

Home Learning Long Term Planning 2020-2021
Class 1: EYFS Teacher: Mrs. Scott and Miss Mcloughlin



	Autumn 1 <u>Superheroes</u>	Autumn 2 <u>Celebrations/Christmas</u>	Spring 1 <u>Dinosaurs</u>	Spring 2 <u>Easter</u>	Summer 1 <u>It's a wonderful life</u>	Summer 2 <u>The great outdoors</u>
Focused Text	Julia Donaldson <u>Superworm</u>	<u>The Christmas Story</u>	Julia Donaldson <u>Tyrannosaurs' Drip</u>	<u>The Little Red Hen</u> <u>The Odd Egg</u>	Eric Carle <u>The very busy spider</u>	<u>The Bumble Bear</u>
	https://www.bbc.co.uk/bitesize/articles/zks4kmn (BBC Early Years Resources for Home Learning - Maths/ Literacy, Language and Communication / Understanding the World / Expressive Arts and Design / Physical Education and Development)					
Literacy - Reading	<u>Nursery 22-36-</u> Has some favourite stories, rhymes, songs, poems or jingles. https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes (Cbeebies Nursery rhymes) https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p (BBC School Radio Nursery Rhymes and songs) <u>Reception: 30-50/40-60</u> Listens to and joins in with stories and	<u>Nursery 22-36-</u> Repeats words or phrases https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes (Cbeebies Nursery rhymes) https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p (BBC School Radio Nursery Rhymes and songs) <u>Reception: 30-50</u> Beginning to understand how stories are structured.	<u>Nursery 30-50</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes (Cbeebies Nursery rhymes) https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p (BBC School Radio Nursery Rhymes and songs) <u>Reception: 30-50</u>	<u>Nursery 30-50</u> Listens to stories with attention and recall Beginning to be aware of the way stories are structured. https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes (Cbeebies Nursery rhymes) https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p (BBC School Radio Nursery Rhymes and songs) <u>Reception:</u>	<u>Nursery 30-50</u> Describe main story settings, events and principle characters. https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes (Cbeebies Nursery rhymes) https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p (BBC School Radio Nursery Rhymes and songs) <u>Reception: 40-60</u> Begins to read words and simple sentences.	<u>Nursery 30-50</u> Shows an interest in illustrations and print in books and print in the environment https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes (Cbeebies Nursery rhymes) https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p (BBC School Radio Nursery Rhymes and songs) <u>Reception: 40-60/</u> Begins to read words and simple sentences.



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	<p>poems, one to one and also in small groups.</p> <p><u>RWI</u> Speed sounds, oral blending.</p> <p><u>40-60</u> Hears and says the initial sound in words</p>	<p><u>RWI red ditty texts</u> <u>40-60</u> Hears and says the initial sound in words</p> <p><u>40-60</u> Can segment the sounds in simple words and blend them together</p> <p>https://classroom.thenational.academy/units/the-noisy-house-4bbb (Oak Academy EYFS Literacy – The Noisy House – 10 lessons)</p>	<p>Listens with increasing attention and recall.</p> <p><u>40-60</u> Enjoys an increasing range of books.</p> <p><u>RWI red ditty texts</u> Begins to read words and simple sentences</p> <p>https://classroom.thenational.academy/units/bats-learns-to-dance-8ce1 (Oak Academy EYFS Literacy – Bats Learn to Dance. 10 lessons)</p>	<p><u>40-60</u> Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</p> <p>https://classroom.thenational.academy/units/little-red-hen-2e6d (Oak Academy EYFS Literacy – Little Red Hen – 10 lessons)</p> <p><u>RWI red ditty texts</u> Begins to read words and simple sentences</p>	<p>Knows that information can be retrieved from books and computers</p> <p><u>RWI red ditty texts</u> Begins to read words and simple sentences</p> <p>https://classroom.thenational.academy/units/the-three-billy-goats-gruff-d801 (Oak Academy EYFS Literacy – The Three Billy Goats Gruff – 10 lessons)</p>	<p><u>RWI green/purple books</u> <u>ELG</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>https://classroom.thenational.academy/units/mouse-deer-and-tiger-c931 (Oak Academy EYFS Literacy. Mouse Deer and Tiger. 10 lessons)</p>
