



Feckenham Church of England Primary School

Wisdom ■ Hope ■ Dignity ■ Community



EYFS Long Term Plan 2024-2025

| Terms/Dates | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---|--|--|
| Topic/Theme | Getting to know you Fairy Tales Nursery Rhymes | Festivals and Celebrations Traditional tales | Ice and Snow Animals and Dinosaurs Chinese New Year | People Who Help | Me and My world Space Castles Changes | Our World Places transport |
| Personal, Social and Emotional Development Building Relationships Self-Regulation Managing Self | | | | | | |
| PSED | 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 |
| Maths Number Number patterns | Match, sort and compare measure and patterns Numbers to 3 | Shapes Number to 5 | Mass and capacity Numbers to 8 Length, height & time | Numbers to 10 Explore 3-D shapes | To 20 and beyond Add & subtract Manipulate shape sharing & grouping | Visualise, build and map Make connections Consolidation |
| Physical Education Gross Motor Skills Fine Motor Skills | Instructions & safety Spatial awareness, How to use equipment safely Write dance FS Pencil grip | Apparatus - over, under, along, through etc Staying safe Healthy bodies Forest School | Throwing and Catching Skills Rolling and Travelling Write dance Scissor Skills | Foot Skills and foot work Knife & fork Write Dance Keeping safe Forest School | Ball Skills 2 - Throwing and catching, using equipment. | Parachute games, athletics, sports day preparation Write dance Forest School Dance Unit 2 |



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| | Fundamentals Introduction to PE - Unit 1 | Write dance Pencil grip Fundamentals Introduction to PE Unit 2 | Healthy Eating Forest School Ball Skills 1 Dance 1 | Games 1 Gymnastics 1 | Dance - mixture of country and retelling stories Gymnastics Skills 2 | Games Unit 2 |
| 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 Marvellous marks | Painting and mixed media Paint My World | Sculpture and 3D Creation Station | Drawing Marvellous marks | Painting and mixed media Paint My World | Sculpture and 3D Creation Station |
| Craft Making | Craft and Design Autumn craft Autumn wreaths | Craft and Design Christmas craft Salt dough decorations | Craft and Design Winter craft Threaded snowflakes | Craft and Design Spring craft Suncatchers | Craft and Design Easter craft Egg threading | Craft and Design Summer craft Salt painting |
| Design and Technology | <u>Cooking and Nutrition</u> | <u>Structures</u> Junk Modelling | <u>Textiles</u> Book Marks | <u>Textiles</u> Book Marks | <u>Structures</u> Boats | <u>Cooking and Nutrition</u> Rainbow Salad |
| Understanding the World | | People, culture, and Communities | | The Natural World | | Past and Present |



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| <p>Science</p> | <p>Nature around us. Investigate growing plants. Look at what helps plants grow. Cut back our garden and plant new plants.</p> | <p>Ask questions, developing enquiring minds. Awe and wonder. Floating and sinking.</p> | <p>Day and night. Arctic conditions, what makes Ice, What makes snow? Changes, melting and freezing</p> | <p>What do animals need? Names of animals, animal homes, mothers and babies,</p> | <p>Using our senses to investigate objects, places, materials. Find out about body parts and uses. Name all senses and experiment. Plan an investigation and carry out. Where is space? What do we know? Space travel in rockets.</p> | <p>The water cycle Seasons, linking to weather, keeping safe in the sun.</p> |
| <p>Geography</p> | <p>Far away Celebrate diversity. Move onto building homes, castles for princesses. Building bridges - Billy goats, Blackberry picking People around us. Around our School</p> | <p>Learning about other cultures and religious celebrations - diwali and Christmas North pole - who what and where (Celebrations) Diwali Lamps - why, follow story through <u>Exploring Maps</u></p> | <p>Arctic/ Antarctic <u>Very Cold Places</u></p> | <p>Develop multicultural themes Similarities and differences Jobs around the world Who and how do people help? What do we know about the jobs of people around us?</p> | <p><u>Outdoor adventures</u> Using the senses to explore and describe the natural world around them (link to Science) whilst outside, children begin to recognise and explore the effect of the changing seasons.</p> | <p>Weather around the world, what effects the weather? Holiday places, - travel agents in role play, passports. Playing games on holiday and staying safe, near adults we know.</p> |
| <p>History</p> | <p>Peek into the Past Buildings from the past</p> | <p>Peek into the Past Old and new toys, willing to try new</p> | <p>Adventures through time</p> | <p>Dinosaur names, looking back at what they ate, exploring</p> | <p>Castles</p> | <p>Different types of transport (in time)</p> |



