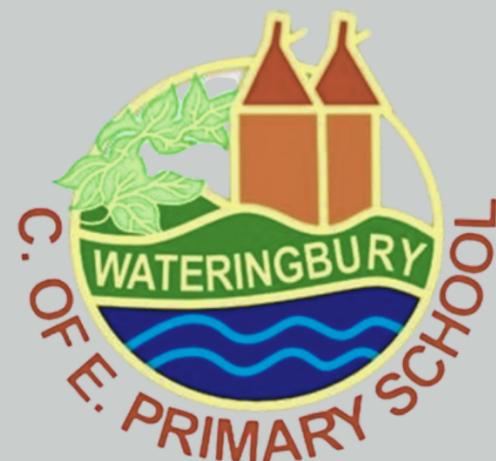


# **WATERINGBURY CE PRIMARY**

## **EYFS LONG TERM PLAN**

**2024-2025**





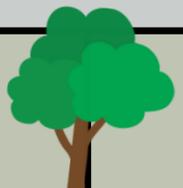
<b>PRIME AREAS</b>	<b>THE NEW EARLY YEARS FRAMEWORK 2021</b>				<b>CREATING AND THINKING CRITICALLY</b>	<b>ACTIVE LEARNING</b>	<b>PLAYING AND EXPLORING</b>
	Communication and Language						
	Listening, Attention & Understanding		Speaking				
	Personal & Social Development						
	Self-regulation	Managing Self	Building Relationships				
	Physical Development						
	Gross Motor Skills		Fine Motor Skills				
<b>LITERACY</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul>	<b>MATHS</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>	<b>UW</b> <ul style="list-style-type: none"> <li>• Past &amp; Present</li> <li>• People, Culture &amp; Communities</li> <li>• Natural World</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative &amp; Expressive</li> </ul>				
<b>SPECIFIC AREAS</b>							

# EYFS LONG TERM PLAN

CYCLE 1	 <b>AUTUMN 1</b>	 <b>AUTUMN 2</b>	 <b>SPRING 1</b>	 <b>SPRING 2</b>	 <b>SUMMER 1</b>	 <b>SUMMER 2</b>
<p><b>GENERAL THEMES</b></p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING &amp; BEHAVIOUR FOR LEARNING</p>	<p><b>TERRIFIC TALES!</b></p> <p>Starting school / my new class / New Beginnings My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Traditional Tales Harvest Familiar tales Make a bridge</p>	<p><b>COME OUTSIDE!</b></p> <p>Plants &amp; Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy The Nativity At the Panto Letters to Father Christmas</p>	<p><b>TICKET TO RIDE!</b></p> <p>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Design your own boat</p>	<p><b>AMAZING ANIMALS!</b></p> <p>Life cycles Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p>	<p><b>WE COULD BE HEROES!</b></p> <p>Significant individuals Biographies How do we grow? What will I be when I grow up? People that help us Careers Resilience Perseverance costume design</p>	<p><b>FUN BY THE SEA!</b></p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>The Colour Monster Nursery Rhymes Little Red Goldilocks and the 3 Bears The Enormous Turnip 3 Billy Goats Gruff Little Red Hen Magic Porridge Pot The 3 Little Pigs The Gingerbread Man</p>	<p>Stick Man Tree The Deep Dark Wood The Tiny Seed The Tree Keepers It Starts with a Seed Leaf Man Moon A stroll through the seasons</p>	<p>Duck in the Truck We're Going on a Bear Hunt Oi Get off our train! Emma Jane's Aeroplane Room on the Broom Mr Gumpy's Outing 100 decker bus Runaway Train</p>	<p>Pip and Egg Oi Frog! Squash and a Squeeze And Tango makes Three This zoo is not for you Edward the Emu The enormous crocodile</p>	<p>Superworm Smartest Giant in Town Once there were giants Because How to be a hero Little People Big Dreams</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport Somebody Swallowed Stanley This is not my hat Sea World Atlases Tiddler</p>
<p><b>'WOW' MOMENTS / ENRICHMENT IDEAS</b></p>	<p>Autumn Trail Theatre Trip Harvest Time Birthdays Favourite Songs Roald Dahl Day Visit the Duckpond Make a cup of Tea Make Porridge Visit the Church</p>	<p>Guy Fawkes / Bonfire Night Christmas Time/ Nativity Diwali Hannukah Remembrance day Children in Need Outdoor Learning Week Campfire Bake Bread Visit the Post Office</p>	<p>Weather Centre Chinese New Year Pancake Day Story Telling Week Internet Safety Day Map work - Find the Treasure Let's fly - Role play and Green Screen Science Visit</p>	<p>Chicks Food tasting – different cultures Start of Ramadan Eid Let's go on Safari - An animal a day! Trip to KENT LIFE</p>	<p>Museum trip Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Eater Egg Hunt Write a biography Visit from different careers</p>	<p>Under the Sea – singing songs and sea shanties Fossil hunting Father's Day World Environment Day World Oceans Day Ice – Cream at the park Balanceability</p>