Literacy - Writing	<p><u>Nursery 22-36-</u> Distinguishes between the different marks they make</p> <p><u>Reception: 40-60</u> Uses some clearly identifiable letters to communicate meaning.</p>	<p><u>Nursery 22-36-</u> Distinguishes between the different marks they make</p> <p><u>Reception: 40-60</u> Uses some clearly identifiable letters to communicate meaning.</p>	<p><u>Nursery 30-50</u> Sometimes gives meaning to marks as they draw and paint.</p> <p><u>Reception: 40-60</u> Hears and says the initial sounds in words</p>	<p><u>Nursery 30-50</u> Ascribe meanings to marks they see in different places</p> <p><u>Reception: 40-60</u> Writes own name and other things such as labels, caption</p>	<p><u>Nursery 30-50</u> Ascribe meanings to marks they see in different places.</p> <p><u>Reception: 40-60</u> Attempts to write short sentences in meaningful context</p>	<p><u>Nursery 40-60</u> Uses some clearly identifiable letters to communicate meaning.</p> <p><u>Reception: 40-60/ELG</u> Children use their phonic knowledge</p>



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<p>Maths: Number</p>	<p><u>Nursery</u> <u>22-36-</u> Recites some number names in sequence</p> <p><u>PLOD</u> <u>Sing number songs</u> <u>Copy action songs</u> <u>Counting jumps and claps in PE</u></p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-medley/zj94y9q (BBC School Radio – Counting Songs)</p> <p><u>Reception:</u> <u>40-60</u> Recognise numerals of personal significance Recognise numerals 1-5.</p> <p><u>PLOD</u> <u>Specific number formation and recognition sessions</u> <u>Ordering numbers on washing line</u></p> <p><u>Play hopscotch.</u></p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers</p>	<p><u>Nursery</u> <u>22-36-</u> Creates and experiments with symbols and marks representing ideas of number</p> <p><u>PLOD</u> <u>Musical numbers</u> <u>Follow my leader, copy what the adult does</u></p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-medley/zj94y9q (BBC School Radio – Counting Songs)</p> <p><u>Reception:</u> <u>40-60</u> Counts up to three or four objects by saying one number name for each item</p> <p><u>PLOD</u> <u>Counting animals in the stable</u> <u>Labelling animals from the Christmas story</u></p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers</p>	<p><u>Nursery</u> <u>30-50</u> Uses some number names accurately in play.</p> <p><u>PLOD</u> <u>Playing with small world dinosaurs and animals, counting the animals into the different enclosures</u></p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-medley/zj94y9q (BBC School Radio – Counting Songs)</p> <p><u>Reception:</u> <u>40-60</u> Selects the correct numeral to represent 1-5 and then 1-10 objects</p> <p><u>PLOD</u> <u>Dino stomp, count the action that the dinosaur does</u> <u>Match the dinosaurs to the correct number</u> <u>Super Duper sorting, spin the wheel and get the collect the correct</u></p>	<p><u>Nursery</u> <u>30-50</u> Realise not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><u>PLOD</u> <u>Making Easter nests, counting the ingredients</u> <u>Weekly baking sessions, using eggs chocolate, sugar etc.</u></p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-medley/zj94y9q (BBC School Radio – Counting Songs)</p> <p><u>Reception:</u> <u>40-60</u> Uses the language of more and fewer to compare two sets of objects</p> <p><u>PLOD</u> <u>Using the balance method get the children to work out how the can make things balance and use</u></p>	<p><u>Nursery</u> <u>30-50</u> Beginning to represent numbers using fingers, marks on paper or pictures</p> <p><u>PLOD</u> <u>Counting and recording in play opportunities.</u> <u>How many spiders can we get to stick to the spiders web.</u></p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-medley/zj94y9q (BBC School Radio – Counting Songs)</p> <p><u>Reception:</u> <u>40-60</u> Finds one more one less from a group of up to 5 objects and then 10 objects.</p> <p><u>PLOD</u> <u>Hunting for mini beasts</u> <u>How many do you have?</u> <u>How many more will you have if you add one more? If one slithers</u></p>	<p><u>Nursery</u> <u>40-60</u> Recognise numerals of personal significance</p> <p><u>PLOD</u> <u>Counting and recording in play opportunities.</u> <u>How many spiders can we get to stick to the spiders web.</u></p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-medley/zj94y9q (BBC School Radio – Counting Songs)</p> <p><u>Reception:</u> <u>40-60</u> In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Records using marks the can interpret and explain.</p> <p><u>ELG</u> Using quantities and objects, they add and subtract two single digit numbers and count on</p>
