



## EYFS Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THEMES</b>	All about me + People who help us	Let's Celebrate	Amazing Artists and Authors	Once Upon a time	Roots, Shoots and Down on the Farm.	Marvellous Minibeasts
<b>Trip and Experiences.</b>	Harvest Firefighters, Nurse, Dentist, Police & Doctor visit Teeth brushing challenge Librarian Visit (Book start)	Christmas play Diwali - Festival of light Lee Threadgold performance Church Visit	Chinese New Year Celebration Day Challenge - teeth brushing Library Visit	Holi Paint party Traditional tales day	Planting sunflowers and other seeds Purple Pig Farm Company Chicks/ducklings Farmers Market	Allotment Walk Ugly Bug Ball
<b>Key Texts</b>	Dinosaur's starts school Super Duper You Emergency How do you feel? Jobs people do. Rhymes and songs non-fiction books	Owl Babies You and Me Little Bear Can't you Sleep Little Bear Leaf Man Stick Man Gruffalo's Child Rhymes and songs non-fiction books	Snow Bear's surprise The lost polar Bear Ice Bears Chinese New Year traditional and modern stories Rhymes and songs non-fiction books	Traditional and modern stories Rhymes and songs Nonfiction books Little red riding hood The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Three Billy Goats Gruff	The tiny seed Farmer Duck Jasper's beanstalk Little Red Hen Oliver's vegetables What the ladybird heard traditional and modern stories Rhymes and songs non-fiction books	Mad about Minibeasts Eric Carle - Author study traditional and modern stories Rhymes and songs Non-fiction books
	<b>Weather and the Seasons</b> <b>Special Times - Chinese NY, Holi, Christmas,</b> <b>Health and Hygiene</b>					
<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b> Listening carefully Learning and using new vocabulary Listen to and follow simple instructions  <b>Speaking</b> Using full sentences Asking questions Learning songs and rhymes  Develop social phrases	<b>Listening, Attention and Understanding</b> Listening carefully Learning and using new vocabulary  <b>Speaking</b> Using full sentences Asking and answering questions about stories Learning songs  Develop social phrases	<b>Listening, Attention and Understanding</b> Listening to and following instructions Making predictions  <b>Speaking</b> Talking about texts Describing events in detail  Develop social phrases	<b>Listening, Attention and Understanding</b> Listening to stories without pictures  <b>Speaking</b> Using talk to explain thinking and to make predictions Using longer sentences with a range of connections Using different tenses Retelling stories  Develop social phrases	<b>Listening, Attention and Understanding</b> Following complex instructions  <b>Speaking</b> Using correct tenses Expressing views and being aware of the listener Commenting on texts, including non-fiction  Develop social phrases	<b>Listening, Attention and Understanding</b> Learning how to use a range of new vocabulary  <b>Speaking</b> Expressing views about texts Expressing with fluency Learning rhymes, poems  Develop social phrases

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<b>Personal, Social and Emotional Development</b>	<p style="text-align: center;"><b>SCARF</b> <b>Me &amp; My Relationships</b></p> <p>Settling in Separating from carer See themselves as individuals. Building relationships. Express their feelings &amp; regulating behaviour. Understanding rules, routines &amp; expectations Work and play cooperatively. Take turns with others Give focused attention to what the teacher says</p>	<p style="text-align: center;"><b>SCARF</b> <b>Valuing Difference</b></p> <p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Developing confidence in themselves Be confident to try new activities Manage own basic hygiene and personal needs.