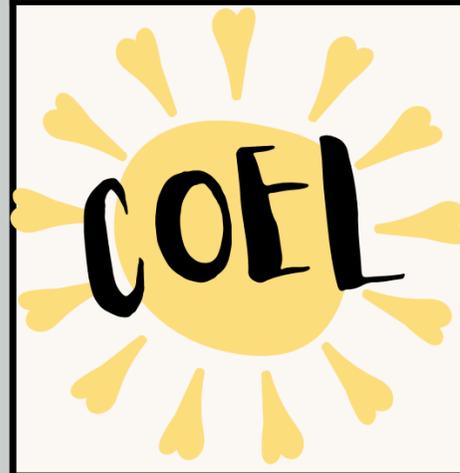


# EYFS LONG TERM PLAN

CYCLE 2	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<p><b>GENERAL THEMES</b></p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING &amp; BEHAVIOUR FOR LEARNING</p>	<p><b>ONCE UPON A TIME!</b></p> <p>Starting school / my new class / New Beginnings My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Traditional Tales Harvest Familiar tales Make a bridge Castles</p>	<p><b>INTO THE WOODS!</b></p> <p>Plants &amp; Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy The Nativity At the Panto Letters to Father Christmas</p>	<p><b>OFF ON AN ADVENTURE!</b></p> <p>Significant individuals Biographies How do we grow? What will I be when I grow up? Space travel Explorers Careers Resilience Perseverance</p>	<p><b>AROUND THE WORLD!</b></p> <p>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Animals from around the world Habitats and Adaptation Animal patterns Design your own boat</p>	<p><b>GROWING &amp; CHANGING!</b></p> <p>Life cycles Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Patterns in nature How do we grow? What will I be when I grow up?</p>	<p><b>MY JOURNEY!</b></p> <p>Story Telling Map making Compass Skills Perspective Telling stories using maps Independent writing What is your story? Autobiographies Airport</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>The Colour Monster Nursery Rhymes Little Red Goldilocks and the 3 Bears The Enormous Turnip 3 Billy Goats Gruff Little Red Hen Magic Porridge Pot The 3 Little Pigs The Gingerbread Man</p>	<p>Moon The Gruffalo Owl Babies I Want My Hat Back Wow! Said the Owl Leaf Man Tree A stroll through the seasons</p>	<p>Moon The Aliens are Coming! The Way Back Home How to Catch a Star Armstrong Look Up Maybe the Moon Laika the Space Dog</p>	<p>Brown Bear! Brown Bear! Polar Bear Blue Whale Elmer Snail &amp; the Whale Dear Zoo The Ugly 5 The Great Race Handa's Surprise</p>	<p>The very Hungry Caterpillar Tadpole's Promise Snail Trail Bee and Me Superworm Tad Bee</p>	<p>The Suitcase Ruby's Worry It's not a stick Petra Chalk The Day the Crayon's Quit Write an Autobiography</p>
<p><b>'WOW' MOMENTS / ENRICHMENT IDEAS</b></p>	<p>Autumn Trail Theatre Trip Harvest Time Birthdays Favourite Songs Roald Dahl Day Visit the Duckpond Make a cup of Tea Make Porridge Visit the Church</p>	<p>Guy Fawkes / Bonfire Night Christmas Time/ Nativity Diwali Hannukah Remembrance day Children in Need Outdoor Learning Week Campfire Bake Bread Visit the Post Office</p>	<p>Museum trip Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Eater Egg Hunt Write a biography Visit from different careers</p>	<p>Weather Centre Chinese New Year Pancake Day Story Telling Week Internet Safety Day Map work - Find the Treasure Let's fly - Role play and Green Screen Science Visit</p>	<p>Chicks Food tasting – different cultures Start of Ramadan Eid Let's go on Safari - An animal a day! Trip to KENT LIFE</p>	<p>Under the Sea – singing songs and sea shanties Fossil hunting Father's Day World Environment Day World Oceans Day Ice – Cream at the park Balanceability</p>

# EYFS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TERRIFIC TALES/ONCE UPON A TIME	COME OUTSIDE / INTO THE WOODS	TICKET TO RIDE / OFF ON AN ADVENTURE	AMAZING ANIMALS / AROUND THE WORLD	WE COULD BE HEROES / GROWING & CHANGING	FUN BY THE SEA / MY JOURNEY

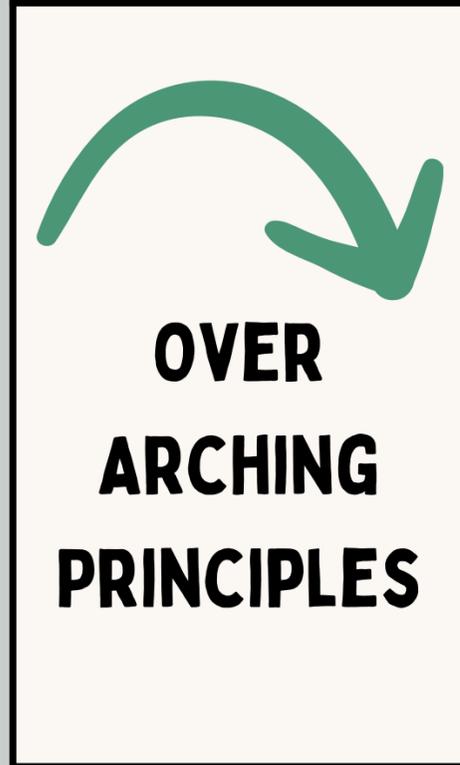


### CHARACTERISTICS OF EFFECTIVE LEARNING

**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.



**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. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well 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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

**PLAY:** At Wateringbury 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.

**WE WILL ENSURE THAT ALL CHILDREN LEARN AND DEVELOP WELL AND ARE KEPT HEALTHY AND SAFE AT ALL TIMES.**

**LEARNING, GROWING, ACHIEVING ... OUR JOURNEY TOGETHER WITH GOD**



# Active Learning

I can maintain focus on my activity for a period of time.	I can be involved and concentrate.	I can persist with activity when challenges occur.
I can keep trying.	I enjoy achieving what I set out to do.	I can bounce back after difficulties.
I can pay attention to detail.	I show satisfaction in meeting my own goals.	I show a belief that more effort or a different approach will pay off.