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	<p>(Teddy Numbers. Choose a game – up to number 15)</p> <p>https://whiterosemaths.com/homelearning/ (White Rose Maths – click on Early Years)</p>	<p>(Teddy Numbers. Choose a game – up to number 15)</p> <p>https://whiterosemaths.com/homelearning/ (White Rose Maths – click on Early Years)</p>	<p>amount of animals to put on their plate.</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers (Teddy Numbers. Choose a game – up to number 15)</p> <p>https://whiterosemaths.com/homelearning/ (White Rose Maths – click on Early Years)</p>	<p>language such as how many more will we need to make the eggs balance.</p> <p>Baking activities</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers (Teddy Numbers. Choose a game – up to number 15)</p> <p>https://whiterosemaths.com/homelearning/ (White Rose Maths – click on Early Years)</p>	<p>away how many will be left?</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers (Teddy Numbers. Choose a game – up to number 15)</p> <p>https://whiterosemaths.com/homelearning/ (White Rose Maths – click on Early Years)</p>	<p>or back to find the answer.</p> <p>PLOD Creating surveys – Favourite fruit, vegetable etc.</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers (Teddy Numbers. Choose a game – up to number 15)</p> <p>https://whiterosemaths.com/homelearning/ (White Rose Maths – click on Early Years)</p>
SSM	<p><u>Nursery</u> 22-36 Notices simple shapes and patterns in pictures.</p> <p><u>PLOD</u> Make a womery so the children can observe the patterns made in the soil. Use string and paint to make patterns</p> <p><u>Reception</u></p>	<p><u>Nursery</u> 22-36 Begin to categorise objects according to properties such as shape or size</p> <p><u>PLOD</u> Make shape wands Sorting Christmas baubles into different categories Sorting Christmas socks into pairs</p>	<p><u>Nursery</u> 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p><u>PLOD</u> Make shape dinosaurs Feed the dinosaur shapes, which shape will he like to eat? Make a Dino's shape dinner</p>	<p><u>Nursery</u> 30-50 Beginning to talk about the shapes of everyday objects example round and tall.</p> <p><u>PLOD</u> Explore different 3D shapes, which ones will roll down the hill etc</p> <p>Make papier mache eggs</p>	<p><u>Nursery</u> 30-50 Uses shapes appropriately for tasks.</p> <p><u>PLOD</u> Use shapes to make diggferent minibeasts Make a 3D mini beast garden</p> <p><u>Reception:</u> 40-60 Measures short periods of time in simple ways</p>	<p><u>Nursery</u> 40-60 Uses familiar objects and common shapes to create and recreate patterns and models</p> <p><u>PLOD</u> Shapes in the environment Play hide and seek with shapes</p> <p><u>Reception:</u> 40-60/ELG</p>



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	<p>40-60 Uses familiar objects and common shapes to create and recreate patterns and models</p> <p><u>PLOD</u> Using the corks from the story of Superworm and make colour patterns. Make swirly string patterns</p>	<p><u>Matching different hats/buttons to snowmen.</u></p> <p><u>Reception</u> 40-60 Order and sequences familiar events</p> <p><u>PLOD</u> Halloween activities, write their own potions Order the Christmas story Make their own advent calendars</p>	<p><u>Reception</u> 40-60 Uses everyday language related to time</p> <p><u>PLOD</u> Play What's the time Mr. Dino? Dino's day- what does the Mr. Dino do when he first wakes up? What does he do second etc. Order your day Talk about your favourite time of the day. Talk about you favourite day.