</p>	<p style="text-align: center;"><b>SCARF</b> <b>Keeping Myself Safe</b></p> <p>Show understanding of their own feelings, those of others &amp; begin to regulate behaviour accordingly. Set and work towards simple goals. Be confident to try new activities. Explain the reasons for rules. Manage own basic hygiene and personal needs</p>	<p style="text-align: center;"><b>SCARF</b> <b>Rights &amp; Responsibilities</b></p> <p>See themselves as individuals. Building relationships. Express their feelings &amp; regulating behaviour. Understanding rules, routines &amp; expectations Work and play cooperatively. Take turns with others Give focused attention to what the teacher says</p>	<p style="text-align: center;"><b>SCARF</b> <b>Being My Best</b></p> <p>Think about the perspectives of others - cooperative working, friendships Manage own needs. Show understanding of their feelings and those of others, and begin to regulate behaviour accordingly. Solve problems &amp; set and work towards simple goals Confident to try new activities Explain the reasons for rules Manage own basic hygiene and personal needs</p>	<p style="text-align: center;"><b>SCARF</b> <b>Growing &amp; Changing</b></p> <p>Show sensitivity to their own and to others' needs. Be confident to try new activities and show independence, resilience and perseverance Transition- resilience, confidence Resolve conflicts and disagreements</p>
<b>Physical Development</b>	<p style="text-align: center;"><b>Gross Motor - Movement and Travel</b></p> <p>Travelling in different ways - including vehicles Travelling at different speeds/negotiating space</p> <p style="text-align: center;"><b>Fine motor</b></p> <p>Using knives, forks, spoons and scissors</p> <p style="text-align: center;"><b>PE - Intro to PE 1</b></p>	<p style="text-align: center;"><b>Gross Motor - Throwing and Catching</b></p> <p>Throwing and catching balls, hoops, beanbags, quoits</p> <p style="text-align: center;"><b>Fine motor</b></p> <p>Using paintbrushes Using pencils for drawing and writing</p> <p style="text-align: center;"><b>PE -Fundamentals</b></p>	<p style="text-align: center;"><b>Gross Motor - Movement, travel and games</b></p> <p>Negotiating space safely, working with a partner and beginning to understand rules. Turn taking.</p> <p style="text-align: center;"><b>Fine motor</b></p> <p>Using paintbrushes Using pencils for drawing and writing with correct hold Using scissors with control</p> <p style="text-align: center;"><b>PE - Fundamentals unit 2</b></p>	<p style="text-align: center;"><b>Gross Motor -</b></p> <p>Combining and sequencing movements Progress towards a more fluent style of moving, with developing control and grace.</p> <p style="text-align: center;"><b>Fine motor</b></p> <p>Using scissors Using an effective pencil grip with correct letter formation</p> <p style="text-align: center;"><b>Health and Well Being</b></p> <p>Exercise/healthy foods/tooth brushing/screen time</p> <p style="text-align: center;"><b>PE - Dance</b></p>	<p style="text-align: center;"><b>Gross Motor -</b></p> <p>Travelling in different ways - including Travelling at different speeds/negotiating space successfully Demonstrate strength, balance and coordination</p> <p style="text-align: center;"><b>Fine motor</b></p> <p>Showing accuracy in drawing Using correct letter formation in writing</p> <p style="text-align: center;"><b>PE - Gymnastics</b></p>	<p style="text-align: center;"><b>Gross Motor -</b></p> <p>Team games Sports Day Jump, throwing and catching, aiming travelling in different ways - skipping, running etc</p> <p style="text-align: center;"><b>Fine motor</b></p> <p>Showing accuracy and care in drawing Holding a pencil effectively in preparation for fluent writing - Tripod grip.</p> <p style="text-align: center;"><b>PE - Athletics</b></p>
<b>Literacy</b>	<p style="text-align: center;"><b>Comprehension/ Word Reading/Writing</b></p> <p>Listening to text Writing names and labels Hears and says the initial sounds in words Blend sounds in words Write simple captions Read and recognise their own name.