# Motivation

# Playing and Exploring

I show curiosity about objects, events & people.	I can find out and explore.	I pretend objects are things from my experience.
I can take on a role in play.	I play with what I know.	I can initiate experiences.
I can show a can-do attitude.	I can represent my experiences in play.	I can act out experiences with other people.

# Engagement

# Creating & Thinking Critically

I can find new ways to do things.	I can test my ideas.	I am developing ideas of grouping, sequencing, cause and effect.
I can choose ways to do things.	I can make predictions.	I can change my strategy when needed.
I can make links and notice patterns in my experience.	I can make links.	I can choose which resources I need to complete my ideas.

# Thinking



# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	TERRIFIC TALES/ONCE UPON A TIME	COME OUTSIDE / INTO THE WOODS	TICKET TO RIDE / OFF ON AN ADVENTURE	AMAZING ANIMALS / AROUND THE WORLD	WE COULD BE HEROES / GROWING & CHANGING	FUN BY THE SEA / MY JOURNEY
<b>COMMUNICATION AND LANGUAGE</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's <i>back-and-forth interactions</i> 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 <i>language-rich environment</i> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <i>new vocabulary added</i> , practitioners will build children's language effectively. <i>Reading frequently</i> to children, and <i>engaging them actively in stories</i> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <i>embed new words in a range of contexts</i> , will give children the opportunity to thrive. Through <i>conversation, story-telling and role play</i> , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <i>rich range of vocabulary and language structures</i> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Tales Toolkit, EYFS productions, assemblies and weekly interventions.  <b>DAILY STORY TIME</b>	<b>WELCOME TO EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Tales Toolkit Vocab	<b>TELL ME A STORY!</b> Develop vocabulary Discovering Passions Tell me a story - retelling stories using Tales Toolkit Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	<b>TELL ME WHY!</b> Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>TALK IT THROUGH!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	<b>WHAT HAPPENED?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<b>TIME TO SHARE!</b> Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
<b>SPEECH DEVELOPMENT</b>	<b>3-4 YEARS</b> The child is able to say the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/ Speech may be unclear to adults who don't know the child well	<b>4-5 YEARS</b> The child is able to say the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/, 'sh', 'ch', 'j', /z/, /v/, /v/ WATCH FOR: De-affrication- This is where the affricate sounds 'sh', 'ch' and 'j' are replaced with fricative sounds ('sh', /s/, /z/ or ??) or the /t/ or /d/ sound Gliding- This is where the /l/ and the /r/ sounds are replaced with the /w/ or the 'y' sound The voiceless 'th' sound (as in 'thank you') is replaced with a /f/ sound The voiced 'th' sound (as in 'with') is replaced with a /v/ sound			<b>5-6 YEARS</b> Speech should be mostly clear and easy to understand, but some immaturities may still be noted(e.g. with 'r' and 'th' sounds) WATCH FOR: Gliding- This is where the /l/ and the /r/ sounds are replaced with the /w/ or the 'y' sound. The voiceless 'th' sound (as in 'thank you') is replaced with a /f/ sound The voiced 'th' sound (as in 'with') is replaced with a /v/ sound	

**WE UNDERSTAND THAT CHILDREN WILL MAKE PROGRESS AT DIFFERENT TIMES. THERE IS NO RIGHT TIME... THEY WILL PROGRESS WHEN THEY ARE READY.**



BRAMBLE CLASS  
**LANGUAGE PROGRESSION**  
**ENGLISH**

**1** Term 1  
character, setting, problem, solution, once upon a time, finally, big, medium, small, enormous, hero & villain.

**2** Term 2  
one day, one night, woods, forest, owlets, branch, twig, ivy, light, dark, hibernate, diurnal, nocturnal, flock & home.

**3** Term 3  
tall, short, far, near, adventure, large, enormous, ocean, waves, vehicle, travel, jungle, tropical & adjective.

**4** Term 4  
superhero, unfortunately, suddenly, at last, once, in the past, alien, space, galaxy, first, then, next, oh no, rescue & companion.

**5** Term 5  
beginning, middle, end, hatch, transformation, habitat, environment, diary, chrysalis, hatchling & inference.

**6** Term 6  
responsibility, coast, lighthouse, tropical, cargo, imagination, quit, protest, I must, I will, I might, possibly & probably.

BRAMBLE CLASS  
**LANGUAGE PROGRESSION**  
**MATHS**

**1** Term 1  
count, subitise, same, different, big, small, medium, full & empty.

**2** Term 2  
now, next, more, less, fewer, circle, triangle, square, rectangle, oblong, side & corner.

**3** Term 3  
zero, nothing, double, half, equal, altogether, part, whole, week, days, time, long, longer, longest, short, shorter & shortest.

**4** Term 4  
number bond, 2D, 3D, flat, repeating, pattern, odd, even, add & subtract.

**5** Term 5  
tens, ones, rotate, match, manipulate, left, right, next to, in front, behind, forwards & backwards.

**6** Term 6  
sharing, grouping, split, count in groups of 2, count in groups of 10, visualise & build.

BRAMBLE CLASS  
**LANGUAGE PROGRESSION**  
**UNDERSTANDING THE WORLD**

**1** Term 1  
house, street, village, secure, strong, weak, soft, hard, warm, cold, Autumn, harvest, old & new.

**2** Term 2  
winter, habitat, nocturnal, diurnal, hibernation, camouflage, prey, diet, nest, den & set.

**3** Term 3  
float, sink, waterproof, shiny, dull, plastic, metal, wood, glass, transparent, world, country, city, town, fast, slow & change.

