

EYFS Long Term Plan

Loose Themes These will be reviewed and can be deviated from to follow children's interests and fascinations	Autumn 1 Let's Explore (Build it Up)	Autumn 2 Marvellous Machines (Puppets and Pop-Ups)	Spring 1 Long Ago (Stories and Rhymes)	Spring 2 Ready, Steady, Grow (Signs of Spring)	Summer 1 Animal Safari (Creep, Crawl and Wriggle)	Summer 2 On the beach (Moving on)
TRIPS						
PSED Scarf & RSE	Me and My Relationships	Valuing Differences	Respectful friendships: How do I make people feel special?	Rights and Respect	Being my Best	Growing and Changing
PD	REAL PE To make marks using various materials, develop pencil control.	REAL PE To develop a correct pencil grip and represent sounds.	REAL PE Begins to form recognisable letters and labels and captions.	REAL PE Uses a pencil to form mostly recognisable letters and begins to write simple sentences.	REAL PE Use a pencil to correctly form most letters.	REAL PE Develop communication when working as a team. Accurately use a pencil to correctly form letters and write simple sentences. Begins to form tall and short letters.

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Reading-Word Reading RWI programme followed	Phase 1 listening skills CVC words Applying phonics Set 1 sounds	Applying phonics knowledge to write CVC, CCVCC, words. Set 1 Sounds Finger spaces Full stops	Applying phonics knowledge to write CVC, CVCC, CVVC words. Set 2 sounds Finger spaces Full stops Common exception words	Applying phonics to write words using sounds. Capital letters, Finger spaces, Full stops Set 2 sounds. Common exception words.	Applying phonics to write words using sounds. Set 2/3 sounds. Writing full sentences.	Using phonics knowledge confidently and independently. Consolidation of sounds. Write a short sequence of simple sentences.
Reading-comprehension.	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Learn single phoneme sounds. Hears and says the initial sound in words.	Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books	Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences.	Begins to read words and simple sentences with increased independence. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.	Read phonically regular words of more than one syllable as well as many irregular but high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describe the main events in the simple stories they have read.

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		carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Know all single phoneme sounds.				
Key texts	Where the Wild things are by Maurice Sednak Where's Spot by Eric Hill We're Going on a Bear Hunt by Michael Rosen Owl Babies by Martin Waddell Monkey Puzzle by Julia Donaldson You Choose by Pippa Goodhart	Harry and the Robots by Ian Whybrow Dot by Randi Zuckerbeg Rosie Rever, Engineer by Andrea Beaty You can't let and elephant on a bus by Patricia Cleveland-Peck The Most	The Tiger who Came to Tea by Judith Kerr The Big Alife and Annie Rose Story Book by Shirley Hughes Coming to England by Floella Benjamin Major Glad, Major Dizzy by Jan Oke The Elves and the Shoemaker The Princess and the Pea	Jack and the Beanstalk Handa's Surprise by Eileen Brown Jasper's Beanstalk by Nick Butterworth The Gigantic Turnip by Aleksei Tolstoy Rosie's Walk by Pat Hutchins	The Lion Inside by Rachel Bright Book of Animals by Oliver Jeffers Handa's Hen by Eileen Brown Monkey Puzzle by Julia Donalson	The See Saw by Tom Percival Lucy & Tom at the Seaside by Shirley Hughes Somebody swallowed Stanley The Snail and the Whale by Julia Donaldson Stay Away from the Water, Shirley! First book of the sea by Nicola Davies

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		Magnificent Thing by Ashely Spire				
Talk Through Story	Elmer A little bit brave	The Lion Inside The Squirrels who Squabbled	One Snowy Night Perfectly Norman	Gigantosaurus The Wall and the Wild	Six Dinner Sid Hugless Douglass	Tiddler Rainbow Fish
Writing	Rhyming words Mark making and ascribing meaning Name writing Set 1 sounds. Letter formation. Retelling stories Ordering events	Letter formation Recognise all Set 1 sounds CVC, CVCC, CVVC words. Labels Captions Look at sentence structure	Use phonics knowledge independently to read and then complete simple sentences. Recognise and spell some common exception words. Develop use of finger spaces. Labels Captions Explore story language in a range of texts.	Begin to use set 2 sounds when writing labels, captions. Joined handwriting Set 2 sounds. Begin to write simple sentences with greater independence. Recognise and spell some common exception words independently. Use clear finger spaces.	Confidently able to write a simple sentence using CVC words and some CVVC words. Can confidently read back what they have written. Write for a range of purposes-labels, cards, description. Recognise and spell some common exception words independently. Use clear finger spaces.	Independently able to write a simple sentence. Recognise and spell some common exception words independently. Use clear finger spaces. Write in a range of contexts. Uses some story language in writing. Evident use of phonics within writing.
	Grammar and composition: CVC words Applying phonics RWI Phonics programme followed	Grammar and composition: Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces	Grammar and composition: Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words	Grammar and composition: Applying phonics to write words using Set 1 and 2 sounds. Capital letters, Finger spaces, Full stops Common exception words.	Grammar and composition: Applying phonics to write words using Set 1 and 2 sounds. Writing full sentences. Capital Letters	Grammar and composition: Using phonics knowledge confidently and independently. Write a short sequence of simple sentences.

