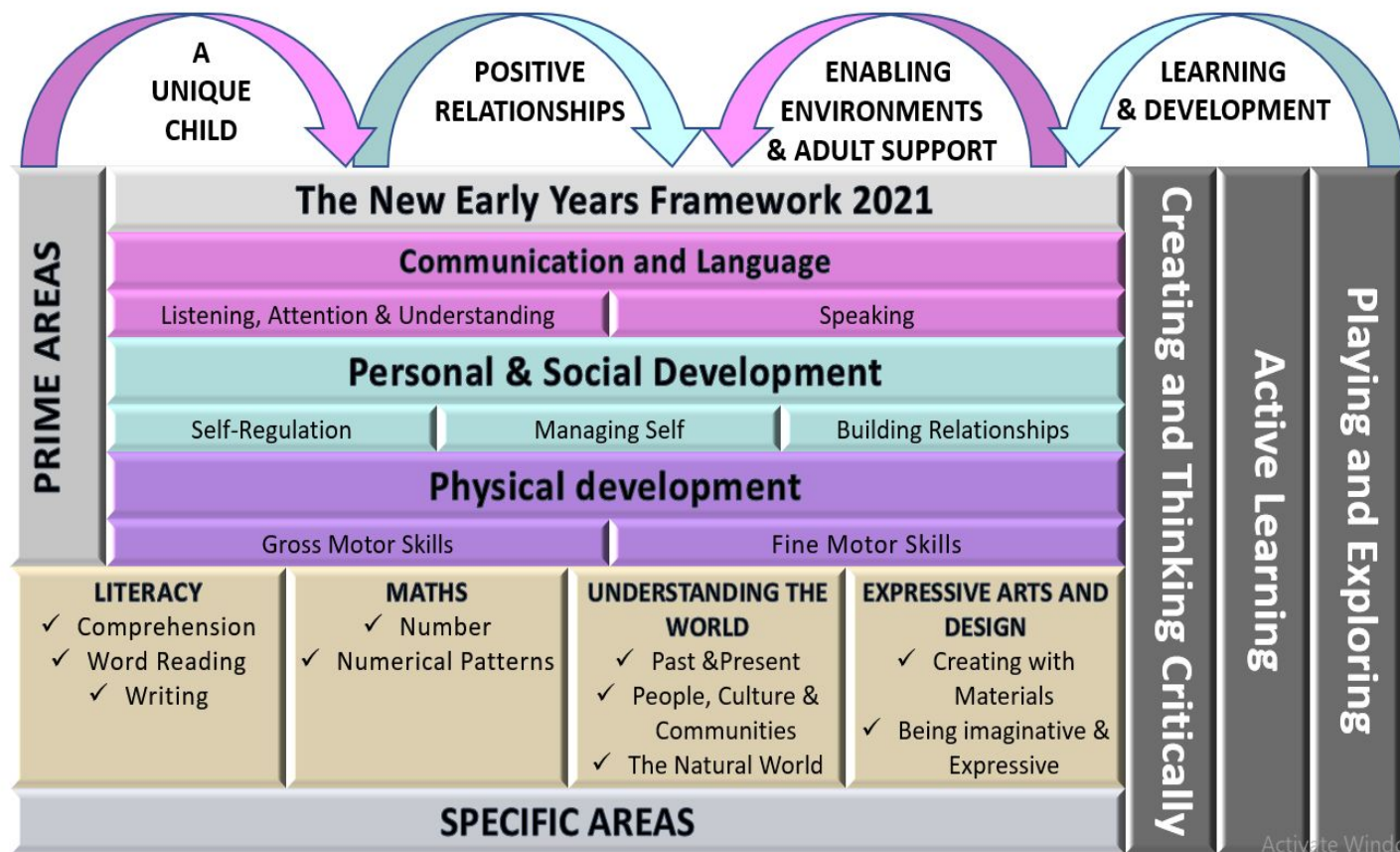


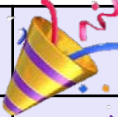

Our EYFS children follow the Early Years Foundation Stage (EYFS) Curriculum. The continuous provision, independent, play-based approach to learning is supported by adult guided investigative play activities that promote independence and curiosity both inside and outside of the classroom environment. The Prime Areas of Development, Personal, Social and Emotional Development, Communication and Language Development and Physical Development form the basis for pupils learning, with bespoke support given to those who need specific interventions. Individual Education Plans (IEPs) provide personalised holistic targets that are measured in line with pupil's EHCP outcomes. Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We treat every child as an individual and are committed to the development of the 'whole child'.

