

# Long Term Plan EYFS

| Terms/Dates  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|--|--|---|--|--|---|--|
| Topic/Theme  | Getting to know you<br>Fairy Tales<br>Nursery Rhymes   | Festivals and Celebrations<br>Traditional tales   | Ice and Snow<br>Animals and Dinosaurs<br>Chinese New Year  | People Who Help<br>Castles Changes   | Me and My world<br>Space  | Our World<br>Places<br>transport   |
| <div> <div>Personal, Social and Emotional Development</div> <div>Building Relationships</div> <div>Self-Regulation</div> <div>Managing Self</div> </div> |  |   |  |  |   |  |
| <b>PSED</b>  | Self-regulation: My feelings   | Building relationships: Special relationships   | Managing self: Taking on challenges  | Self-regulation: Listening and following instructions                                      | Building relationships: My family and friends   | Managing self: My wellbeing  |
| <b>Maths</b><br><br>Number<br><br>Number patterns  | Match, sort and compare<br><br>measure and patterns<br><br>Numbers to 3  | Shapes<br><br>Number to 5   | Mass and capacity<br><br>Numbers to 8<br>Length, height & time   | Numbers to 10<br><br>Explore 3-D shapes  | To 20 and beyond<br><br>Add & subtract<br><br>Manipulate shape<br><br>sharing & grouping  | Visualise, build and map<br><br>Make connections<br><br>Consolidation              |
| <b>Physical Education</b><br><br>Gross Motor Skills<br>Fine Motor Skills   | Instructions & safety<br>Spatial awareness,<br>How to use equipment safely<br>Dance<br>Write dance FS<br>Pencil grip | Apparatus - over, under, along, through etc. Gym<br>Staying safe<br>Healthy bodies<br>Forest School<br>Write dance<br>Pencil grip | Throwing and catching skills<br>Rolling and travelling<br>Write dance<br>scissors<br>Healthy Eating<br>Forest School | Foot skills and foot work.<br>Knife & fork<br>Write Dance<br>Keeping safe<br>Forest School | Multi skills approach, a mix of footwork, throwing and catching, using equipment.<br>Dance - mixture of country, street and retelling stories | Parachute games, athletics, sports day preparation<br>Write dance<br>Forest School |

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| Expressive Arts & Design                   |  | Creating with materials   |  | Being Imaginative & Expressive  |   |  |
|--|--|---|--|---|---|--|
| Music                                      | Set up continuous provision in your classroom.   | Celebration music   | Exploring sound  | Music and movement  | Musical stories   | Big band   |
| Art  | Drawing<br><br>Marvellous marks  | Painting and mixed media<br><br>Paint My World                                      | Sculpture and 3D<br><br>Creation Station   | Drawing<br><br>Marvellous marks   | Painting and mixed media<br><br>Paint My World  | Sculpture and 3D<br><br>Creation Station                                 |
| Art<br>Craft making                        | Craft and Design<br>Autumn craft<br>Autumn wreaths   | Craft and Design<br>Christmas craft<br>Salt dough decorations                       | Craft and Design<br>Winter craft<br>Threaded snowflakes  | Craft and Design<br>Spring craft<br>Suncatchers                           | Craft and Design<br>Easter craft<br>Egg threading   | Craft and Design<br>Summer craft<br>Salt painting                        |
| Understanding the World                    |  | People, culture, and Communities  |  | The Natural World   |   | Past and Present   |
| Science<br>Kapow EYFS due out in September | Nature around us.<br>Investigate growing plants. Look at what helps plants grow. Cut back our garden and plant new plants. | Ask questions, developing enquiring minds. Awe and wonder.<br>Floating and sinking. | Day and night.<br>Arctic conditions, what makes Ice, What makes snow?<br>Changes, melting and freezing | What do animals need? Names of animals, animal homes, mothers and babies, | Using our senses to investigate objects, places, materials.<br>Find out about body parts and uses.<br>Name all senses and experiment. Plan an investigation and carry out.<br>Where is space?<br>What do we know?<br>Space travel in rockets. | The water cycle<br>Seasons, linking to weather, keeping safe in the sun. |
| Geography                                  | Far away?<br>Celebrate diversity.  | Learning about other cultures and religious   | Arctic/ Antarctic  | Develop multicultural themes  | Respecting different cultures, beliefs and religions  | Weather around the world, what effects the weather?                      |