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| | <p>Ancestors (our family past)</p> <p>History in our local area (church walk)</p> | <p>things, begin to ask questions.</p> | <p>Explorers discovering poles</p> | <p>the world then and now.</p> <p>How have jobs changed from the past? What do people use to help them in their jobs?</p> | | <p>Seaside past and present</p> |
| R.E. | <p>Being Special Where do we belong?</p> <p>Rosh Hashanah 2-4 Oct Diwali 31 Oct -1 Nov</p> | <p>Why is Christmas so special for Christians?</p> <p>Guru Nanak's B'day 15/11 Hanukkah 25/12-2/1 Thanksgiving? Dia de los Muertos? 1st & 2nd nov</p> | <p>Why is the word 'God' so important to Christians?</p> <p>Chinese NY 29/1</p> | <p>Why is Easter special to Christians?</p> <p>Holi 14 March Ramadan 28 Feb? Eid 30 March</p> | <p>What places are special & why?</p> <p>Respecting different cultures, beliefs and religions (& Geog).</p> | <p>What times and stories are special?</p> |
| Special Events/ enrichment | <p>Harvest Festival, Library Visit</p> | <p>Christmas play Christmas Service Christmas visit Bonfire Night</p> | <p>Chinese New Year food tasting Shrove Tuesday & Lent</p> | <p>Visits from emergency services & jobs Easter Service Mothering Sunday</p> | | <p>Summer Trip Think Tank Leavers Service</p> |
| 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 |



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| Core Text | Traditional Tales Fairy Tales Nursery Rhymes The Colour Monster | Traditional Tales Talk for Writing Owl Babies | Poles apart The Lonely Polar Bear The Cave Lost and Found | Handa's Surprise The Gruffalo Elmer Farmer Duck Rosie's Walk | Goodnight Moon Whatever Next Six Dinner Sid | Under The Sea Mrs Armitage on Wheels Mr Grumpy's Outing |
| Poetry (including know by heart & Performance) | Harvest Performance Twenty-four robbers | Christmas performance The More it Snows | Sharing a Shell | Easter Performance | My Many Coloured Days | Each Peach Pear Plum |
| Books for Spirituality/ school values | All are Welcome I am Brown | Snowflakes Alternative Traditional Tale versions from other countries/cultures | And Tango makes Three 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. Modelled reading for pleasure in time taken at the end of each school day in every classroom. | | | | | |
| Writing Transcription | Pencil grip and continuous daily handwriting of new graphemes and names from first few weeks. Tricky word spelling from week 3 of phonics. Sounding to spell words from week 5 of phonics. Dictated sentences to regularly practise and apply from Spring 2, week 1. | | | | | |



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



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| <p>Literacy</p> <p>Comprehension</p> <p>Writing</p> <p>Word Reading</p> | <p>Phonics Phase 2</p> <p>Recognising and writing names</p> <p>Page turning</p> | <p>Phonics Phase 2</p> <p>Letter recognition and formation, emergent writing, Reading left to right,</p> <p>Talk about Author, illustrator, etc.</p> <p>Sound out to spell.</p> <p>Numeral formation</p> | <p>Phonics Phase 3</p> <p>Chinese writing, mark making and writing letters for a purpose, signs, informing others.</p> <p>CVC words, writing/thinking about sentences</p> <p>Orally rehearse. Fiction and non-fiction texts.</p> | <p>Phonics Phase 3</p> <p>Letter recognition and formation, emergent writing, simple common words.</p> <p>Writing for a purpose. Orally rehearse sentences.</p> <p>form letters correctly</p> <p>Fiction and non-fiction texts</p> <p>Dictated sentences</p> | <p>Phonics Phase 4</p> <p>Know letter names</p> <p>Ourselves non-fiction, Labelling and captions.</p> <p>Sentence write using a full stop and capital.</p> <p>Dictated sentences</p> | <p>Phonics Phase 4</p> <p>Know letter names, Sentence write using a full stop and capital.</p> <p>Retell stories, write recounts of trips, writing for different purposes.</p> <p>Dictated Sentences</p> |
| <p>Computing</p> | <p>Internet and online safety</p> | <p>Computing systems and networks 1: Using a computer</p> | <p>Programming 1: All about instructions</p> | <p>Computing systems and networks 2: Exploring hardware</p> | <p>Programming 2: Programming Bee-Bots</p> | <p>Data handling: Introduction to data</p> |