</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Introducing phase 2 phonemes</p>	<p style="text-align: center;"><b>Comprehension/ Word Reading/Writing</b></p> <p>Listen carefully and make predictions Read words and sentences Writing names, labels and captions Write simple sentences with a full stop</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Segmenting and Blending phase 2 words</p>	<p style="text-align: center;"><b>Comprehension/ Word Reading/Writing</b></p> <p>Demonstrate understanding of text Read simple sentences Spell some common irregular words Write simple sentences with a full stop</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Segmenting and blending Phase 3 words</p>	<p style="text-align: center;"><b>Comprehension/ Word Reading/Writing</b></p> <p>Read simple sentences independently Spell some words correctly Write simple sentences using a capital letter and a full stop Retell known stories Retell a story Continues a rhyming string</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Segmenting and blending Phase 3 words</p>	<p style="text-align: center;"><b>Comprehension/ Word Reading/Writing</b></p> <p>Demonstrate understanding of text Read common irregular words Read simple sentences independently Write simple sentences with a capital letter and a full stop</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Segmenting and blending Phase 3/4 words</p>	<p style="text-align: center;"><b>Comprehension/ Word Reading/Writing</b></p> <p>Respond to texts Read common irregular words Read simple sentences independently Write simple sentences independently that can be read by others Write recognisable letters most of which are correctly formed</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Segmenting and blending Phase 3/4 words in sentences</p>
<b>Handwriting</b>	<b>Phase 2 Letters</b>	<b>Phase 2 Letters</b>	<b>Phase 3 joins</b>	<b>Phase 3 joins Letter Families</b>	<b>Letter Families</b>	<b>Capital Letters</b>

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<b>Mathematics</b>	<p><b>Number/Numerical Patterns</b></p> <p>Counting groups of objects to 5 1:1 correspondence within 5 Subitise within 5 Comparing numbers within 5 Composition of numbers to 5 (include Add and subtract using objects for bonds within 5) Recognising and using numerals to 5 Understand '1 more' and '1 less'</p> <p><b>Shape Space and Measure</b> 2D shapes</p>	<p><b>Number/Numerical Patterns</b></p> <p>Counting to 10 and beyond Counting groups of objects to 10 Composition of numbers to 10 (adding and subtracting numbers within 10) Understand '1 more' and '1 less' within 10 Recognising and using numerals to 10</p> <p><b>Shape Space and Measure</b> 3D shape Manipulating shapes Length</p>	<p><b>Number/Numerical Patterns</b></p> <p>Counting to 10 and beyond Composition of numbers to 10 (Add by counting all/subtract by counting how many are left) Comparing numbers within 10 Double facts within 10</p> <p><b>Shape Space and Measure</b> Capacity Weight</p>	<p><b>Number/Numerical Patterns</b></p> <p>Ordering and comparing numbers to 10 and beyond Composition of numbers to 10 (Add single digit numbers by counting all/subtract by counting how many are left) Recall number bonds up to 10 Even and odd numbers Number bonds within 10</p> <p><b>Shape Space and Measure</b> Repeating Patterns – (2D and 3D)shapes Composing and decomposing shapes Position and Direction</p>	<p><b>Number/Numerical Patterns</b></p> <p>Ordering and comparing numbers to 10 and beyond Recall number bonds for numbers 1-10 (Add by counting on/Subtract a small number by counting back) Sharing equally within 10 - finding half Count beyond 20 <b>Count in groups of 2 or 10</b></p> <p><b>Shape Space and Measure</b> Composing and decomposing shapes</p>	<p><b>Number/Numerical Patterns</b></p> <p>Ordering and comparing numbers to 10 and beyond Recall number bonds for numbers 1-10 Even and odd numbers Count beyond 20 Double facts within 10 <b>Count in groups of 2 or 10</b></p> <p><b>Shape Space and Measure</b> Repeating Patterns – (2D/3D) shapes</p>
<b>Mathematics White Rose Maths</b>	<p><b>Match &amp; Sort</b> Compare amounts Representing and comparing 1, 2, 3 Four and Five Composition of 4 and 5 Comparing numbers to 5 Introducing Zero Circle and triangles Shapes with 4 sides</p>	<p><b>Size, mass and capacity</b> Six, Seven and Eight Nine and Ten Length and height 3D Shape Make simple patterns  <b>Making pairs</b></p>	<p><b>One more and One less</b> Comparing numbers to ten <b>Night and Day</b> Compare mass and capacity Combining two groups Doubling</p>	<p><b>Bonds to 10</b> <b>Pattern</b> <b>Spatial Reasoning (1)</b> <b>3D shape</b> <b>Spatial Reasoning (3)</b></p>	<p><b>Building numbers beyond 10</b> <b>Counting patterns beyond 10</b> <b>Spatial Reasoning (2)</b> Adding more Taking Away Sharing and Grouping <b>Spatial Reasoning (4)</b></p>	<p><b>Doubling</b> <b>3D Shape</b> <b>Even and Odd</b> <b>Time</b> Deepening Understanding Patterns and Relationships</p>