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|                               | Move onto building homes, castles for princesses. Building bridges - Billy goats, Blackberry picking-????, People around us. Around our School | celebrations - diwali and Christmas<br>North pole - who what and where (Celebrations)<br>Diwali Lamps - why, follow story through |   | Similarities and differences<br>Jobs around the world<br>Who and how do people help? What do we know about the jobs of people around us? |   | Holiday places, - travel agents in role play, passports. Playing games on holiday and staying safe, near adults we know. |
| History                       | Buildings from the past<br>Ancestors (our family past)<br><br>History in our local area (church walk)  | Old and new toys, willing to try new things, begin to ask questions.  | Explorers<br>discovering poles                                | Dinosaur names, looking back at what they ate, exploring the world then and now  | How have jobs changed from the past? What do people use to help them in their jobs? Find out about our families (revisit and build) and history - family trees. | Different types of transport (in time)<br>Seaside past and present   |
| R.E.                          | Being Special<br>Where do we belong?<br><br>Rosh Hashanah<br>Diwali?   | Why is Christmas so special for Christians?<br><br>Diwali?<br>Guru Nanak's B'day<br>Hanukkah                                      | Why is the word 'God' so important to Christians?<br><br>Holi | Why is Easter special to Christians?<br><br>Ramadan<br>Eid   | What places are special & why?  | What times and stories are special?  |
| Special Events/<br>enrichment | Harvest Festival,<br><br>Library Visit?  | Christmas play<br>Christmas Service<br>Christmas visit<br>Bonfire Night   | Chinese New Year<br>food tasting<br>Shrove Tuesday & Lent     | Visits from emergency services & jobs<br>Easter Service<br>Mothering Sunday  |   | Summer Trip  |

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| English - Yr R   |   |  |  |  |   |   |
|--|---|--|--|--|---|---|
| Reading  | Continuous Word Reading and Comprehension to include VIPERS using Little Wandle Letters and Sounds books directly linked to known GPCs from week 4 of phonics teaching.   |  |  |  |   |   |
| Phonics (including reading phonetically matched books for decoding, prosody and comprehension) | Phase 2   | Phase 2  | Phase 3  | Phase 3  | Phase 4   | Phase 4   |
| Core Text  | Traditional Tales<br>Fairy Tales<br>Nursery Rhymes<br>The Colour Monster  | Traditional Tales<br>Talk for Writing<br>Owl Babies  | Poles apart<br>The Lonely Polar Bear<br>The Cave<br>Lost and Found | Handa's Surprise<br>The Gruffalo<br>Elmer<br>Farmer Duck<br>Rosie's Walk | Goodnight Moon<br>Whatever Next<br>Six Dinner Sid | Under The Sea<br>Mrs Armitage on Wheels<br>Mr Grumpy's Outing |
| Poetry (including know by heart & Performance)   | Harvest<br>Performance<br>Twenty-four robbers   | Christmas<br>performance<br>The More it Snows  | Sharing a Shell  | Easter<br>Performance  | My Many Coloured Days                             | Each Peach Pear Plum  |
| Books for Spirituality/ school values  | All are Welcome<br><br>I am Brown   | Snowflakes<br>Alternative<br>Traditional Tale<br>versions from other<br>countries/cultures | And Tango makes Three<br><br>Ruby's Worry                          | Julian is a Mermaid  | Wonderful Earth!                                  | Dogs Don't do Ballet  |
| Books for enjoyment & enrichment   | Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres and vocabulary.<br>Modelled reading for pleasure in time taken at the end of each school day in every classroom. |  |  |  |   |   |
| Writing<br>Transcription   | Pencil grip and continuous daily handwriting of new graphemes and names from first few weeks.<br>Tricky word spelling from week 3 of phonics.<br>Sounding to spell words from week 5 of phonics.<br>Dictated sentences to regularly practise and apply from Spring 2, week 1.         |  |  |  |   |   |

