

EYFS Long Term Plan

SMSC	SPIRITUAL	MORAL	SOCIAL	CULTURAL
	<p>▪ Pupils are encouraged to be reflective during collective worship and in R.E.</p> <p>Topic: Celebrations Christmas, Easter, Diwali</p> <p>▪ The school has a supportive ethos where pupils can be individuals, develop respect and be respected.</p> <p>▪ Experiences that inspire awe and wonder</p> <p>▪ Creative and imaginative responses to art and music</p> <p>Expressive Arts and Design Exploring & Using Media Materials ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>▪ Celebrating talents to develop a sense of self</p> <p>Expressive Arts and Design Being Imaginative 40-60 months *Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play.</p>	<p>▪ Policies and curriculum planning provide opportunities for children to explore questions of right and wrong and explore moral codes.</p> <p>Managing Feelings and behaviour 40 – 60 Months * Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>ELG Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>▪ Pupils regularly raise funds for related charities.</p> <p>▪ Pupils feel comfortable to express their views and usually show good sportsmanship.</p> <p>▪ SEAL and behaviour management systems that promote fairness and morality based on intrinsic motivation</p> <p>▪ School rules, rewards and sanctions clearly defined and understood</p>	<p>▪ New pupils adjust well to the school and are firmly accepted by their classmates</p> <p>Making Relationships 40-60 month *Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>ELG Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>• Help pupils appreciate their own cultures and traditions and those of others</p> <p>Understanding the World People & Communities 40-60 months Enjoys joining in with family customs and routines.</p> <p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>▪ Children participate in a range of drama; music and art activities linked to different cultures and reflect on their significance.</p> <p>▪ Through the curriculum children learn about different family traditions.</p> <p>▪ Themed meal days allow children to experience tastes linked to other parts of the world</p>

	<ul style="list-style-type: none">• Plays alongside other children who are engaged in the same theme.• Plays cooperatively as part of a group to develop and act out a narrative. <p>ELG</p> <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <ul style="list-style-type: none">▪ Root spirituality in everyday experiences but develop an appreciation and curiosity of the mysterious▪ Develop a sense of values	<ul style="list-style-type: none">▪ Staff help pupils develop a 'good moral compass' and reward good behaviour and attitudes		
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<p>Citizenship</p> <p>Fundamental British Values (PREVENT)</p>	<p>Core Foundation Values –</p> <p>Provide a safe environment for all pupils where they can share their feelings. Help pupils to understand how they can influence and participate in decision-making.</p> <p>Personal, Social and Emotional Development Self-Confidence & Self-Awareness 40-60 month</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>GLD</p> <ul style="list-style-type: none"> • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Managing Feelings and behaviour 40 – 60 Months</p> <p>* Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>ELG Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making Relationships 40-60 months</p> <p>*Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>ELG Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>People and Communities They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <ul style="list-style-type: none"> • Belonging – setting up the classrooms. • Class rules and charter • Whole school portraits • Identifying different groups in their class (Cultural) • Black History Week • I know how to support friends to get help or how to get help for them). • I can express a simple agreement and disagreement.
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<p>Keeping Healthy</p>	<p>Physical Development Health and self care 40-60 months *Eats a healthy range of foodstuffs and understands need for variety in food. <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. GLD Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>E-Safety</p>	<p>Understanding the World Technology ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> • I know about personal hygiene and how medicines can keep us healthy. • I recognise the need for safety rules in the classroom and play areas outside. • I know how to keep safe – eg. road safety, stranger danger, water and fire. • I know there are people and services who can help us – Fire Brigade, Police and Ambulance. • I know who to go to if I need help (Individual Liberty) • I understand there are good and not so good secrets (Individual Liberty) 40-60 months <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. GLD <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

