

Bradfield CE Primary School EYFS Long Term Plan

Planning Intent: Our aim is for children to leave their Reception year at Bradfield with a solid concept of who they are, where they belong and what they believe, so that they can in turn understand the world and their place and role within it.

Autumn

My World

(PSED main focus)

- Baseline information gathering
- Identifying need and schemas
- My face, my body,
- My family,
- What celebrations are important to me and my family?
- Feelings, emotions and thoughts
- Creating a self portrait

The World Around Me

- Getting to know my teachers, friends and classroom
- My local area & community
- Autumn features and seasonal changes into winter
- Christmas
- Diwali

Myself

Based on children's interests and imaginations - use schemas and books to develop and use vocabulary and language.

Spring

My World

- My face - my expressions
- My favourite foods
- My talents, likes and dislikes

The World Around Me

- My school - rooms, staff and building
- Maps
- My house and my garden
- People I visit and their homes
- Types of houses
- Similarities and differences
- Places of worship
- Winter features and seasonal changes into spring
- Holi festival
- Easter

Myself

Based on children's interests and imaginations - use schemas and books to develop and use vocabulary and language.

Summer

My World

- My face - assessment
- My favourite places (home and away)

The World Around Me and Beyond Me

- Our country and London
- Contrasting environment
- Past and present
- Wider cultures/religions within our community
- People who help us
- Spring features and seasons changes into summer
- Eid

Myself

Based on children's interests and imaginations - use schemas and books to develop and use vocabulary and language.

Who am I and where do I belong?

Making links and connections, revisiting, rehearsing and embedding skills throughout the year

Emotional regulation

Self expression

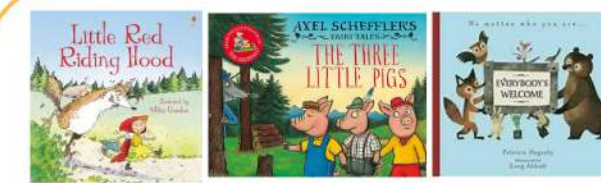
Love of reading

Social responsibility

Autumn

Spring

Summer



This will be added to as the year progresses

Greg Botril's 'Drawing Club' programme

Phase 2

Phase 2/3

Phase 3/4

Wassily Kandinsky and Yayoi Kusama

Van - Gogh (Starry Night) and Eric Carle

William Morris and Andy Goldsworthy

Explore & create patterns - Imitate patterns - Explore symmetry - Develop own ideas - Review their own and others' work, discussing what they think and feel about it - Work alone and collaboratively - Use ICT to generate art

Drawing & Painting Media

Chunky pencils, wax crayons, chunky colouring pencils, felt pens, chalk, pastels

Colour/Exploring Light & Dark

Primary colours, mixing poster paint, mixing powder paint.

Shade & tone

Using colour to show mood

Cutting

Tearing

Making snips

Cutting in straight lines, curved lines, zig zags and around shapes

Collage & Texture

Pre-cut paper & glue

PVA glue & uncut materials

Natural materials, trial & error sticking

Mixed textures - choosing whether to use one texture or to mix textures, developing pictures/models by adding texture (e.g. tissue paper, glitter)

Sticking & Textiles

Using a variety of materials to create a collage

Material on material

Simple weaving

Collage & mosaics using a variety of material

Joining

Different glues - glue stick, PVA & spatula

Adhesive tapes - sellotape, masking tape

Split pins, string, ribbon

Print Making

Use body to print (hands, feet, fingers)

Use rollers, sponges, fruit & vegetables

Sculpture

Explore & make marks in clay

Manipulate clay (roll, squash, cut, pinch twist)

Create (from cornflour, playdoh, salt dough)

Build models (roof, wall, towers) to replicate real life

Use natural and recycled materials

Designing & Evaluating

Deciding what to make, talking through ideas

Describe what they will need

Share work with peers - show & explain 'how'

Talk about finished product - what they like & dislike

Explore - Design - Make - Evaluate

Brushes & lidded pots, different sized brushes, water pots, poster paint, powder paint, palettes, watercolours, wash backgrounds, making marks & adding detail, colour matching, warm & cool colours

C&L

Phonics

Artist Study

EAD

Autumn

Self confidence & self awareness

What is special about me?
 Sharing & turn taking
 Understanding my feelings and how to moderate them
 My place in my family and the Bradfield family
 Being respectful
 Considering the perspective of others

Spring

Making Relationships & Cooperation

Sharing & turn taking
 Understanding my feelings and how to moderate them
 Being respectful & expressing feelings
 Healthy habits for wellbeing

Summer

Dealing with Conflict & Transition

Sharing & turn taking
 Understanding my feelings and how to moderate them
 Being respectful & expressing feelings
 Healthy habits for wellbeing

PSED

UTW

RE & celebrations

Physical Dev

Features and changing of the seasons

- My body & my senses
- My family & my community
- Floating & sinking
- Under the sea
- Light & dark

- Christmas (at home & elsewhere)
- Bonfire Night
- Remembrance Day
- Diwali

- My face & my expressions
- Melting & freezing
- Growing plants
- Life cycles - birth, change & decay
- Magnets
- Forces, movement & trajectory
- Maps

- Easter
- Ramadan
- Holi
- Spring around the world
- Chinese New Year
- World Book Day

- Growing plants
- Minibeasts
- Keeping healthy
- Kings & Queens
- The world - Earth
Our roles and responsibilities to the planet
- Contrasting environment and country
- Forest School at Rushell Farm
- Eid
- What is a church & who goes there?
- Pride

Multi-skills
 Following instructions

Ball games
 Throwing & Catching

Building core strength, balance, hand-eye coordination

Cutting, pencil control, dough disco, weaving, threading, using tongs/tweezers, grip and control