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|--|---|---|---|---|--|---|
| Writing<br>Composition   | Join in with stories, poems, rhymes and songs.<br>Name writing  | Sound out to spell words using known GPCs<br>Comparing stories<br>Story Map (s)<br>Name writing   | Labels<br>Sequencing stories<br>Name (with surname?)<br>Write phrases<br>Description words (adjectives)   | Build a Sentence<br>Speech Bubbles<br>Storyboard<br>Write phrases<br>Labels<br>Dictated sentences   | Build a sentence<br>Talk For Writing<br>Poetry<br>Captions<br>Labels<br>Description words (adjectives)<br>Dictated sentences   | Build a longer Sentence<br>Adjectives<br>Postcard writing<br>Letter Writing (s)<br>Dictated sentences<br>Recount                |
| Communication and Language<br><br>Listening, Attention & Understanding<br><br>Speaking | Role play - home corner, garden centre, mud kitchen, giants reading room.<br>Listening skills, communicating with peers and adults.<br>Nursery Rhymes, Alliteration, retelling stories and acting out stories<br>Sharing books, Jack and the beanstalk, Three billy goats gruff, goldilocks, red hen (links to harvest) | Role play - Santa Grotto<br>Concentrate on speaking - showing awareness of listener.<br>Continue reading three little pigs, Little Red riding hood, dogger, gingerbread man, each peach pear plum Owl babies, Christmas stories<br>Talk for Writing | Role play - South Pole, Snow cave, Explorers hut, Café, dinosaur cave<br>Chinese Take away, Castle.<br>Retelling stories, acting out stories, completing stories. | Role play - Opticians, surgery, fire station, post office, police station, ambulance station, garage<br>Listening to others, visitors and speakers. | Role play - Doctors surgery, hairdressers, dentists, hospital<br>Using talk to clarify thinking, describe, organize and sequence ideas<br>Speak clearly with confidence and control<br>keeping clean, princess books<br>Space books. | Role play - airport, home corner - for packing cases, ice cream stall.<br><br>Interact and negotiate.                           |
| Literacy<br><br>Comprehension<br><br>Writing<br><br>Word Reading                       | Phonics Phase 2<br>Recognising and writing names<br>Page turning  | Phonics Phase 2<br>Letter recognition and formation, emergent writing, Reading left to right,   | Phonics Phase 3<br>Chinese writing, mark making and writing letters for a purpose, signs, informing others.   | Phonics Phase 3<br>Letter recognition and formation, emergent writing, simple common words.   | Phonics Phase 4<br>Know letter names<br>Ourselves non-fiction, Labelling and captions.   | Phonics Phase 4<br>Know letter names, Sentence write using a full stop and capital.<br>Retell stories, write recounts of trips, |

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|-----------|----------------------------|--|--|--|---|---|
|           |                            | Talk about Author, illustrator, etc.<br>Sound out to spell.<br>Numeral formation | CVC words,<br>writing/thinking about sentences<br>Orally rehearse.<br>Fiction and non-fiction texts. | Writing for a purpose. Orally rehearse sentences.<br>form letters correctly<br>Fiction and non-fiction texts<br>Dictated sentences | Sentence write using a full stop and capital.<br>Dictated sentences | writing for different purposes.<br>Dictated Sentences |
| Computing | Internet and online safety | Computing systems and networks 1:<br>Using a computer                            | Programming 1: All about instructions  | Computing systems and networks 2:<br>Exploring hardware  | Programming 2:<br>Programming Bee-Bots                              | Data handling:<br>Introduction to data                |