</p> <p>https://www.bbc.co.uk/bitesize/topics/znyscw (BBC Clips Measurements)</p>	<p><u>Reception</u> 40-60 Orders two items by weight or capacity</p> <p><u>PLOD</u> Ordering different eggs, hen, duck goose. Read the story of What the Ladybird Heard Weighing eggs</p> <p>https://www.bbc.co.uk/bitesize/topics/znyscw (BBC Clips Measurement)</p>	<p><u>PLOD</u> Talk about the different times of the day, what do you do at different times of the day? How long would it take us to make a spiders' web?</p> <p>https://www.bbc.co.uk/bitesize/topics/znyscw (BBC Clips Measurement)</p>	<p>Selects a particular named shape.</p> <p><u>ELG</u>-They can recognise, create and describe patterns</p> <p><u>PLOD</u> Shapes in the environment Make wooden instruments in the forest. I spy I can see... Look through shape windows and discuss with the children what the children can see.</p> <p>https://www.bbc.co.uk/bitesize/topics/zf33y9q (BBC Clips Shape)</p>
UTW - PC	<p><u>Nursery</u> 22-36- Has a sense of own immediate family and relations.</p> <p>Beginning to have their own friends</p> <p><u>30-50</u> Shows interest in the lives of people who are familiar to them</p>	<p><u>Nursery</u> 30-50 Remembers and talks about significant events in their own experience.</p> <p><u>PLOD</u> Things we celebrate with family and friends</p> <p><u>Reception:</u> <u>ELG</u></p>	<p><u>Nursery</u> 30-50 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <p><u>PLOD</u></p>	<p><u>Nursery</u> 30-50 Recognises and describes special times or events for family or friends.</p> <p><u>PLOD</u> Farms, visit to the farm to look at different animals Incredible eggs- hatch our own eggs.</p>	<p><u>Nursery</u> 30-50 Shows interest in different occupations and ways of life</p> <p><u>PLOD</u> Visit different parts of the local community eg. the top shop, the church, the garage.</p>	<p><u>Nursery</u> 40-60 Enjoys joining in with family customs and routines</p> <p><u>PLOD</u> Talk about a special time in their lives and a place that they have visited</p>



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	<p><u>PLOD</u> <u>People Who Help Me in my home</u></p> <p><u>Reception:</u> <u>ELG</u> They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p><u>PLOD</u> <u>Linked to jigsaw</u></p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p><u>PLOD</u> <u>Halloween</u> <u>Bonfire night</u> <u>Christmas</u></p>	<p><u>Give opportunities to talk about their own family with others.</u></p> <p><u>Reception:</u> <u>ELG</u> They know about similarities and differences between themselves and others</p> <p><u>PLOD</u> <u>Linked to Jigsaw – We all have different dreams and goals.</u></p>	<p><u>Reception:</u> <u>ELG</u> They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><u>PLOD</u> <u>Farms from around the World. (similarities and differences)</u></p> <p>https://classroom.thenational.academy/units/my-community-where-i-live-0f30 (Oak Academy EYFS Understanding the World. My Community/ Where I live – 3 lessons)</p>	<p><u>Reception:</u> <u>ELG</u> Children talk about present and past events in their own lives and in the lives of others.</p> <p><u>PLOD</u> <u>Share learning journeys with each other.</u></p>	<p><u>Possible visit to the Seaside</u></p> <p><u>Reception:</u> <u>ELG</u> Children talk about present and past events in their own lives and in the lives of others.</p> <p><u>PLOD</u> <u>Talk about a special time in their lives and a place that they have visited</u> <u>Possible visit to the Seaside</u></p>
UTW - TW	<p><u>Nursery</u> <u>22-36</u> Enjoys playing with small world models such as a farm, a garage, or a train track</p> <p><u>PLOD</u> <u>Provison small world</u></p>	<p><u>Nursery</u> <u>22-36</u> Notices detailed features of objects in their environment.</p> <p><u>PLOD</u> <u>Explore objects that we have found on our Aurumn walk.</u></p>	<p><u>Nursery</u> <u>30-50</u> Develop an understanding of growth, decay and changes over time.</p> <p><u>PLOD</u> <u>Dinosaurs in ice.</u> <u>Discuss what happens to the ice over time.</u></p>	<p><u>Nursery</u> <u>30-50</u> Shows care and understanding of growth, decay and changes over time.</p> <p><u>PLOD</u> <u>Planting, cress heads, sunflowers etc</u></p>	<p><u>Nursery</u> <u>30-50</u> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><u>PLOD</u> <u>Examine different fruit and vegetables.</u></p>	<p><u>Nursery</u> <u>40-60</u> Looks closely at similarities, differences, patterns and change</p> <p><u>PLOD</u> <u>Can you make a flower?</u> <u>Can we make flower/butterfly pictures</u></p>



