

EYFS Long Term Plan



Teacher: Mrs S Medina & Mrs S Scourfield

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|---|---|
| Themes | It's Good to be Me | Light & Dark | People Who Help Us | Food | Animals | Growth |
| Main Focus | Myself, my family, my home, special places, | Similarities & differences, seasons, routines and events | Local area, people in the local area; police, doctors, nurses, vets, firefighters, superheroes | Health, change, local area, planting | Observation and care of living things, similarities and differences, growth and change | Observation and care of living things, similarities and differences, growth and change |
| Personal, Social & Emotional Development | <p>Circle time; Feelings & Abilities, treasure bag, playing with others;</p> <ul style="list-style-type: none"> Play in a group Initiate play Demonstrate friendly behaviour towards others Say how they feel Aware of boundaries Describe themselves positively | <p>Circle Time; Kindness Fairy</p> <ul style="list-style-type: none"> Start conversations Take into account what others say Values praise Ask for help Helpful Adapts to different routines | <p>Circle Time; Helping others</p> <ul style="list-style-type: none"> Understand own actions affect others Negotiate & solve problems | <p><i>The following areas take place through play and adult led activities, with different focuses based on children's next steps in learning.</i></p> <p>Circle Time; Friendship, ELGS:</p> <p>Making relationships: Children play co-operatively, taking turns with each other. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Self-confidence and self awareness: 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> <p>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know</p> | | |
| Communication & Language | <p>Listening to others.</p> <ul style="list-style-type: none"> Listening to stories, rhymes and poems. Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play. | <p>Speaking and Listening.</p> <ul style="list-style-type: none"> Taking turns in conversation. Increasing word level. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play. | <p>Retell a past event.</p> <ul style="list-style-type: none"> Build up vocabulary. Reflecting on own experiences. Rhymes and Songs. Alliteration. Retelling stories. Role Play. | <p>Responding to and giving instructions.</p> <ul style="list-style-type: none"> Asking Questions – What, Where, Who? Using a range of tenses. Poetry. Role Play. | <p>Following stories and re-telling using pictures and prompts.</p> <ul style="list-style-type: none"> Changing our voice for the listener. Re-telling stories through continuous provision. Role Play. | <p>Extending word level.</p> <ul style="list-style-type: none"> Extending vocabulary using a range of tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play. |
| Physical Development | <ul style="list-style-type: none"> Dough Gym/Funky Fingers Move in different ways Pencil grip Tell adults when hungry, tired, etc Handle tools | <ul style="list-style-type: none"> Dough Gym/Funky Fingers Move in different ways Pencil grip Tell adults when hungry, tired, etc Handle tools safely Toilet & dress | <ul style="list-style-type: none"> Dough Gym/Funky Fingers Move in different ways Pencil grip Tell adults when hungry, tired, etc Handle tools safely Letter formation Real PE Cognitive | <ul style="list-style-type: none"> Funky Fingers Move in different ways Pencil grip Healthy eating, exercise & hygiene Handle tools safely Letter formation Real PE Creative | <ul style="list-style-type: none"> Funky Fingers Move in different ways Pencil grip Healthy eating, exercise & hygiene Handle tools safely Letter formation Real PE Physical | <ul style="list-style-type: none"> Funky Fingers Move in different ways Pencil grip Healthy eating, exercise & hygiene Handle tools safely Letter formation Real PE Health & |

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| | <ul style="list-style-type: none"> safely Toilet & dress independently Letter formation Real PE Personal Skills Real Gym | <ul style="list-style-type: none"> independently Letter formation Real PE Social Skills Dance | <ul style="list-style-type: none"> Skills Real Gym | <ul style="list-style-type: none"> Ball Skills | <ul style="list-style-type: none"> Dance | <ul style="list-style-type: none"> Fitness Games/ Athletics |
| Literacy | <ul style="list-style-type: none"> Introduce Phase 2 Letters & Sounds Tricky words Write own name Mark making Nursery rhymes Guided Reading: Pie Corbett stories (Repeated lines) | <ul style="list-style-type: none"> Phase 2 phonics: segmenting & blending Tricky words: reading/writing. Reading and writing sounds. Learning to write simple CVC words (using known sounds). Reading and writing labels & simple captions. Guided Reading: Rhyme and Alliteration. Hand writing patterns. Pencil grip and control. Home reading. | <ul style="list-style-type: none"> Phase 2 phonics (reinforce). Introducing phase 3 phonics. Tricky words: reading/writing. HFW Writing sentences. Simple punctuation. Handwriting Guided Reading: use and apply. | <ul style="list-style-type: none"> Phase 3 phonics: reinforce all letters sounds. Blending and segmenting using known sounds. Tricky words/HFW. Writing sentences using simple punctuation. Rhyme and Alliteration. Guided reading and Home reading (differentiated). | <ul style="list-style-type: none"> Phase 3 phonics – use and apply in reading and writing. Becoming independent in reading and writing. Begin to talk about characters in a story. Begin to talk about the beginning, middle and end of a story. Rhyme and Alliteration. Thinking of 'wow' words. Guided reading (secure). | <ul style="list-style-type: none"> Recap Phase 3 phonics. Secure independence in reading and writing. Writing a short story and reading it to a friend. Thinking about how different stories start. What else can I write instead of 'Once Upon a Time'? Sharing ideas. Rhyme and Alliteration. Guided reading (secure). |
| Mathematics | <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 5 Recognise some numerals of personal significance. Recognises numerals 1 to 5. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create | <ul style="list-style-type: none"> Securing numbers 1-5. Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Children use everyday language to talk about money. | <ul style="list-style-type: none"> Numbers (Using numbers 1 – 10) Children count reliably with numbers from 1 to 10 Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. | <ul style="list-style-type: none"> Numbers (Securing numbers 1-10) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Explore characteristics of everyday objects and shapes and use mathematical language to | <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20 Solve problems including doubling, halving and sharing | <ul style="list-style-type: none"> Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Children use everyday language to talk about position and distance to compare quantities and objects and to |