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<h3 style="margin: 0;">Understanding the World</h3>	<p><b>Past and Present</b> Ourselves and our families Talk about members of immediate family and community. Name and describe people who are familiar to them.</p> <p><b>People, Culture and Communities</b> Talk about the lives of people around us and their roles in society.</p> <p style="color: red;"><b>The Natural World</b> Season &amp; seasonal changes - Autumn</p>	<p><b>Past and Present</b> Bonfire Night - figure from the past</p> <p><b>People, Culture and Communities</b> Christmas - beliefs and celebrations Diwali</p> <p><b>F4 Which times are special and why?</b></p> <p><b>The Natural World:</b> Day and night - similarities and differences</p> <p style="color: red;"><b>The Natural World</b> Season &amp; seasonal changes – Autumn to winter</p>	<p><b>People, Culture and Communities</b> Chinese New Year - special times and places and life in other countries</p> <p><b>F1 Which stories are special and why?</b></p> <p>Map skills - Forest Schools and school grounds</p> <p style="color: red;"><b>The Natural World</b> Season &amp; seasonal changes – winter to spring</p>	<p><b>Past and Present:</b> Fairytales - through time.</p> <p><b>People, Culture and Communities:</b> Our surroundings and community - life in this country, information from maps, caring for our environment, local amenities and people who help us Easter - beliefs and celebrations</p> <p><b>F1 Which stories are special and why?</b></p> <p><b>Story maps</b></p> <p style="color: red;"><b>The Natural World</b> Season &amp; seasonal changes – Signs of spring</p>	<p><b>The Natural World:</b> Using our senses to investigate and explore the world outside Farm animals and habitats - different environments Growing plants - draw and label pictures</p> <p><b>F6 What is special about our world?</b></p> <p style="color: red;"><b>The Natural World</b> Season &amp; seasonal changes – Spring to summer</p>	<p><b>The Natural World:</b> Insects and habitats - draw and label pictures</p> <p style="color: red;"><b>The Natural World</b> Season &amp; seasonal changes - Summer</p>
<h3 style="margin: 0;">Expressive Arts and Design</h3>	<p><b>Creating with Materials</b> Choosing and mixing colours - painting techniques</p> <p><b>Being Imaginative and Expressive</b> Singing songs Role playing familiar experiences Dance and performance art - Diwali dance</p> <p style="color: blue;"><b>Sing</b> I've got a grumpy face</p>	<p><b>Creating with Materials</b> Exploring materials and textures - printing Using tools safely and effectively</p> <p><b>Being Imaginative and Expressive</b> Listening to and making music Singing in a group - Christmas show Diwali dance Working collaboratively - THE BIG DRAW ( Firework art)</p>	<p><b>Creating with Materials</b> Exploring materials, tools and techniques Using construction materials</p> <p><b>Being Imaginative and Expressive</b> Developing storylines in role play situations Dance and performance art with feelings and responses - dragon dance</p> <p style="color: green;"><b>Listen</b> Cuckoo Polka</p>	<p><b>Creating with Materials</b> Representations of objects, people and places using a range of media</p> <p><b>Being Imaginative and Expressive</b> Adapting and developing ideas Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses - Holi Dance performance</p>	<p><b>Creating with Materials</b> Exploring drawing techniques</p> <p><b>Being Imaginative and Expressive</b> Working collaboratively and sharing ideas</p> <p style="color: blue;"><b>Sing</b> Three fine bumble bees</p>	<p><b>Creating with Materials</b> Use a range of techniques and materials to represent ideas</p> <p><b>Being Imaginative and Expressive</b> Listening to and making music Performing - Rhyme Challenge</p>