



# EYFS LONG TERM PLANNING THEMES

## Cycle 1 and Cycle 2

### **Early Years Foundation Stage:**

At Little Aston Primary Academy we have an 'Outstanding' Early Years Foundation Stage Unit (Ofsted, Nov 2014). On site there is Sparkletots Nursery, aged 3 years and up (Governor run) and a Reception Class (one form entry).

Planning, assessment, teaching and learning is cohesive, consistent and progressive. The teaching staff of Sparkletots and the Reception class work closely together to ensure children get off to 'flying start' in the Early Years and make excellent progress which will equip them with the skills needed to be effective learners in Key Stage 1 and within the National Curriculum.

### **Teaching and Learning within EYFS**

Every half term there is a new learning topic to promote excitement, enjoyment and motivation in learning. Each topic promotes all areas of the EYFS curriculum: Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Expressive Arts and Design, and Understanding of the World.

Learning opportunities are planned and developed and then assessed through the Early Years Outcomes (2013). Teaching and learning is pitched at the age typical level of development expected for that term (see chart below) but also differentiated, where needed, for children who are not meeting expectations or exceeding expectations. Not all children develop and learn at the same rates.

Assessment against the Early Years Outcomes is ongoing, and recorded using the Learning Book online learning journey. During four points of the academic year (end of autumn term 1, autumn term 2, spring term 2 and summer term 2) learning is assessed and summarised against the Early Years Outcomes. A best-fit judgement is made for each child in all areas of learning. These assessments will show whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

Once levels of development are determined, class, group and individual next steps are identified and then targeted within adult focus sessions, enhanced continuous provision and child choice learning, making an individual and exclusive learning journey for all!

## Long Term Teaching and Learning Themes within EYFS

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>SPARKLETOTS RECEPTION</b>  <b>CYCLE 1</b>	<b>Ourselves</b> * All about me (pets, family etc) * People who help  <b>Major theme:</b> PSED, PD CL  <i>How are we the same?                      How are we different?                      Who is in our family?                      Where do I live? How can we stay fit and healthy?                      Who are the people who help us in our lives?</i>	<b>Light and Dark</b>  <b>Major theme:</b> UTW  <i>What is light and dark?                      Why do we have light and dark? What happens when it's light and dark?                      What creatures come out in the day and night?                      How do we stay safe in the dark? What does light and dark represent in some festivals and celebrations?</i>	<b>Once upon a time/author focus</b>  <b>Major theme:</b> C&L L M  <i>What is a traditional tale? What is a fairy tale?                      How can we be a good storyteller? What are our favourite stories?</i>	<b>Splash!</b> *Under the sea/ pondlife  <b>Major theme:</b> UTW PD M  <i>Who lives under the water? How can we stay in and around the water?</i>	<b>Treasure Box</b>  <b>Major theme:</b> EAD UTW PSED  <i>What is treasure? What things do we treasure in our life? What things do other people/ cultures treasure?</i>	<b>Summer Fun</b> * At the beach  <b>Major theme:</b> PD UTW  <i>What is a season? What is the weather like in Summer? What things do we like to do in the Summer?</i>
<b>SPARKLETOTS RECEPTION</b>  <b>CYCLE 2</b>	<b>Ourselves</b> * All about me (family) * My home * In the past (when I was a baby)  <b>Major theme:</b> PSED, PD CL  <i>How are we the same?                      How are we different?                      Who is in our family?                      Where do I live? How can we stay fit and healthy?                      Who are the people who help us in our lives?</i>	<b>Zooming into space</b> (National Space Centre)  <b>Major theme:</b> UTW CL  <i>What is like to be an astronaut? What other planets are there in the Universe? How can we care for our own planet?</i>	<b>Once upon a time/ author focus</b> (Owls)  <b>Major theme:</b> C&L L M  <i>What is a traditional tale? What is a fairy tale?                      How can we be a good storyteller? What are our favourite stories?</i>	<b>In the garden</b>  <b>Major theme:</b> UTW  <i>What is a garden? What do you find in a garden? What grows in a garden? What lives in a garden? What do we use gardens for?</i>	<b>Dinosaur Dig</b> (Education Workshop)  <b>Major theme:</b> UTW EAD  <i>How do we learn about the past? How do we know what type of creatures lived long ago? What do paleontologists do?</i>	<b>Where in the World</b> (Transport, World events, holidays, Animals)  <b>Major theme:</b> UTW EAD PSED  <i>What is a journey? How can we take a journey? Where can we go on a journey? How do countries and cultures differ around the World?</i>
<b>Typical Level of Development Sparkletots</b>	30-50W	30-50D		30-50S		30S/40-W
<b>Typical Level of Development Reception</b>	40-60W	40-60D		40-60S		ELG

Themes of learning are followed throughout the year, but may be adjusted or added to depending on the children's interest and learning needs.