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	<p><u>Reception:</u> <u>40-60</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>PLOD</u> <u>Seasonal changes</u> <u>Autumnal pictures, observations of leaves changes, colour pictures,</u> <u>Hibernation, looking at caring and providing for animals in the autumn/winter time,</u> <u>Daily Day and Weather Chart Review</u></p>	<p><u>Keeping ourselves warm in the winter</u></p> <p><u>Reception:</u> <u>40-60/ELG</u> They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><u>PLOD</u> <u>Seasonal changes</u> <u>Winter</u> <u>Science- what makes the winter the winter.</u> <u>Daily Day and Weather Chart Review</u></p> <p>https://classroom.thenationalacademy/units/winter-hot-cold-9017 (Oak Academy EYFS Understanding the World. Winter Hot/Cold. 3 lessons)</p>	<p><u>Cooking eggs.</u></p> <p><u>Reception:</u> <u>40-60/ELG</u> Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><u>PLOD</u> <u>Visit to the dinosaur museum</u> <u>Be an archaeologist for the day.</u></p>	<p><u>Reception:</u> <u>40-60/ELG</u> They make observations of animals and plants</p> <p><u>PLOD</u> <u>Seasonal changes</u> <u>Easter, spring new life</u> <u>Create a plant diary.</u></p> <p>https://classroom.thenationalacademy/units/spring-cc38 (Oak Academy EYFS Understanding the World. Spring – 3 lessons)</p>	<p><u>Reception:</u> <u>40-60/ELG</u> They make observations of animals and plants and explain why some things occur and talk about changes</p> <p><u>PLOD</u> <u>Forest school play, identifying plants and trees and again looking at change</u></p> <p>https://classroom.thenationalacademy/units/growing-plants-1978 (Oak Academy EYFS Understanding the World. Growing – Plants 3 lessons)</p>	<p><u>Reception:</u> <u>ELG</u> They make observations of animals and plants and explain why some things occur and talk about changes</p> <p><u>PLOD</u> <u>Forest school play, identifying plants and trees and again looking at change</u></p> <p>https://classroom.thenationalacademy/units/summer-9d8d (Oak Academy EYFS Understanding the World. Summer – 3 lessons)</p>
UTW -T	<p><u>Nursery</u> <u>22-36</u> Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p><u>Nursery</u> <u>30-50</u> Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</p> <p><u>PLOD</u> <u>Christmas music and story CD's</u> <u>CD player</u></p>	<p><u>Nursery</u> <u>30-50</u> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p><u>PLOD</u> <u>Access to uncharged mobile phones.</u></p>	<p><u>Nursery</u> <u>30-50</u> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><u>PLOD</u> <u>Operating the Bee-Bot around a course</u></p>	<p><u>Nursery</u> <u>30-50</u> Knows that information can be retrieved from computers</p> <p><u>PLOD</u> <u>Use search engine to find information</u></p> <p><u>Reception:</u></p>	<p><u>Nursery</u> <u>40-60</u> Completes a simple program on an Ipad</p> <p><u>PLOD</u> <u>IPad – Bug club</u> <u>IPad - Hairy letters</u></p> <p><u>Reception:</u> <u>ELG</u></p>



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	<p><u>PLOD</u> <u>Pull back Superhero cars</u> <u>Giant calculator</u></p> <p>Reception: <u>40-60</u> Completes a simple program on a computer or an Ipad</p> <p><u>PLOD</u> <u>IPad – Hairy letters.</u> <u>IPads- teach your monster to read</u></p>	<p><u>Various remote control toys.</u></p> <p>Reception: <u>40-60</u> Completes a simple program on a computer or an Ipad</p> <p><u>PLOD</u> <u>IPads- teach your monster to read</u> <u>IPad – Beebot programme.</u></p>	<p><u>Walkie talkies.</u> <u>VTech camera</u></p> <p>Reception: <u>40-60</u> <u>Use ICT hardware to interact with age appropriate computer software</u></p> <p><u>PLOD</u> <u>Millies mouse skills and other programmes that develop the children mouse skills.</u></p>	<p>Reception: <u>40-60</u> <u>Use ICT hardware to interact with age appropriate computer software</u></p> <p><u>PLOD</u> <u>Activities to develop simple keyboard skills.</u></p>	<p><u>ELG</u> <u>Recognise that a range of technology is used at home and at school</u></p> <p><u>PLOD</u> <u>Go on a technology hunt around school.</u></p>	<p><u>They select and use technology for particular purposes</u></p> <p><u>PLOD</u> <u>Use the Ipad to take photo's</u></p> <p><u>Provide torches, voice recorders.</u></p> <p><u>Colour Magic to create pictures.</u></p>