The Forest School EYFS Team

EYFS LONG TERM PLAN

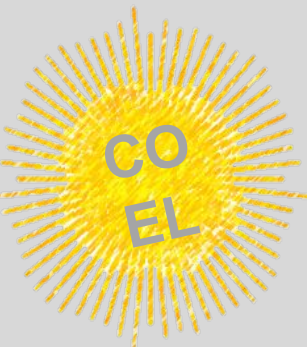


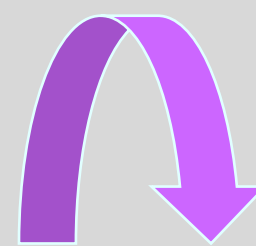
EYFS LONG TERM PLAN

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
GENERAL THEMES	<p>ALL ABOUT ME!</p> <p>Starting school/my new class/new beginnings. My family. What am I good at? How do I make others feel? Being kind. Staying safe. Zones of Emotional Regulation.</p>	<p>LETS CELEBRATE!</p> <p>Bonfire night celebrations. Remembrance Diwali Gingerbread people. Harvest Festival The Nativity Father Christmas</p>	<p>JACK FROST!</p> <p>Winter/Seasons Different types of weather. Arctic animals.</p>	<p>GROWING!</p> <p>The great outdoors. Plants and flowers. Planting beans/seeds. Easter</p>	<p>AMAZING ANIMALS!</p> <p>What lives in our pond? Life cycles, frogs, chickens, butterflies. Farm animals.</p>	<p>UNDER THE SEA/OUR COLOURFUL WORLD!</p> <p>Where in the world shall we go? Send me a postcard! Marine life. Seaside art. Reduce, Reuse and Recycle.</p>
HIGH QUALITY TEXTS	<p>Peace at Last Whoever You Are! Big Feelings Super Duper You Be You! The five senses The Colour Monster</p>	<p>Firefighters (non-fiction) Father Christmas Needs A Wee The Christmas Story That's Not My Christmas Tree That's Not my Reindeer That's not my Santa We're going to a birthday party! Diwali (story book for kids)</p>	<p>The Tale of Jack frost Kipper's Snowy Day Penguin Small Polar Bear, Polar Bear Chinese New Year</p>	<p>Jasper's Beanstalk Nursery Rhymes The Tiny Seed Jack and the Beanstalk Oliver's Vegetables</p>	<p>A Little Frog Frog Life-cycle (non-fiction) The Very Hungry Caterpillar Life Cycle of the Chicken - Eric Carle A Squash and a Squeeze What the Ladybird Heard</p>	<p>Somebody Swallowed Stanley Commotion in the Ocean Rainbow Fish 10 Little Pirates Sharing a Shell WOW Said the Owl Off to the Beach Elmer</p>
'WOW' MOMENTS / ENRICHMENT	<p>Remembrance Day Share pictures of family Food tasting day</p>	<p>Guy Fawkes/Bonfire Night/firefighter visit. Remembrance Day Baking gingerbread people. Christmas Time/Nativity/Santa</p>	<p>Build an igloo with milk cartons. Valentines Day Chinese New Year Ice experiments/sensory play.</p>	<p>Grow a beanstalk. Grow cress to eat. Mother's Day Food tasting. Easter bonnet parade/egg decorating.</p>	<p>Mobile petting farm to visit school. Caterpillars to grow into butterflies. Visit pond at Woodland. Adventure to look for frogspawn. Father's Day</p>	<p>Under the Sea, singing songs and sea shanties. Map work and treasure hunts. Colour exploration day Transition into new class. New children visits. End of year family picnic</p>

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!





Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Principles of the EYFS

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates.

PLAY: At the Forest School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning Through Play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play in high quality purposeful environments and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

EYFS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!

