Making choices Asking for help *Compare and contrast	Making choices Asking for help *Tolerate handling
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						

<p>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>Dance Painting *Self portraits</p>	<p>Dance Painting *Body printing</p>	<p>Dance Painting *Making marks in different sensory media and materials.</p>	<p>Dance Painting *Collage</p>	<p>Dance Painting *Texture and form of materials</p>	<p>Dance Painting *Water and sand play materials</p>
<p>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.</p>	<p>Exploring materials Role play Malleable materials *Printing with objects</p>	<p>Exploring materials Role play Malleable materials *Dark and shiny</p>	<p>Exploring materials Role play Malleable materials *Changing colours of paint.</p>	<p>Exploring materials Role play Malleable materials *Colours and patterns of materials.</p>	<p>Exploring materials Role play Malleable materials *Experiments with sounds using sensory materials.</p>	<p>Exploring materials Role play Malleable materials *Dry and wet (sand)</p>
<p>RE - Learning through exploration & play</p>	<p>Myself – Who am I, why am I unique</p>	<p>Christmas & Celebrations</p>	<p>What words are important</p>	<p>What makes Easter a special time</p>	<p>What can we learn from visiting a church</p>	<p>Belonging</p>
<p>Science – Learning through exploration & play.</p>	<p>1. Life Processes 1.2b My Body 2. Life Processes 1.2a Comparing Plants</p>	<p>1. Materials 1.3a Testing Materials for specific purposes 2. Materials 1.3a Grouping/sorting materials Describing materials</p>	<p>1. Life Processes 1.2a Growing Seeds 2. Physical 1.4c Sound and Hearing</p>	<p>1. Physical 1.4c Pushes and Pulls 2. Materials 1.3a Linking properties of materials to particular uses</p>	<p>1. Materials 1.3a Test materials for a specific purpose 2. Life Processes 1.2a Growing Seeds</p>	<p>1. Life Processes 1.2a Comparing different plants 2. Physical 1.4a Light and dark Explore light and</p>