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| | and describe patterns. | | | describe them. Recognise, create and describe patterns. | | solve problems. |
| Understanding of the World | <p>Myself, my family, my home, special places,</p> <ul style="list-style-type: none"> Identifies and discusses similarities and differences between houses, materials and families Know what makes them unique Forest school Operate simple equipment; CD player, IWB | <p>Similarities & differences, seasons, routines and events</p> <ul style="list-style-type: none"> Identifies similarities & differences between their lives & routines to others Shadows Christmas & Diwali Forest school; observe seasonal changes Toys (Santa's Grotto); making them work | <p>Local area, people in the local area; police, doctors, nurses, vets, firefighters</p> <ul style="list-style-type: none"> Show interest in different occupations Forest school Complete simple programmes on computer Chinese New Year | <p>Health, change, local area, planting</p> <ul style="list-style-type: none"> Explore local area; ask questions Gardening; planting seeds Cooking Forest School; observe changes Complete simple programmes on computer | <p>Observation and care of living things, similarities and differences, growth and change</p> <ul style="list-style-type: none"> Mini-beasts; build homes, go on hunts Life-cycles Habitats Care for and observe changes in living creatures e.g. butterflies, tadpoles | <p>Observation and care of living things, similarities and differences, growth and change</p> <ul style="list-style-type: none"> The human body; understand growth, decay and changes over time Plant life; plant seeds and observe changes |
| Computing | <ul style="list-style-type: none"> Digital Literacy (E-Safety) | <ul style="list-style-type: none"> Paint | <ul style="list-style-type: none"> Bee Bot IPad | <ul style="list-style-type: none"> Composing Music | <ul style="list-style-type: none"> Logging on | <ul style="list-style-type: none"> Puppet Pals |
| Expressive Arts & Design | <ul style="list-style-type: none"> Me! – Charanga Making representation of homes and family Retelling key stories this term Notices and talks about different materials and textures Sings simple rhymes and songs from memory | <ul style="list-style-type: none"> My Stories – Charanga Retelling key stories this term Exploring different mediums Shadow puppets Sings simple rhymes and songs from memory Christmas Nativity | <ul style="list-style-type: none"> Everyone – Charanga Retelling key stories this term Sings simple rhymes and songs from memory Makes representations | <ul style="list-style-type: none"> Our World – Charanga Retelling key stories this term Sings simple rhymes and songs from memory Makes representations | <ul style="list-style-type: none"> Big Bear Funk - Charanga Close observations of minibeasts, wild animals – symmetry and patterns. Retelling and role play of key stories this term. Use of collage and modelling materials Sings simple rhymes and songs from memory. | <ul style="list-style-type: none"> School Production; singing Make up dances Retelling and role play of key stories this term. Use of collage and modelling materials Sings simple rhymes and songs from memory. |

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| R.E. | <ul style="list-style-type: none"> • 'Special Places' • 'Being Special', • Harvest • | <ul style="list-style-type: none"> • Special Stories • Diwali • Christmas • Special Places • Special Times | <ul style="list-style-type: none"> • Special Times – what times are special and why? • Chinese New Year | <ul style="list-style-type: none"> • Special Times • Easter • Birthdays | <ul style="list-style-type: none"> • Special Places – Church | <ul style="list-style-type: none"> • Being Special – Where do we belong? • Special Times – Baptism |
| Key Stories | <ul style="list-style-type: none"> • Little Red Hen (Harvest) • Three Little Pigs | <ul style="list-style-type: none"> • Owl Babies • Peace at Last • The Gruffalo/The Stickman | <ul style="list-style-type: none"> • Supertato | <ul style="list-style-type: none"> • Gingerbread Man • Goldilocks & the Three Bears | <ul style="list-style-type: none"> • Three Billy Goats Gruff • The Hungry Caterpillar | <ul style="list-style-type: none"> • The Enormous Turnip • Jack & the Beanstalk |