**4** Term 4  
Arctic, Antarctica, explorer, famous, remember, past, present, spring, blossom, grow, planet, galaxy, astronaut & star.

**5** Term 5  
mammal, insect, amphibian, life cycle, habitat, hatch, egg, hatchling, tadpole, transform, change & pollen.

**6** Term 6  
summer, north, south, east, west, up, down, left, right, river, bridge, crossroad, road, street & railway.

# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	<b>TERRIFIC TALES/ONCE UPON A TIME</b>	<b>COME OUTSIDE / INTO THE WOODS</b>	<b>TICKET TO RIDE / OFF ON AN ADVENTURE</b>	<b>AMAZING ANIMALS / AROUND THE WORLD</b>	<b>WE COULD BE HEROES / GROWING &amp; CHANGING</b>	<b>FUN BY THE SEA / MY JOURNEY</b>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Children's personal, social and emotional development (PSED) is <i>crucial for children to lead healthy and happy lives</i> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <i>shape their social world</i> . 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 <i>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</i> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <i>how to look after their bodies, including healthy eating</i> , 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 <i>children can achieve at school and in later life</i> .					
<b>MANAGING SELF</b>  <b>SELF - REGULATION</b>  <b>BUILDING RELATIONSHIPS</b>  <b>JIGSAW</b>	<b>WE WILL PLAN FOR THE DEVELOPMENT AND CONSOLIDATION OF THE FOLLOWING SKILLS:</b> <ul style="list-style-type: none"> <li>Begin to express their feelings and consider the feelings of others.</li> <li>Develop appropriate ways to be assertive.</li> <li>Talk with others and begin to solve conflicts with some adult support.</li> </ul>		<b>WE WILL PLAN FOR THE DEVELOPMENT AND CONSOLIDATION OF THE FOLLOWING SKILLS:</b> <ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Solve conflicts with others with greater confidence and independence.</li> </ul>		<b>WE WILL PLAN FOR THE DEVELOPMENT AND CONSOLIDATION OF THE FOLLOWING SKILLS:</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and to show some control over immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, respond appropriately and to show an ability to follow instructions with multiple steps.</li> </ul>	
	<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them and understand why they are important.</li> <li>Begin to show resilience and perseverance in the face of a challenge.</li> <li>Be increasingly independent in meeting their own care needs.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Manage own care needs independently.</li> <li>Understand the importance of tidying up after themselves.</li> <li>Show resilience and perseverance in the face of a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Express their feelings and begin to be considerate of the feelings and needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities &amp; show independence, resilience and perseverance in the face of a challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic and hygiene needs and understand the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively with others and begin to take turns.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and other's needs.</li> </ul>
	<b>BEING ME IN MY WORLD</b> Colour Monster Perfectly Norman In My Heart All are welcome here	<b>CELEBRATING DIFFERENCE</b> Meesha Makes Friends Barry the Fish It's OK to be different	<b>DREAMS AND GOALS</b> Here we are Julian's Mermaid Mae among the stars Because	<b>RELATIONSHIPS</b> Grumpy Frog Ish The Suitcase Pink is for Boys Paper Dolls	<b>HEALTHY ME</b> Oliver's Vegetables Pigeon series I love Tomatio Ketchup Peas!	<b>CHANGING ME</b> Shine My Monster and me When I grow up My brilliant body
<b>LINK TO BEHAVIOUR FOR LEARNING</b>  <b>ZONES OF REGULATION</b>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none"> <li>Controlling own feelings and behaviours</li> <li>Applying personalised strategies to return to a state of calm</li> <li>Being able to curb impulsive behaviours</li> <li>Being able to concentrate on a task</li> <li>Being able to ignore distractions</li> <li>Behaving in ways that are pro-social</li> <li>Planning</li> <li>Thinking before acting</li> <li>Delaying gratification</li> <li>Persisting in the face of difficulty.</li> </ul>			<b>"SELF-REGULATORY SKILLS CAN BE DEFINED AS THE ABILITY OF CHILDREN TO MANAGE THEIR OWN BEHAVIOUR AND ASPECTS OF THEIR LEARNING. IN THE EARLY YEARS, EFFORTS TO DEVELOP SELF-REGULATION OFTEN SEEK TO IMPROVE LEVELS OF SELF-CONTROL AND REDUCE IMPULSIVITY. ACTIVITIES TYPICALLY INCLUDE SUPPORTING CHILDREN IN ARTICULATING THEIR PLANS AND LEARNING STRATEGIES AND REVIEWING WHAT THEY HAVE DONE."</b>  <b>EDUCATION ENDOWMENT FOUNDATION</b>		

**WE UNDERSTAND THAT CHILDREN DEVELOP IN INDIVIDUAL WAYS AND AT VARYING RATES – PHYSICALLY, COGNITIVELY, LINGUISTICALLY, SOCIALLY AND EMOTIONALLY.**



# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	TERRIFIC TALES/ONCE UPON A TIME	COME OUTSIDE / INTO THE WOODS	TICKET TO RIDE / OFF ON AN ADVENTURE	AMAZING ANIMALS / AROUND THE WORLD	WE COULD BE HEROES / GROWING & CHANGING	FUN BY THE SEA / MY JOURNEY
<b>PHYSICAL DEVELOPMENT</b>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>FINE MOTOR</b>  Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip  <b>DOUGH DISCO</b> <b>WRITE DANCE</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. <b>DOUGH DISCO</b> <b>WRITE DANCE</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors  <b>DOUGH DISCO</b> <b>SQUIGGLE ME INTO A WRITER</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed  <b>DOUGH DISCO</b> <b>SQUIGGLE ME INTO A WRITER</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross  <b>DOUGH DISCO</b> <b>SQUIGGLE ME INTO A WRITER</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square. Begin to draw diagonal lines, like in a triangle / Colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego <b>DOUGH DISCO</b> <b>SQUIGGLE ME INTO A WRITER</b>
<b>GROSS MOTOR</b>  WEEKLY PE LESSON BALANCEABILITY SQUIGGLE ME INTO A WRITER WRITE DANCE	<b>BEAM / GYMNASTICS</b> Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	<b>GYMNASTICS</b> Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes skateboards, wheelbarrows, prams and carts are all good options	<b>BALANCE- CHILDREN MOVING WITH CONFIDENCE</b> dance related activities Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	<b>BALL SKILLS - THROWING AND CATCHING</b> Ball skills- aiming, dribbling, pushing, throwing & catching, dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	<b>RACES / TEAM GAMES INVOLVING GROSS MOTOR MOVEMENTS</b> Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	<b>BALANCEABILITY</b> Two-wheeled balance bikes and pedal bikes without stabilisers, dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
<p>From Development Matters 20’:</p> <p>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.</p> <p>Develop the overall body strength, co-ordination, 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.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination 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.</p>						

**ALL THESE IDEAS WILL BE REVISITED EACH TERM. CHILDREN NEED TIME TO PRACTICE AND CONSOLIDATE. REPETITION IS A GOOD THING.**



# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TERRIFIC TALES/ONCE UPON A TIME	COME OUTSIDE / INTO THE WOODS	TICKET TO RIDE / OFF ON AN ADVENTURE	AMAZING ANIMALS / AROUND THE WORLD	WE COULD BE HEROES / GROWING & CHANGING	FUN BY THE SEA / MY JOURNEY
LITERACY	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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Noticing environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / apps. to retell the story – Story Maps.</p> <p>Tales Toolkit (Character, Setting, Problem, Solution)</p> <p>Retelling of stories.. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to FPs.</p> <p>Make the books used in class available for children to share at school and at home.</p>	<p>Enjoy looking at information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Share stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Visitors to come into class and read their favourite story to share the love of reading.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
WORD READING  FLOPPY'S PHONICS	<p>Phonemic Awareness</p> <p>Phonic Sounds: satpinmd</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Introduce sounding out hands</p>	<p>Phonic Sounds: gock ck eurhbf ff</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p>Heart words: I, the, to, no, go, into</p>	<p>Phonic Sounds: l ll le ss jvwxyz zz qu</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Heart Words: he, she, we, be, me</p>	<p>Phonic Sounds: ch sh th ng dge ve wh cks tch nk</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Help children to become familiar with digraphs. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words .</p> <p>Heart Words: was, you, they, all, are, my, her</p>	<p>Phonic Sounds: ai ee igh oa oo oo ar or ur</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Children should not be required to use other strategies to work out words.</p> <p>Heart Words: said, have, like, so, do, some, come</p>	<p>Phonic Sounds: ow oi ear air er er ue ue ure ture</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Heart Words: Review all</p> <p>End of term assessments Transition work with Year 1 staff</p>

WE WILL PROVIDE EXPERIENCES WHICH BUILD ON CHILDREN'S EXISTING KNOWLEDGE AND UNDERSTANDING IN ORDER TO CHALLENGE, STIMULATE AND EXTEND THEIR LEARNING AND DEVELOPMENT

# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TERRIFIC TALES/ONCE UPON A TIME	COME OUTSIDE / INTO THE WOODS	TICKET TO RIDE / OFF ON AN ADVENTURE	AMAZING ANIMALS / AROUND THE WORLD	WE COULD BE HEROES / GROWING & CHANGING	FUN BY THE SEA / MY JOURNEY
WRITING DRAWING CLUB	<p><b>TEXTS AS A STIMULUS:</b>            NURSERY RHYMES            LITTLE RED            GOLDILOCKS            3 BILLY GOATS GRUFF            THE ENORMOUS TURNIP</p> <ul style="list-style-type: none"> <li>• Give meaning to marks</li> <li>• Begin to form letters correctly</li> <li>• Identify dominant hand</li> <li>• Comfortable pencil grip</li> <li>• Draw straight lines and circles</li> </ul>	<p><b>TEXTS AS A STIMULUS:</b>            STICK MAN            TREE            DEEP, DARK WOOD            THE TINY SEED            GRUFFALO            OWL BABIES            THE HAIRY TOE</p> <ul style="list-style-type: none"> <li>• Give meaning to marks</li> <li>• Begin to form letters correctly</li> <li>• Use dominant hand</li> <li>• Comfortable pencil grip</li> <li>• Writing initial sounds and simple labels</li> <li>• Name writing</li> <li>• Draw diagonal lines</li> </ul>	<p><b>TEXTS AS A STIMULUS:</b>            DUCK IN THE TRUCK            WE'RE GOING ON A BEAR HUNT            THE WAY BACK HOME            MOON            WHATEVER NEXT!</p> <ul style="list-style-type: none"> <li>• Form most letters correctly</li> <li>• Sound out and write CVC words</li> <li>• Simple Captions</li> <li>• Write some tricky words such as I, to and the</li> <li>• Name writing</li> <li>• Use pictures to retell a story</li> <li>• Draw a cross</li> </ul>	<p><b>TEXTS AS A STIMULUS:</b>            SUPERWORM            SMARTEST GIANT IN TOWN            ELMER            DEAR ZOO            TIDDALICK            BROWN BEAR, BROWN BEAR</p> <ul style="list-style-type: none"> <li>• Form most letters correctly</li> <li>• Independently sound out and write CVC words</li> <li>• Begin to write simple phrases</li> <li>• Begin to use finger spaces to separate words</li> <li>• Independently write name</li> <li>• Write some tricky words such as I, to and the</li> <li>• Draw a face with all the features</li> <li>• Draw a simple story plan</li> </ul>	<p><b>TEXTS AS A STIMULUS:</b>            OI FROG!            PIP AND EGG            &amp; TANGO MAKES 3            THE VERY HUNGRY CATERPILLAR            TADPOLE'S PROMISE            TAD</p> <ul style="list-style-type: none"> <li>• Form all letters correctly</li> <li>• Begin to write simple phrases, lists and captions</li> <li>• Begin to use finger spaces to separate words</li> <li>• Write some tricky words independently</li> <li>• Draw a person with all the features</li> <li>• Identify rhyming pairs</li> <li>• Begin to retell a story in own words.</li> </ul>	<p><b>TEXTS AS A STIMULUS:</b>            SOMEBODY SWALLOWED STANLEY            LIGHTHOUSE KEEPER'S LUNCH            THE SUITCASE            IT'S NOT A STICK            MARTHA MAPS IT OUT</p> <ul style="list-style-type: none"> <li>• Form all letters correctly</li> <li>• Write simple phrases, list and captions</li> <li>• Use finger spaces and begin to use full stops</li> <li>• Write some tricky words independently</li> <li>• Write a simple sentence independently</li> <li>• Retell a story in their own words</li> </ul>

TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS

Children will visit the school library weekly  
Weekly sessions with their Reading Buddies

**DAILY HANDWRITING SESSIONS FOLLOWING SQUIGGLE ME INTO A WRITER**

Spelling focus developed throughout the year.

**ONLY ASK CHILDREN TO WRITE SENTENCES WHEN THEY HAVE SUFFICIENT KNOWLEDGE OF LETTER-SOUND CORRESPONDENCES.**

## PROGRESSION OF WRITING EXAMPLES

**WE WILL ENCOURAGE CHILDREN'S INDEPENDENCE AND DECISION-MAKING, SUPPORTING THEM TO LEARN THROUGH THEIR MISTAKES.**



# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between them and the patterns within those numbers</b>. By providing frequent and varied opportunities to build and apply this understanding - such as <b>using manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests</b> 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.</p>					
<p>“WITHOUT MATHEMATICS, THERE’S NOTHING YOU CAN DO. EVERYTHING AROUND YOU IS MATHEMATICS. EVERYTHING AROUND YOU IS NUMBERS.”</p> <p>– SHAKUNTALA DEVI</p> <p>White Rose Maths NCETM Mastery Daily Session</p> <p>NUMBERBLOCKS</p>	<p><b>JUST LIKE ME:</b></p> <ul style="list-style-type: none"> <li>I can match and sort objects.</li> <li>I can compare amounts.</li> <li>I can compare mass, size and capacity.</li> <li>I can explore simple repeating patterns.</li> </ul> <p>Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p>Introduce Numberblock characters and stories</p>	<p><b>IT’S ME 1,2,3</b></p> <ul style="list-style-type: none"> <li>Representing, comparing and composition of 1, 2, 3.</li> <li>One Number each week.</li> </ul> <p><b>CIRCLES AND TRIANGLES</b></p> <ul style="list-style-type: none"> <li>Positional Language</li> <li>Subitising</li> </ul> <p><b>1,2,3,4,5</b></p> <ul style="list-style-type: none"> <li>Count up to five objects.</li> <li>One more or one fewer</li> <li>Order numbers 1 –5</li> <li>Conservation of numbers within five</li> <li>One more and one less</li> </ul> <p><b>SHAPES WITH 4 SIDES</b></p> <ul style="list-style-type: none"> <li>Four sided shapes</li> <li>Passing Time</li> </ul>	<p><b>ALIVE IN 5</b></p> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparison and composition of numbers to 5</li> <li>One more or fewer, one greater or less</li> </ul> <p><b>COMPARE MASS AND CAPACITY</b></p> <p><b>GROWING 6,7,8</b></p> <ul style="list-style-type: none"> <li>Introduce, compare and composition of 6, 7, 8</li> <li>Making pairs</li> <li>Combining two groups</li> <li>Length and Height</li> <li>Describe and sort 2-D and 3-D shapes</li> <li>Days of the week</li> <li>Sequence daily events</li> </ul>	<p><b>LENGTH, HEIGHT &amp; TIME</b></p> <ul style="list-style-type: none"> <li>Explore and Compare</li> <li>Sequence Time</li> </ul> <p><b>BUILDING 9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>Introducing and composition of 9 and 10.</li> <li>Comparing numbers to 10.</li> <li>Composition of numbers to 10.</li> <li>Number bonds within and to 10.</li> <li>Conceptual Subitising</li> </ul> <p><b>EXPLORE 3D SHAPE</b></p> <ul style="list-style-type: none"> <li>3D Shape</li> <li>Exploring repeating patterns and number patterns.</li> </ul>	<p><b>TO 20 AND BEYOND</b></p> <ul style="list-style-type: none"> <li>Building numbers beyond 10.</li> <li>Counting patterns beyond 10.</li> <li>Match, Rotate and Manipulate</li> <li>Adding more</li> <li>Taking away</li> </ul> <p><b>MANIPULATE, COMPOSE AND DECOMPOSE</b></p> <ul style="list-style-type: none"> <li>Spatial reasoning</li> <li>Rotate shapes</li> <li>Explain shapes</li> <li>Compose and Decompose shapes</li> </ul>	<p><b>SHARING &amp; GROUPING</b></p> <ul style="list-style-type: none"> <li>Exploring sharing and grouping</li> <li>Odds and Evens</li> <li>Doubles</li> </ul> <p><b>VISUALISE, BUILD AND MAP</b></p> <ul style="list-style-type: none"> <li>Identify repeating patterns</li> <li>Create and Explore own repeating patterns</li> <li>Replicate and build structures</li> <li>Describe positions</li> <li>Explore mapping</li> </ul> <p><b>MAKE CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>Deepen Understanding</li> <li>Patterns &amp; Relationships</li> </ul>