EAD - EUM M	<p><u>Nursery</u> <u>22-36</u> Joins in singing favourite songs.</p> <p>Experiments with blocks, colours and marks.</p> <p><u>30-50</u> Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use</p>	<p><u>Nursery</u> <u>22-36</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p><u>30-50</u> Enjoys joining in with dancing and ring games.</p> <p>Beginning to move rhythmically.</p>	<p><u>Nursery</u> <u>30-50</u> Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed</p> <p>Beginning to be interested in and describe the texture of things.</p> <p><u>PLOD</u> <u>Singing Musical instruments.</u></p>	<p><u>Nursery</u> <u>30-50</u> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p><u>PLOD</u></p>	<p><u>Nursery</u> <u>30-50</u> Realises tools can be used for a purpose.</p> <p>Reception <u>ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>PLOD</u> <u>Singing</u></p>	<p><u>Nursery</u> <u>40-60</u> Understands that different media can be combined to create new effects</p> <p><u>PLOD</u> <u>Adding collage to paintings to create detail</u></p> <p>Reception <u>ELG</u> Sing songs, make music and dance, and</p>



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<p>these shapes to represent objects.</p> <p><u>PLOD</u> <u>Singing</u> <u>Tatty Bumpkin yoga</u> <u>Painting & printing</u></p> <p><u>Reception</u> <u>40-60</u> Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p><u>PLOD</u> <u>Singing</u> <u>Music- Music express</u> <u>Painting & Printing – Exploring colour.</u> <u>Printing own</u> <u>Superhero cape.</u></p> <p>https://classroom.thenational.academy/lessons/this-is-me-60t36d?activity=video&step=1 (Oak Academy EYFS Music- All About Me 6 lessons)</p>	<p>Imitates movement in response to music</p> <p>Sings a few familiar songs.</p> <p><u>PLOD</u> <u>Singing</u> <u>Tatty Bumpkin yoga</u> <u>Explore musical instruments</u> <u>Making own musical instruments</u> <u>Linked to PD - Dance</u></p> <p><u>Reception</u> <u>40-60</u> Begins to build a repertoire of songs and dances.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p><u>PLOD</u> <u>Singing</u> <u>Music- Music express</u> <u>Dance (Linked to PD)</u> <u>Textiles – Weaving and Sewing techniques.</u></p>	<p><u>Collage – Exploring Textures</u></p> <p><u>Reception</u> <u>40-60</u> Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect</p> <p><u>PLOD</u> <u>Singing</u> <u>Music – Music Express</u> <u>Collage – Exploring Textures</u></p> <p>https://www.bbc.co.uk/cbeebies/watch/cbeebies-get-creative-app (BBC Creative app)</p>	<p><u>Making 3D farm animals</u> <u>Explore clay.</u></p> <p><u>Reception</u> <u>40-60</u> Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>PLOD</u> <u>Music – Music Express.</u> <u>Making 3D models - Exploring joining techniques</u></p> <p>https://www.bbc.co.uk/cbeebies/watch/cbeebies-get-creative-app (BBC Creative app)</p>	<p><u>Music – Music Express.</u> <u>Moving Pictures – exploring simple mechanisms</u> https://www.bbc.co.uk/cbeebies/watch/cbeebies-get-creative-app (BBC Creative app)</p>	<p>experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>PLOD</u> <u>Singing</u> <u>Music – Music Express.</u> <u>Linked to T - Use I.T. in art – Paint Programmes</u></p> <p>https://www.bbc.co.uk/cbeebies/watch/cbeebies-get-creative-app (BBC Creative app)</p>
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		<u>Making Christmas stocking.</u>				