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		Full stops				Capital Letters
Maths	<p>Getting to know you Just Like Me It's Me 1, 2, 3 (Week 1)</p> <p>Gov. Baseline Assessment. Formative Baseline Assessment. Early number recognition-numbers of significance.</p> <p>Sorting, matching, comparing amount, comparing size, mass, capacity, exploring pattern.</p>	<p>It's Me 1, 2, 3 Light and Dark</p> <p>Representing 0, 1, 2, 3. Composition of 0, 1, 2, 3. Comparing 0, 1, 2, 3. Introducing circles and triangles. Spatial awareness 3 step repeating patterns. Subitising</p>	<p>Alive in 5 Growing 6, 7, 8</p> <p>Introducing zero Comparing numbers to 5 Representing 4 and 5 Comparing numbers to 5 Compare mass and capacity. Making pairs. Making 6, 7, 8 and combining groups. Length and Height Comparing durations of time.</p>	<p>Building 9 and 10 Consolidation</p> <p>Representing 9 and 10. Composition of 9 and 10. Number bonds to 9 and ten. 3D shape Patterns.</p>	<p>To 20 and beyond First, then, now</p> <p>Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning-Match, Rotate, Manipulate</p> <p>Adding More Taking away Spatial Reasoning-compose and decompose</p>	<p>First, then, now (week 3) Find my Pattern On the Move</p> <p>Doubles Sharing and Grouping Even and Odd Spatial Reasoning-Visualise and Build</p> <p>Deepening understanding Patterns and relationships. Spatial Reasoning-Mapping</p>
EAD	<p>Art and Design</p> <p>Construct simple structures and models Cut, tear, fold and stick a range of papers and fabrics. Draw or paint a place from observation or imagination. Make simple prints using a variety of tools. Use natural materials to make 2D and 3D art.</p>	<p>Art and Design</p> <p>Explore and build with wheels and axles. Select appropriate tools and media to draw with. Use natural materials to</p>	<p>Art and Design</p> <p>Represent humans from observation or imagination Construct simple structures using a range of materials Create art in different ways on a theme to express ideas or feelings. Use primary or colour paint in a range of</p>	<p>Art and Design</p> <p>Mix two colours to make new colours. Adapt and refine their work as they are constructing or making. Explore artwork by famous artists. Explore different wheels and axles to make vehicles.</p>	<p>Art and Design</p> <p>Make simple prints using a variety of tools. Cut, tear, fold and stick a range of papers and fabrics. Draw or paint a place from observation or imagination. Select appropriate materials when</p>	<p>Art and Design</p> <p>Explore the artwork of Henri Matisse Draw or paint from observation or imagination. Explore and talk about famous artists and their likes and dislikes. Explore and use malleable materials using simple tools.</p>

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		make 2D and 3D art.	application methods.		constructing or making. Share creations with others explaining their intentions and techniques. .	
	Music- Charanga Me!	Music- Charanga My Stories	Music- Charanga Everyone!	Music- Charanga Our World	Music- Charanga Big Bear Funk	Music- Charanga Reflect, Rewind and Replay
UW						
Experience s- Including but not limited to....						
These will be regularly reviewed and updated throughout the year to reflect the needs of the cohort and follow children's fascinations and interests.	<u>People Culture and Communities</u> People live in and visit lots of different places around the world. Discuss places that are important to them. Take part in celebrations about Harvest.	<u>People Culture and Communities</u> <i>Christmas, Diwali</i> Talk about different occupations in the community including emergency services.	<u>People Culture and Communities</u> Talk about their grandparents and family's history.	<u>People Culture and Communities</u> <i>Easter, Pancake Day</i> Talk about the life of people and how that has changed over time.	<u>People Culture and Communities</u> Talk about different occupations in the community including vets and assistance dogs.	<u>People Culture and Communities</u> Talk about different occupations including coastguard
	<u>Natural World</u> Begin to notice and talk about the different places in the world including oceans and seas. The weather, environment and living things are	<u>Natural World</u> Explore and describe electrical and non-electrical light sources. Identify that	<u>Natural World</u> Describe how weather and seasons change. Describe ways to look after their immediate environment. Discuss how the local	<u>Natural World</u> Describe ways that plants and animals should be cared for. Match farm animals to their young. Begin to identify	<u>Natural World</u> Identify common features in different groups of animals. Describe how plants and animals should be cared for	<u>Natural World</u> Describe ways of looking after their immediate environment. Describe, predict and sort things that

