

Shillington Lower School Rainbows (EYFS) Long Term Plan

Aims of the Early Years Foundation Stage

In Rainbows the EYFS setting at Shillington Lower School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

The Early Years Foundation Stage framework

Teaching in the EYFS setting at Shillington Lower School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

Our curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

We also provide activities and experiences through four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

Active Learning through Play

At Shillington Lower School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In the EYFS setting at Shillington Lower School practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework.

Long Term Plan

Careful consideration is given to our half-termly topics to include themes, stories and experiences that enthuse our children and produce the most powerful learning; while remaining flexible enough to respond to children's interests. The topics we introduce are starting points for the children's play and learning and we are keen to develop topics following the children's interests and ideas. The topics that we cover are very flexible and interest driven by the children we have in the setting. Topics have been mapped against expected learning outcomes to ensure curriculum coverage.

***Key religious festivals will be planned for throughout the year as they occur, these include: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas, Chinese New Year, Mothering Sunday and Easter.**

***Visitors – Health Visitors, Dentist, Nurse, Paramedic, Fire Engine, Baker, Site Agent, Headteacher, Road Safety Advisor**

***Trips & Visits – Pantomime, All Saint's Church, village Post Office, village walk, Knebworth House – Dinosaur Trail**

Expected learning outcomes		All about Me!	Festivals of Light	People who help us	Growing and Easter	Dinosaurs	Under the Sea
PRIME AREA: PERSONAL: SOCIAL AND EMOTIONAL DEVELOPMENT	Making Relationships						
	1. Children play co-operatively, taking turns with others.	*			*	*	*
	2. They take account of one another's ideas about how to organise their activity.		*	*		*	
	3. They show sensitivity to others' needs and feelings.		*		*	*	
	4. They form relationships with adults and other children.	*		*	*		
	Self-Confidence and Self Awareness						
	1. Children are confident to try new activities.	*			*		
	2. They can say why they like some activities more than others.			*		*	
	3. They are confident to speak in a familiar group.	*					
	4. They will talk about their ideas.						*
	5. They will choose the resources they need for their chosen activities.			*			
	6. They say when they do or don't need help.	*					
	Managing Feelings and Behaviour						
	1. Children talk about how they and others show feelings.	*	*	*		*	
	2. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.	*					
	3. They work as part of a group or class and understand and follow the rules.	*			*	*	*
	4. They adjust their behaviour to different situations.				*	*	*
	5. They take changes of routine in their stride.	*		*	*		

Expected learning outcomes		All about Me!	Festivals of Light	People who help us	Growing and Easter	Dinosaurs	Under the Sea
PRIME AREA: COMMUNICATION AND LANGUAGE	Listening and Attention						
	1. Children listen attentively in a range of situations.	*	*	*	*	*	*
	2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	*		*	*	*	*
	3. They give their attention to what others say and respond appropriately, while engaged in another activity.	*		*			
	Understanding						
	1. Children follow instructions involving several ideas or actions.	*	*	*	*	*	*
	2. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	*	*	*			
	Speaking						
	1. Children express themselves effectively, showing awareness of listeners' needs.	*	*	*	*	*	*
	2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	*		*	*		*
3. They develop their own narratives and explanations by connecting ideas or events.	*	*	*	*	*	*	
PRIME AREA: PHYSICAL	Moving and Handling						
	1. Children show good control and co-ordination in large and small movements.	*	*		*	*	*
	2. Children move confidently in a range of ways, safely negotiating space.	*				*	*
	3. They handle equipment and tools effectively, including pencils for writing	*	*	*	*	*	*
	Health and Self Care						
	1. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.	*		*		*	
2. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	*		*				

Expected learning outcomes		All about Me!	Festivals of Light	People who help us	Growing and Easter	Dinosaurs	Under the Sea
Specific Area: Literacy	Reading						
	1. Children read and understand simple sentences.	*	*	*	*	*	*
	2. They use phonic knowledge to decode regular words and read them aloud accurately.	*	*	*	*	*	*
	3. They read some common irregular words .	*	*	*	*	*	*
	4. They demonstrate understanding when talking with others about what they have read.	*	*	*	*	*	*
	Writing						
	1. Children use their phonic knowledge to write words in ways which match their spoken sounds.	*	*	*	*	*	*
	2. They also write some irregular common words.	*	*	*	*	*	*
	3. They write simple sentences which can be read by themselves and others.	*	*	*	*	*	*
	4. Some words are spelt correctly and others are phonetically plausible.	*	*	*	*	*	*
Specific Area: Mathematics	Numbers						
	1. Children count reliably with numbers from 1 to 20.	*	*	*	*	*	*
	2. They place them in order.	*	*	*	*	*	*
	3. They say which number is one more or one less than a given number.	*	*	*	*	*	*
	4. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	*	*	*	*	*	*
	5. They solve problems, including doubling, halving and sharing.	*	*	*	*	*	*
	Shape, Space and Measures						
	1. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	*	*	*	*	*	*
	2. They recognise, create and describe patterns.	*	*	*	*	*	*
3. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	*	*	*	*	*	*	

Expected learning outcomes		All about Me!	Festivals of Light	People who help us	Growing and Easter	Dinosaur	Under the Sea
Specific Area: Understanding the World	People and Communities						
	1. Children can talk about past and present events in their own lives and in the lives of family members.	*	*	*	*	*	*
	2. They know that other children don't always enjoy the same things, and are sensitive to this.	*	*	*	*	*	*
	3. They know about similarities and differences between themselves and others, and among families, communities and traditions.	*	*	*	*	*	*
	The World						
	1. Children know about similarities and differences in relation to places, objects, materials and living things.	*	*	*	*	*	*
	2. They talk about the features of their own immediate environment and how environments might vary from one another.	*	*	*	*	*	*
3. They make observations of animals and plants and explain why some things occur, and talk about changes.	*	*	*	*	*	*	
	Technology						
	1 Children recognise that a range of technology is used in places such as homes and schools.	*		*	*		
	2 They select and use technology for particular purposes.	*	*	*	*	*	*
Specific Area: Expressive Arts & Design	Exploring and Using Media and Materials						
	1. Children sing songs, make music and dance, and experiment with ways of changing them.	*	*	*	*	*	*
	2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	*	*	*	*	*	*
	Being Imaginative						
	1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	*	*	*	*	*	*
2. They represent their own ideas, thoughts and feelings through design and technology, art music, dance, role play and stories.	*	*	*	*	*	*	