EAD - BI	<p><u>Nursery 22-36</u> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending.</p> <p><u>PLOD</u> <u>Drawing me and my family.</u> <u>Roleplay – firefighters, police, doctors, Superheroes.</u></p> <p><u>Reception 40-60</u> Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p><u>PLOD</u> <u>Links to EUMM</u></p>	<p><u>Nursery 30-50</u> Uses movement to express feelings.</p> <p>Creates movement in response to music</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p><u>PLOD</u> <u>Linked to PD – Dance</u></p> <p><u>Reception 40-60</u> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p><u>PLOD</u> <u>Linked to PD - Dance</u></p>	<p><u>Nursery 30-50</u> Makes up rhythms.</p> <p><u>PLOD</u> <u>Music – Linked to EUMM</u></p> <p><u>Reception 40-60</u></p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Introduces a storyline or narrative into their play.</p> <p><u>PLOD</u> <u>Linked to Literacy</u></p>	<p><u>Nursery 30-50</u> Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p> <p><u>PLOD</u> <u>Small world toys relating to the story of the week.</u></p> <p><u>Reception 40-60</u> Plays cooperatively as part of a group to develop and act out a narrative</p> <p><u>PLOD</u> <u>Acting out the story of the week.</u></p>	<p><u>Nursery 30-50</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p><u>PLOD</u> <u>Linked to UTW</u></p> <p><u>Reception ELG</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p><u>PLOD</u> <u>Linked to EUMM, PD & Literacy</u></p>	<p><u>Nursery 40-60</u> Create simple representations of events, people and objects.</p> <p><u>PLOD</u> <u>Drawing woodland creatures.</u></p> <p><u>Reception ELG</u> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p><u>PLOD</u> <u>Linked to EUMM, PD & Literacy</u></p>
RE	<u>Nursery 22-36-</u>	<u>Nursery 22-36-</u>	<u>Nursery 30-50</u>	<u>Nursery 30-50</u>	<u>Nursery 30-50</u>	<u>Nursery 40-60</u>



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	<p><u>PLOD</u> <u>Look at themselves in a mirror, paint a picture of themselves and discuss why they are special</u></p> <p>Reception: 40-60 <u>PLOD</u> <u>SENSES: Why are we special?</u> <u>What can we use our senses for?</u> <u>Harvest: How is our world special?</u></p>	<p><u>PLOD</u> <u>Who is the special baby in the Christmas story.</u> <u>Look at photographs of themselves as babies and discuss how they are special</u></p> <p>Reception: 40-60 <u>PLOD</u> <u>Nativity</u> <u>Who is the special baby in the Christmas story.</u> <u>Talk about themselves when they were a baby and where they were born compared to when Jesus was born and what he received.</u></p> <p>https://classroom.thenational.academy/units/christmas-story-3bcf (Oak Academy – EYFS Understanding the World Christmas Story. 3 lessons)</p>	<p>Reception: <u>40-60</u></p>	<p><u>PLOD</u> <u>Make an Easter Tree</u> <u>Easter cards</u> <u>Easter Gardens</u></p> <p>Reception: 40-60 What is Easter? How do Christian people celebrate Easter?</p> <p>https://classroom.thenational.academy/units/easter-calendar-informed-81bc (Oak Academy EYFS Understanding the World. Easter Story 3 lessons)</p>	<p><u>Make stained glass windows.</u></p> <p>Reception: 40-60 <u>What happens in a local church? What does it look like inside a church?</u></p> <p><u>Possible trip to Durham Cathedral</u></p>	<p><u>Explore water and different things we can do with it.</u></p> <p>Reception: 40-60 Special stories Noah and the flood</p>
<p>PSC HE JIGS AW Cover r SAL ELEM ENTS</p>	<p><u>Being me in my world</u> SEE PLANNING FILE</p>	<p><u>Celebrating Differences</u> SEE PLANNING FILE</p>	<p><u>Dreams and Goals</u> SEE PLANNING FILE</p>	<p><u>Healthy Me</u> SEE PLANNING FILE</p>	<p><u>Relationships</u> SEE PLANNING FILE</p>	<p><u>Changing me</u> SEE PLANNING FILE</p>



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<p>PD – M&H</p>	<p>Nursery <u>22-36</u> Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p><u>30-50</u> Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p><u>PLOD</u> <u>Linked to writing</u></p> <p>Reception <u>40-60</u> Shows increasing control over an object in pushing, patting, throwing, catching.</p> <p>Begins to form recognisable letters.</p> <p><u>PLOD</u> <u>Linked to writing</u> <u>Ring toss</u> <u>Throwing into targets</u> <u>Underarm throw</u></p>	<p>Nursery <u>30-50</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><u>PLOD</u> <u>Linked to BI</u> <u>Linked to writing.</u></p> <p>Reception <u>40-60</u> Experiments with different ways of moving.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>PLOD</u></p>	<p>Nursery <u>22-36</u> Can kick a large ball.