# EYFS LONG TERM PLAN



DEVELOPING CHILDREN'S UNDERSTANDING OF SOCIAL SKILLS AND THE VALUES AND CODES OF BEHAVIOUR REQUIRED FOR PEOPLE TO WORK TOGETHER HARMONIOUSLY.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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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.					
RE / FESTIVALS	<p><b>PAST &amp; PRESENT</b></p> <ul style="list-style-type: none"> <li>Long ago – How time has changed. Using cameras.</li> <li>Explore Castles and how they were built.</li> <li>Look at the costumes characters wear in Traditional Tales - compare them to now.</li> <li>Compare past and present royalty</li> <li>Compare popular toys from the past and now.</li> </ul> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Take children to places of worship and places of local importance to the community.</li> <li>•Introduce the children to the concept of a King and Queen</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Describing key features of a plant.</li> </ul>	<p><b>PAST &amp; PRESENT</b></p> <ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past.</li> <li>Look at illustrations from The Nutcracker - what is similar/different?=- to now?</li> </ul> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Take children to places of worship and places of local importance to the community</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different</li> <li>Can talk about trees and plants that grow in their local environment.</li> <li>How do plants grow?</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Autumn Walk</li> <li>Animals that live in our local area</li> <li>How can we look after our local environment?</li> <li>What are nocturnal and diurnal animals?</li> </ul>	<p><b>PAST &amp; PRESENT</b></p> <ul style="list-style-type: none"> <li>Look at photos of transport from now and from the past. How has it changed?</li> <li>Introduce the children to significant explorers and events</li> <li>Begin to understand that these events happened before they were born.</li> </ul> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Introduce the children to significant figures from different communities.</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children differentiate between land and water.</li> <li>Experimenting with different materials and their properties.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects.</li> <li>•Winter Walk</li> <li>The Weather</li> <li>Animal habitats and adaptations to their environment.</li> </ul>	<p><b>PAST &amp; PRESENT</b></p> <ul style="list-style-type: none"> <li>Use the cameras and Ipads - compare technology from past and present.</li> <li>How have things changed over time. What changes can you see? How have we changed since we started school?</li> <li>Introduce the concept of the future.</li> <li>Look at photos from the past.</li> </ul> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Children make comments on the weather, culture, clothing, housing in different countries.</li> <li>Explore atlases and Google Maps. Compare different countries and their features.</li> <li>The United Kingdom - Where do we live?</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Provide opportunities for children to note and record the weather.</li> <li>Spring Walk</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm. Compare animals from the polar regions to animals on a farm.</li> <li>Explore a range of polar animals. Learn their names and label</li> <li>Introduce the children to the idea of climate (hot and cold)</li> </ul>	<p><b>PAST &amp; PRESENT</b></p> <ul style="list-style-type: none"> <li>What did you look like when you were a baby?</li> <li>Grandparents o share their experiences as a child.</li> <li>Introduce the children to significant figures in history – Little People Big Dreams.</li> </ul> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</li> <li>What do you want to be when you grow up? Introduce the children to different career options.</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>What are nocturnal and diurnal animals?</li> <li>What are carnivores and herbivores?</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Use the BeeBots</li> <li>Lifecycle of frogs, minibeasts and chicks.</li> <li>How do animals and humans grow and change?</li> <li>Introduce the children to the idea of climate (hot and cold)</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> </ul>	<p><b>PAST &amp; PRESENT</b></p> <ul style="list-style-type: none"> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts.</li> <li>Explore fossils.</li> <li>Introduce Mary Anning as the first female to find a fossil.</li> <li>•easides long ago – Magic Grandad</li> </ul> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Discuss where they have been on holiday? What was it like there?</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>Key features of the coast.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>Who lives in the ocean?</li> <li>Explore the world around us and see how it changes as we enter Summer.</li> <li>Explore a range of British animals. Learn their names and label their body parts. Could include a trip to the farm.</li> </ul>
LETTERS FROM ISABEL THE EXPLORER	<p>History – Toys through time / Kings &amp; Queens Science - Plants / Human Body</p>	<p>Geography – Local Area / Where am I? Science - Plants / Materials</p>	<p>History – Famous Explorers/Technology Science - Planting / Animals</p>	<p>Geography – Weather / Hot and Cold Places Science - Caring for the Planet / Planting</p>	<p>History – Hospitals &amp; Healthcare/ GFoL Science – Animals and Humans</p>	<p>Geography – The Seaside / Shanghai Science - Habitats</p>
RE ROCHESTER DIOCESE	<p><b>CREATION: WHY IS THE WORD OF "GOD" SO IMPORTANT TO CHRISTIANS?</b></p> <p>Yom Kippur</p>	<p><b>OLD TESTAMENT: WHICH STORIES ARE SPECIAL AND WHY?</b> <b>INCARNATION: WHY DOES CHRISTMAS MATTERS TO CHRISTIANS?</b></p> <p>Diwali Christmas</p>	<p><b>NEW TESTAMENT STORIES: WHICH STORIES ARE SPECIAL AND WHY?</b></p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day</p>	<p><b>SALVATION: WHY DO CHRISTIANS PUT A CROSS IN AN EASTER GARDEN?</b></p> <p>Holi Palm Sunday / Easter Start of Ramadan</p>	<p><b>WORLD FAITH STORIES: WHICH STORIES ARE SPECIAL AND WHY?</b></p> <p>Eid Shavuot</p>	<p><b>WORLD FAITH STORIES: WHICH STORIES ARE SPECIAL AND WHY?</b></p> <p>Summer Solstice</p>
SIGNIFICANT FIGURES	<p><b>CREATOR:</b></p> <p>Edward Binney (The Crayon Man)</p>	<p><b>LEADERS:</b></p> <p>King Charles III</p>	<p><b>INNOVATOR:</b></p> <p>Marie Curie</p>	<p><b>DIVERSITY:</b></p> <p>Stevie Wonder / Prince</p>	<p><b>EXPLORER:</b></p> <p>Felicity Aston</p>	<p><b>CARER:</b></p> <p>Maria Montessori / Dolly Parton (Education)</p>



