



Aston Rowant C+E Primary School

Growing together we inspire each other to achieve our full potential as courageous life-long learners.

2021-22 Long Term Plan Hedgehog Class (EYFS)

The goal of education in Aston Rowant C+E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be inspired to **keep learning**.

Key:		AUTUMN		SPRING		SUMMER	
		God ~ Father		God ~ Son		God ~ Holy Spirit	
		WONDER	GRATITUDE	TRUST	OUTREACH	HARMONY	RESILIENCE
		THIS IS ME (2021-22)		LOCATION, LOCATION, LOCATION (2021-22)		WHAT A WONDERFUL WORLD (2021-22)	
		The story of me	Lets' Celebrate	Hot and cold	Food and Farming	Minibeasts	Space and Travel
Physical development	Gross motor skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					
	Fine Motor skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 					
Personal, Social and emotional development	Self-regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 					
	Managing self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 					
	Building relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 					
Communication and Language	Listening and Attention	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 		<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 		<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
	Speaking						

GRATITUDE

RESILIENCE

OUTREACH

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HARMONY

Understanding the world	Past and present	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a simple map. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Describe what they see, hear and feel whilst outside. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	The natural world	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 			
	People, culture and communities						

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Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing a range of well-known nursery rhymes and song 	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing a range of well-known nursery rhymes and song <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative						

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