</p> <p><u>30-50</u> Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p><u>PLOD</u> <u>Linked to writing</u> <u>Kick ball into target</u></p> <p>Reception <u>40-60</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object when kicking it.</p> <p><u>PLOD</u> <u>Soccer Tots Skills</u></p>	<p>Nursery <u>30-50</u> Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p><u>PLOD</u> <u>Climbing frame</u> <u>Trim trail.</u></p> <p>Reception <u>40-60</u> Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p><u>PLOD</u></p>	<p>Nursery <u>30-50</u> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><u>PLOD</u> <u>Bean game</u> <u>Traffic lights</u> <u>What time is it Mr Wolf?</u> <u>Cat and mouse</u></p> <p>Reception <u>ELG</u> Children show good control and co-ordination in large and small movements.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p><u>PLOD</u> <u>Athletics activities.</u> <u>Linked to writing.</u></p>	<p>Nursery <u>40-60</u> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p><u>PLOD</u> <u>Linked to writing.</u> <u>Linked to EUMM</u></p> <p>Reception <u>ELG</u> Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>
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	<u>Chest throw</u> <u>Piggy in the middle</u>	<u>Gymnastics & Dance</u> (Linked to E.A & D) <u>Linked to writing.</u>		<u>Using apparatus such</u> <u>as balancing tables,</u> <u>benches, climbing</u> <u>frame.</u> <u>Linked to EUMM</u>		<u>PLOD</u> <u>Orienteering &</u> <u>Fundamental</u> <u>Movement</u> <u>Linked to Writing.</u>
PD – H&S C	<p>Nursery <u>22-36</u> Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p><u>30-50</u> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p><u>PLOD</u> <u>Carried out in daily routines</u></p> <p>Reception</p>	<p>Nursery <u>30-50</u> Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p> <p><u>PLOD</u> <u>Carried out through daily routine.</u></p> <p>Reception <u>40-60</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>https://www.youtube.com/watch?v=FP0wgVhUC9w</p> <p>https://www.youtube.com/watch?v=ymigWt5TOV8</p>	<p>Nursery <u>30-50</u> Understands that equipment and tools have to be used safely.</p> <p><u>PLOD</u> <u>Linked to M&H & EUMM</u></p> <p>Reception <u>40-60</u> Practices some appropriate safety measures without direct supervision.</p> <p><u>PLOD</u> <u>Independent access to equipment</u></p> <p>https://www.youtube.com/watch?v=FP0wgVhUC9w</p> <p>https://www.youtube.com/watch?v=ymigWt5TOV8 (Zumba for kids – You Tube clips)</p>	<p>Nursery <u>30-50</u> Observes the effects of activity on their bodies.</p> <p><u>PLOD</u> <u>Linked to M&H</u></p> <p>Reception <u>40-60</u> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><u>PLOD</u> <u>Linked to PD</u> <u>Sorting healthy and unhealthy foods.</u> <u>Design a handwashing poster.</u></p> <p>https://www.youtube.com/watch?v=FP0wgVhUC9w</p> <p>https://www.youtube.com/watch?v=ymigWt5TOV8</p>	<p>Nursery <u>30-50</u> Observes the effects of activity on their bodies.</p> <p><u>PLOD</u> <u>Linked to M&H</u></p> <p>Reception <u>ELG</u> They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><u>PLOD</u> <u>Carried out through daily routine.</u> <u>Putting on and taking off waterproofs.</u> <u>Undressing and dressing for pe.</u></p> <p>https://www.youtube.com/watch?v=FP0wgVhUC9w</p> <p>https://www.youtube.com/watch?v=ymigWt5TOV8</p>	<p>Nursery <u>40-60</u> Shows understanding of how to transport and store equipment safely.</p> <p><u>PLOD</u> <u>Linked to EUMM</u> <u>Independent access to equipment</u></p> <p>Reception <u>ELG</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><u>PLOD</u> <u>Design a health plan.</u> <u>Design an exercise routine</u> <u>How to keep safe in the sun.</u></p> <p>https://www.youtube.com/watch?v=FP0wgVhUC9w</p>

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	<p><u>40-60</u> Shows understanding of how to transport and store equipment safely</p> <p><u>PLOD</u> <u>Independent access to equipment</u></p>	<p>(Zumba for kids – You Tube clips)</p>		<p>(Zumba for kids – You Tube clips)</p>	<p>(Zumba for kids – You Tube clips)</p>	<p>https://www.youtube.com/watch?v=ymigWt5TOV8 (Zumba for kids – You Tube clips)</p>
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