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	<p>different in different places. Describe how weather, plants and animals are different.</p> <p>Make and use simple maps to represent places and journeys.</p> <p>Observe and describe living things in their habitats.</p> <p>Talk about materials and their different textures.</p>	<p>some materials are magnetic and non-magnetic.</p>	<p>environment has changed over time.</p> <p>Sort objects into groups of materials.</p>	<p>some origins of food. Predict things that will sink or float and talk about forces they feel.</p> <p>Make simple maps</p> <p>Name and describe features of plants and trees. E.g. seeds.</p> <p>Observe and describe living things in their habitats.</p> <p>Observe and record living things and materials.</p>	<p>in order to survive. Describe how two places are the same and different.</p> <p>Observe, record and talk about materials and living things.</p> <p>Describe ways to look after their environment.</p> <p>Make and use simple maps.</p> <p>Match animals to the food they eat and match animals to their young.</p>	<p>float and sink. Talk about oceans and seas.</p> <p>Observe and talk about different living creatures from the seaside/underwater.</p> <p>Describe how different habitats are different in different places e.g. polar habitats, seashore habitat.</p> <p>Identify common features of groups of animals.</p> <p>Match animals to the food they eat.</p>
	<p><u>Past and Present</u></p> <p>Discuss how the local environment has changed over time using photos and first hand experiences.</p> <p>Share stories about significant explorers from the past.</p>	<p><u>Past and Present</u></p> <p>Describe how vehicles have changed over time.</p> <p>Describe how machines have changed over time and they have been adapted to work better.</p>	<p><u>Past and Present</u></p> <p>Make sense of their own family history</p> <p>Describe some similarities and differences from the past e.g. clothing, objects, toys.</p> <p>Discuss difference in how people lived in the past through stories.</p> <p>Sequence familiar events using time vocabulary.</p> <p>Make observations about artefacts from the</p>	<p><u>Past and Present</u></p> <p>Describe how people lived differently in the past on farms and in local communities.</p> <p>Put familiar events in chronological order.</p>	<p><u>Past and Present</u></p>	<p><u>Past and Present</u></p> <p>Explore how the life of people from the past is different to now.</p>

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			<p>past. Know what a museum is and how objects look different from the past e.g. vehicles, toys. Recognise how they have changed from when they were babies. Explore and talk about past kings and queens.</p>			
	<p>What is the Harvest festival? Exploring the meaning and significance of the Harvest Festival celebrations. Teach this lesson during Autumn 1 around the time that Harvest is celebrated which is generally during September / October.</p>	<p>What is Hannukah? Exploring how some Jewish people celebrate Hanukkah by learning about the story behind it.</p>	<p>What is Holi? Exploring how some Hindu people celebrate Holi by learning about the story behind it.</p>	<p>What is Shrove Tuesday? Investigating the meaning of Shrove Tuesday and how people celebrate it.</p>	<p>What is Ramadan? Exploring how some people celebrate Ramadan.</p>	<p>How do some Hindu people celebrate Ganesha Chaturthi? Identifying how some Hindu people celebrate Ganesha Chaturthi.</p>
	<p>Question What makes us special? Religions, Christian Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.</p>	<p>Question What are special times? Religions, Hindu and Christian Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and</p>	<p>Question Why are some places special? Religions, Christian and Muslim Investigating what makes places special and significant to different people.</p>	<p>Question What makes the world special? Religions, Christian and Jewish Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.</p>	<p>Question Why are somethings special? Religions, Christian and Jewish</p>	<p>Question Why are some stories special? Religions, Christian and Muslim</p>

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		how they are celebrated.				
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