The Access Curriculum

All children in the EYFS begin their Forest School learning journey on the Access (A) Pathway. The A Pathway is a multi-sensory approach to pupils emerging curriculum learning. Pupils are supported to participate in the world around them and develop their communication skills. This enables a developing awareness of what is happening to them, being an active participant in routines and events, and making clear choices based on their own preferences. We promote the independence of each child and young person and identify ways in which we can prepare them for adulthood. This is driven by a clear focus on developing communication and life skills.

Assessment

Any child that is following the EYFS curriculum is assessed using the Special Educational Needs Inclusion Team Developmental Journal (SENIT DJ). A baseline assessment is completed within the first six weeks of a child starting Reception at the Forest School, and then at the end of every term following that. This helps to record and celebrate each child's learning and development. It is a way of supporting the achievements of every child where development is affected by multiple factors that result in challenges to learning. These challenges may occur in any combination. They can relate to movement, hearing, vision, communication, understanding, behaviour or medical needs. Each child is unique and this uniqueness will have a major effect on the course of their development and the way in which they learn.







	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	JACK FROST!	GROWING	AMAZING ANIMALS	UNDER THE SEA/OUR COLOURFUL WORLD!

COMMUNICATION AND LANGUAGE

Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. When children are non verbal or pre verbal, then their individual communication method should be used. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, storytelling and role play**, where children, if they are able to, **share their ideas** with support and **modelling** from their teachers.


UNDERSTANDING

LISTENING AND ATTENTION

SPEAKING


Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech and language interventions and Makaton during adult lead activities and available for pupils to explore themselves throughout inside and outside continuous provision.

Throughout each half term the children will have:



- Circle time twice a day - (good morning and good afternoon) using Makaton signs
- SALT interventions
- Sign of the week
- Choir (with Makaton) once a week
- Be exposed to new vocab related to topic
- Daily story time
- The use of Clicker Communicator and Core boards throughout each lesson and snack time, every day

Listening and Attention Attention Autism		
Understanding	PD Fine Motor Skills	Speaking
<p>Enjoying and Sharing Books</p>  <p>Sensory Stories</p>  <p>Role Play</p> 	 <p>Dough Disco!</p> <p>Squiggle While You Wiggle!</p> 	<p>Makaton / Symbols / Clicker</p>  <p>Phase 1 Letters and Sounds</p>  <p>RWI Fred Talk Games / See and Learn</p> 
Embedded throughout provision.		



EYFS LONG TERM PLAN





	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
 FINE MOTOR	Fine motor skills will be developed throughout the year through adult directed daily activities and through opportunities within provision such as using peg-boards, painting and playdough Children will be taught, modelled, scaffolded and encouraged to mark make with a range of mark making equipment such as paintbrushes, tools, playdough, pen, pencils, scissors and have opportunity to explore and learn for themselves. During snack children will have the opportunity to learn how to use cutlery, first with a spoon, then fork and knife. Once a child’s fine motor skills have progressed they will begin to copy pre-writing marks using a variety of mark making materials e.g. using pencils, chalk, paint sticks, paint brushes. Children will then trace over vertical lines and circles and begin to practise writing their name, embedded within communication curriculum. We will continuously check the progress of children’s handwriting, pencil grip and letter formation, including directionality and provide extra help and guidance when needed.					
GROSS MOTOR INSIDE / OUT 	Ball Skills Throwing Catching Kicking Passing Batting Aiming <i>WEEKLY SPECIALIST DANCE SESSION</i>	Dance and Circuits Move energetically. Copy basic actions. Move to music. Negotiate space. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Invasion Games Ball skills: throwing, catching, kicking. Using different sized balls. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Gymnastics Balance Core muscle strength. Jumping and landing. Awareness of space. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Multiskills Follow the rules of a game. Use a racket. Join in with a game. Sports Day! <i>WEEKLY SPECIALIST DANCE SESSION</i>	Athletics Moving different ways. Travelling with confidence. Refining fundamental skills. Running skills. Agility. <i>WEEKLY SPECIALIST DANCE SESSION</i>
CONTINUOUS PROVISION DEVELOPMENT MATTERS 2020	Cooperation games e.g. parachute games, climbing outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting. Crates play for climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus, alone and in a group. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
 MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS 	<p>What makes me special? My special people. Who can help me (self-regulation)? Me and my feelings ZER (naming different feelings, thinking about how to feel with 'not so good feelings'. Self-care techniques. Know that some actions and words can hurt others feelings. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>I'm special you're special. Same and different. Same and different families. Same and different homes. Kind and caring. Independence, selecting and putting back own belongings. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>What's safe to go in my body? Keeping myself safe. Safe indoors and outdoors. Listening to my feelings. Keeping safe online. People who help to keep me safe. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>Looking after my special people. Looking after my friends. Being helpful at home and caring for our classroom. Caring for our world. Healthy eating, fruit kebabs/making a fruit smoothie. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>Bouncing back when things go wrong, resilience. Yes I can, confidence and resilience. Healthy eating. Move your body. A good night's sleep. Importance of exercise. Being kind to living creatures. Taking care of animals e.g. frogs/butterflies. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>Seasons Life stages, plants, animals, humans. Transition into my new class. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>



EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Our pupils at the Forest School all develop at different rates. The EYFS Literacy curriculum is embedded within the communication curriculum and enhanced with high quality texts:</p>					
<i>'The more that you read, the more things you will know. The more that you learn, the more places you'll go'</i> (Dr. Seuss)	Peace at Last Whoever You Are! Big Feelings Super Duper You Be You! Diwali (story book for kids)	Firefighters (non-fiction) Father Christmas Needs A Wee The Christmas Story That's Not My Christmas Tree We're going to a birthday party! Christmas Week	The Tale of Jack frost Kipper's Snowy Day Penguin Small Polar Bear, Polar Bear Chinese New Year	Jasper's Beanstalk Nursery Rhymes The Tiny Seed Jack and the Beanstalk Oliver's Vegetables	A Little Frog Frog Life-cycle (non-fiction) The Very Hungry Caterpillar Life Cycle of the Chicken - Eric Carle A Squash and a Squeeze What the Ladybird Heard	Somebody Swallowed Stanley Commotion in the Ocean Rainbow Fish 10 Little Pirates Sharing a Shell WOW Said the Owl Off to the Beach Elmer
HIGH QUALITY TEXTS						



EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	JACK FROST!	GROWING	AMAZING ANIMALS	UNDER THE SEA/OUR COLOURFUL WORLD!

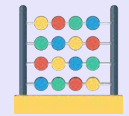
MATHS

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

'Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers'
(Shakuntala Devi)



Comparison 1 More than, fewer than, same VIEW	Shape, space and measure 1 Explore and build with shapes and objects VIEW	Pattern 1 Explore repeats VIEW	Counting 1 Hear and say number names VIEW	Counting 2 Begin to order number names VIEW	Subitising 1 I see 1, 2, 3 VIEW
Pattern 2 Join in with repeats VIEW	Shape, space and measure 2 Explore position and space VIEW	Subitising 2 Show me 1, 2, 3 VIEW	Counting 3 Move and label 1, 2, 3 VIEW	Shape, space and measure 3 Explore position and routes VIEW	Pattern 3 Explore patterns VIEW
Counting 4 Take and give 1, 2, 3 VIEW	Shape, space and measure 4 Match, talk, push and pull VIEW	Subitising 3 Talk about dots VIEW	Comparison 2 Compare and sort collections VIEW	Pattern 4 Lead on own repeats VIEW	Shape, space and measure 5 Start to puzzle VIEW
Pattern 5 Making patterns together VIEW	Subitising 4 Make games and actions VIEW	Counting 5 Show me 5 VIEW	Pattern 6 My own pattern VIEW	Counting 6 Stop at 1, 2, 3, 4, 5 VIEW	Comparison 3 Match, sort, compare VIEW



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!

UNDERSTANDING THE WORLD

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them, from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.


Past and Present
 Talk about the lives of the people around them and their roles in society.
 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.



People, Culture and Communities
 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
 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, non-fiction texts and, when appropriate, maps.

‘It’s a crazy world out there. Be curious’
 (Stephen Hawkings)

Festivals - Harvest Festival, Diwali, Christmas, Chinese New Year, Mothers Day, Easter, Day







The Natural World
 Explore the natural world around them, making observations and drawing pictures of animals and plants.
 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.
 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.





EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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INDEPENDENCE AND FUTURES	<p>The sky's the limit for our pupils in terms of what they can achieve, the school does all that it can to enable all pupils to reach their full potential right from the EYFS. Equally, the SEND Code of Practice states that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life'. Furthermore, it adds that education providers and their partners should work together to help children and young people to realise their ambitions in relation to participating in society including having friends and supportive relationships, and participating in, and contributing to, the local community, being as healthy as possible in adult life, higher education and/or employment including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies and independent living enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living. Children's learning is embedded within the EYFS Curriculum linking with all general themes, throughout all provision both inside and out and the wider school community.</p>					
'Every Child Every Chance' (The Forest School)	<p>Transition and Change New children visits. Starting school/my new class/new beginnings. Me and my feelings ZER (naming different feelings, thinking about how to feel with 'not so good feelings'. Listening to my feelings. How do I make others feel? Transition into my new class. Map work and treasure hunts. Who can help me (self-regulation)?</p> 	<p>Seeking Support and Community Citizenship My special people. Looking after my special people and my friends. Being helpful at home and caring for our classroom. Class rules, behavioural expectations in the class/boundaries. Caring for our world. Being kind to living creatures. Taking care of animals e.g. frogs/butterflies. Mobile petting farm to visit school. Caterpillars to grow into butterflies.</p>	<p>Relationships British Values Bonfire Night/ Remembrance/Diwali/ Harvest Festival/The Nativity/Chinese New Year/Easter Gingerbread people. Father Christmas My family. End of year family picnic. Know that some actions and words can hurt others feelings. I'm special you're special. Same and different. Same and different</p>	<p>Healthy Lifestyles Move your body. A good night's sleep. Importance of exercise. Healthy eating. Fruit kebabs/making a fruit smoothie. Grow a beanstalk. Grow cress to eat. Food tasting. Self-care techniques. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner.</p> 	<p>Planning for Next Steps Careers What am I good at? What makes me special? People who help us/careers. Nurse/police/vet/soldier visits. Independence, selecting and putting back own belongings. Yes I can, confidence and resilience. Bouncing back when things go wrong, resilience.</p> 	<p>Staying Safe Staying safe. Bonfire Night/firefighter visit. What's safe to go in my body? Keeping myself safe. Safe indoors and outdoors. Keeping safe online. People who help to keep me safe.</p> 



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	JACK FROST!	GROWING	AMAZING ANIMALS	UNDER THE SEA/OUR COLOURFUL WORLD!

FINANCE

Finance education is an important part of all our lives. Children need to know how to keep themselves and their finances safe and be able to make informed choices. For this reason, we are committed to ensuring our young people are equipped with the necessary knowledge and skills for their futures and have dedicated one lesson a week to explicit finance teaching, **'Finance Friday!'** Finance Friday has clear links with Maths and so replaces one lessons per week. During Fiance Friday in the EYFS, children will learn about money in a practical way through exchanging coins for their chosen Friday Cafe item, developing an awareness of the value of money. In addition to using money, children in the EYFS will also begin to learn about saving and how to keep their money safe in practical, fun engaging ways! **'Positive financial habits are essential to independent living,'** is the My Bnk vision, a belief that we, at The Forest School promote, and has led to the foundation of our Finance curriculum.

'An investment in knowledge pays the best interest'
(Benjamin Franklin)

EYFS (Nursery and Reception) LTP
Links with Friday Cafe



Autumn 1
Money awareness through play (throughout the year)

Autumn 2
How to manage money

RECOGNISING COINS		
I know there are different coins and notes.	I can describe and name different coins and notes.	I am beginning to understand that coins and notes can have different values.

Spring 1
Becoming a critical consumer

CHOICES ABOUT SPENDING		
I know that I can spend money in different places and on different things, e.g. buying toys or going on the bus, and that these may cost different amounts.	I can make simple choices about how to spend my money.	I am beginning to understand that people may make different choices about how to spend money.
CHOICES ABOUT SAVING		
I know I can save some of my money to use later e.g. in a money box.	I can make simple choices about saving some of my money.	I am beginning to understand that people may make different choices about saving their money.

Spring 2
Managing risks and emotions associated with money

KEEPING MONEY SAFE		
I know that I need to look after my money.	I can choose a safe place to keep my money e.g. money box, purse.	I understand that money has a value and needs to be taken care of.
FEELINGS ABOUT MONEY		
I know that money might make me have different feelings e.g. being happy or sad.	I can describe the way money makes me feel.	I am beginning to understand that other people may have different feelings to my own about money.