# EYFS LONG TERM PLAN

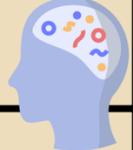
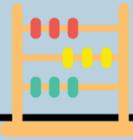


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TERRIFIC TALES/ONCE UPON A TIME	COME OUTSIDE / INTO THE WOODS	TICKET TO RIDE / OFF ON AN ADVENTURE	AMAZING ANIMALS / AROUND THE WORLD	WE COULD BE HEROES / GROWING & CHANGING	FUN BY THE SEA / MY JOURNEY
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <i>their imagination and creativity</i>. It is important that children have regular opportunities to <i>engage with the arts</i>, enabling them to explore and play with a wide range of <i>media and materials</i>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <i>self-expression, vocabulary and ability</i> 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.</p> <p>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.</p>					
	<p>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.</p> <p>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p><b>INDEPENDENT EXPLORATION</b> Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p>	<p><b>INDEPENDENT EXPLORATION</b> Listen to music and make their own dances in response. (Ballet – Snow Queen and Nutcracker)</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p> <p>Nature Art – Outside Learning</p> <p>Collage Owls</p>	<p><b>INDEPENDENT EXPLORATION</b> Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Creating different transport models. Provide children with a range of materials for children to construct with.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Retelling familiar stories Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Sewing skills – children taught running stitch</p>	<p><b>INDEPENDENT EXPLORATION</b> Make different textures; make patterns using different colours.</p> <p>Sewing skills – children taught running stitch Mother's Day crafts Easter crafts Home Corner role play</p> <p>Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function..</p>	<p><b>INDEPENDENT EXPLORATION</b> Printing using materials in the classroom.</p> <p>Still Life and observational drawings of flowers – what can you see in the garden? Van Gogh inspiration.</p> <p>Creating independent representations of the ducklings and butterflies using paint, junk modelling, fabric etc.</p> <p>Collage owls / symmetrical butterflies /Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p>
ACCESS ART	WHAT CAN WE SEE? HOW CAN WE EXPLORE COLOUR? HOW CAN WE BUILD WORLDS? HOW CAN WE EXPLORE MATERIALS AND MARKS? HOW CAN WE EXPLORE 3D MATERIALS? HOW CAN WE USE OUR BODIES TO MAKE ART? HOW CAN WE USE OUR IMAGINATIONS?					
KAPOW DT	STRUCTURES: JUNK MODELLING		STRUCTURES: BOATS		TEXTILES: BOOK MARKS	
SING UP MUSIC		ROW ROW ROW YOUR BOAT NATIVITY	SHAKE MY SILLIES BIRD SPOTTING CUCKOO POLKA	UP & DOWN 5 FINE BUMBLEBEES	BOW BOW BOW BELINDA IT'S OH SO QUIET	DOWN THERE UNDER THE SEA SLAP CLAP CLAP

AT THE HEART OF EDUCATION IS A POSITIVE, SYNERGISTIC RELATIONSHIP BETWEEN THE TEACHER AND THE STUDENT. THIS DYNAMIC CREATES THE ENVIRONMENT FOR LEARNING TO TAKE PLACE.

# EYFS LONG TERM PLAN

## EARLY LEARNING GOALS- FOR THE END OF THE YEAR - HOLISTIC AND BEST FIT JUDGEMENT!

<b>COMMUNICATION AND LANGUAGE</b> 	<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> 	<b>PHYSICAL DEVELOPMENT</b> 	<b>LITERACY</b> 	<b>MATHS</b> 	<b>UNDERSTANDING THE WORLD</b> 	<b>EXPRESSIVE ARTS AND DESIGN</b> 
<p><b>ELG: LISTENING, ATTENTION AND UNDERSTANDING</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: SPEAKING</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: SELF-REGULATION</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: MANAGING SELF</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: BUILDING RELATIONSHIPS</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: GROSS MOTOR SKILLS</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: FINE MOTOR SKILLS</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: COMPREHENSION</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: WORD READING</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: WRITING</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: NUMBER</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: NUMERICAL PATTERNS</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: PAST AND PRESENT</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: PEOPLE, CULTURE AND COMMUNITIES</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: THE NATURAL WORLD</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: CREATING WITH MATERIALS</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: BEING IMAGINATIVE AND EXPRESSIVE</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

IT IS IMPORTANT FOR PARENTS AND EARLY YEARS SETTINGS TO HAVE A STRONG AND RESPECTFUL PARTNERSHIP. THIS SETS THE SCENE FOR CHILDREN TO THRIVE IN THE EARLY YEARS.