Summer 1
Understanding the important role money plays in our lives





USING MONEY		
I am beginning to know that I will need to use money in different ways.	I can name different ways money can be used e.g. saving, spending, giving.	I am beginning to understand why money is used.

Summer 2
Consolidation and recap

VOCABULARY:
Coin(s), note(s), pound(s), pence, money shop, pay, spend, save, buy, give, safe, money box, purse.




EYFS LONG TERM PLAN


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Music is embedded throughout every day, singing and signing , musical instrument exploration and tuning into sounds. Equally drama through role-play and, exploration of characters and sensory stories is embedded throughout everyday learning opportunities. Pupils will experience plays and shows, and also be in plays and shows, which of course parents/carers are most welcome to watch!</p>					
<p><i>‘Creativity is Intelligence Having Fun’</i></p> <p><i>(Albert Einstein)</i></p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>Creating with materials </p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Explore and be curious about materials found in the outdoor environment.</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform, songs, rhymes, poems, and stories with others, and move in time with music. Use the outside provision to express themselves, problem solve and use their imaginations.</p> <p><i>Work will be displayed in the classroom, lots of links to Fine Motor Skills. Children will have opportunities to learn and perform songs, and nursery rhymes linked to their work/interests and passions.</i></p>  </div> <div style="width: 45%; text-align: right;">   </div> </div>					

EYES LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!

WOODLAND ADVENTURE
 At The Forest School, we have our very own onsite 'Forest School' known as 'Woodland Adventure'! Woodland Adventure is a child-centred learning process, providing pupils with hands-on experiences in the natural environment. It is a long-term programme which supports **play, exploration and supported risk taking**. These sessions begin in the Early Years, **lead by an approved therapeutic Forest School practitioner**. Learning outside the classroom environment is beneficial to pupils, consolidating all areas of the curriculum and enhancing our Physical Development curriculum. Through being outdoors, children can learn many skills of social interaction and friendship through first hand experience with a range of natural materials and begin to appreciate the natural world around them. Woodland Adventure is learner-centred, and the lessons are responsive to the needs and interests of the group. **Children are encouraged to play and make their own choices, which helps to support their development of communication skills**. Woodland Adventure is adaptable to the weather and the needs of the students. Staff will "be present" and actively engage with the students, encouraging play and exploration through modelling, scaffolding and encouragement.

'The best classroom and the richest classroom is roofed only by the sky'
 (Margaret McMillan)

	September	October	November	December	January	February	March	April	May	June	July
	Harvest Festival	Seed Gathering Season	Outdoor Classroom Day	World Soil Day	New Year	Hedgehog Day	St. David's Day	World Autism Day	Gardening Week	30 Days Wild	Fieldwork Fortnight
	Zero Waste Week	Walktober	Bonfire	Robin Day	RSPB Bird Watch	Children's Mental Health Week	Wildlife Day	John Muir Day	Mental Health Awareness Week	Farming Fortnight	Festival of Archeology
		Space Week	Protect Our Planet Day	Christmas	Red Squirrels	Chinese New Year	Science Week	Earth Day	Orienteering Day	Eat Healthy Week	Map Reading Week
		Recycle Week	Diwali		Story Telling Week	Shrove Tuesday	Mother's Day	St George's Day	Outdoor Classroom Day	Father's Day	
		National Forest School Day				Valentine's Day	Great British Spring Clean			Summer Solstice	
		Bat Week					Easter				
		Halloween									





EYFS LONG TERM PLAN



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FOOD TECHNOLOGY	Our EYFS pupils take part in sensory food education. This hands-on approach teaches children how to use all 5 senses (sight, smell, touch, hear, taste) to explore food and their own personal food preferences. It captures children's curiosity and gives them the opportunity to discover new foods which they may not have tried at home. Learning through play helps build familiarity and can lead to an increased acceptance of new foods. Sometimes a child may have tried a food at home and disliked it, but can find that the food becomes more appealing in a new setting, surrounded by friends and trusted adults.					

'Teach a child how to cook, and they'll be able to nourish themselves and others for a lifetime'

(Jamie Oliver)

