

EYFS LONG TERM PLANNING 2023-24

EYFS Long Term Plan		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1 and 2</u>	<u>Summer 2- mini topic</u>
Key themes, experiences and questions to drive the learning and skills in EYFS	<u>Topic</u>	Marvellous me 6 Weeks	Discovering Autumn and Winter 7 weeks	Imagine 5 weeks	All Creatures Great and Small 6 weeks	Globe Trotters 8 weeks	Sow and Grow 6 weeks
	<u>FOCUS QUESTION</u>	<i>What makes me a 'me'?</i> <i>Who am I and where do I belong?</i>	<i>Why are there so many leaves on the ground?</i> <i>Do we all celebrate in the same way?</i>	<i>Who are the characters in my story books?</i>	<i>What do we know about animals in our world?</i>	<i>Where can we jet off to in our world?</i>	<i>How do plants grow?</i>
	<u>Places</u>	Homes #Jobs Town Coates	Homes Park India Coates	Woodland Forest Castles Cottages China	Arctic Woodland Garden Pond	Maps of the world Brazil Space London Home Seaside Woodland	#The farm Garden Field Allotment
	<u>Seasons/weather</u>	Autumn		Winter	Spring		Summer
	<u>Texts to cover</u>	I'm absolutely too small for school The Family Book It's okay to be different Funny Bones You can be my Friend Rainbow Fish Hello Friend Ruby's Worry	Stick Man Leaf Man Jolly Xmas postman A stroll through the seasons	Fairy tale stories Traditional Tales- Goldilocks Little Red Riding Hood Ginger Bread man The Three Little Pigs	Owl babies Tuesday Oi Frog Gruffalo Hungry Caterpillar	The Train Ride We're going on a bear hunt Jabuti Naughty Bus Whatever next! Man on the Moon This is London Queen's Hat Lighthouse Keepers Lunch Peter Pan Hello World	Jack and the Beanstalk Oliver's Vegetables It's starts with a seed Errol's Garden Farmer Duck Little Red Hen What the Ladybird Heard <i>Tiger who came to Tea</i>
	<u>Journey of experiences</u>	Look up where children live on a map Self portrait	#Post a letter Retell a story Perform a song Leaf rubbings Autumn walk	Perform a song Kite flying Play a board game Take photo graphs Teddy bears picnic	Spot/hunt for butterflies Perform a song Fruit tasting	Retell a story to an audience Use a treasure map Dress up like a pirate Make a paper boat Make a sandwich	Ride a bike Plants to grow Make a sandwich #(Farm or Zoo visit)

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	<u>Experiences/ Trips/Visitors</u>	#Nurse visit #Police visit / fire fighter visit Dental nurse visit #Church- harvest ^Visit the local park Grandparents Day/afternoon	Autumn walk #Post a letter in Coates Post office #Church- Christmas	Story telling day- dress up as traditional tales Chinese New Year theme day – visitor in Dance Workshop- Irish dancing World Book Day	Grow butterflies #Church- Easter Dress up as bugs day #Science day #Number day	^Go on a bear hunt around local area PJ day with story-telling with parents Pirate/Explorer day- dress up Brazil Samba Dancing workshop- KLC	#Farm/zoo visit #NFU tractor encounter
<u>Physical developm ent</u>	<u>Gross Motor</u>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style using a tripod grip	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop the foundations of a handwriting style using a tripod grip.
	<u>Fine Motor</u>	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop fine motor skills- holding pencil correctly, using scissors etc				
	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, and sport. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
<u>PE Sessions</u>		Tops- Multi skills Gymnastics- Fun shapes	Tops- Multi skills Dance- Toys	Dance- On parade Multi- skills Festival 1	Gymnastics- Move and hold Multi- skills Festival	Games- Fundamentals 1 Multi- skills Festival	Games- Fundamentals 2 Games- Fundamentals 3
<u>Personal, social, emotional developm ent</u> NB- these skills will be threaded/	<u>Managing self</u>	Transition from Preschool, home- schooling and COVID 19 wellbeing support,	My body and growing up unit	● #Family and Friends unit	Keeping safe unit- physically, online, e- safety day, good to be me.	Healthy lifestyles- unit	Moving and Growing unit
	<u>Self- Regulation</u>		anti-bullying week ● Understanding other cultures and celebrations-	Differences and similarities, what makes us unique, talents and hobbies, trying new things/keeping going	Discussion with bullying and understanding what it means and how to spot it.	Becoming more independent, resilience and working on something to achieve a goal, changing approaches or strategy when needed Think about the perspectives of others.	● Me and My world, changes, moving on, what can you do now, what do you want to learn next?
	<u>Building Relationships</u>	New beginnings unit				Manage their own needs.	

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<i>practised throughout the year, but will apply extra focus at each stage</i>		<p>Build on new social skills, turn taking, sharing, listening and following instructions, tidying up time</p> <p>See themselves as a valuable individual.</p> <p>Changing for PE, sharing about home life, making new friends.</p>	<p>sharing information, celebrating family, understanding feelings</p> <p>Express their feelings and consider the feelings of others, begin to regulate behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Give focused attention to what the teacher says</p>	<p>Feelings and messages of stories- goldilocks and 3 bears, saying sorry, resolving conflict.</p> <p>Links in stories/ morals and messages of the story</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be confident to try new activities.</p> <p>Manage own basic hygiene and personal needs.</p>	<ul style="list-style-type: none"> Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p>#Set and work towards simple goals.</p> <p>Confident to try new activities.</p> <p>Explain the reasons for rules.</p> <p>Manage own basic hygiene and personal needs.</p>	<ul style="list-style-type: none"> Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p>#Set and work towards simple goals.</p> <p>Confident to try new activities.</p> <p>Explain the reasons for rules.</p> <p>Manage own basic hygiene and personal needs.</p>	<p>Improving their work through discussion with friends or teacher</p> <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge. <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>Show an ability to follow instructions involving several ideas or actions.</p>
<p><u>Communication and language</u></p> <p><i>NB- these skills will be threaded/ practised throughout the year, but will apply extra focus</i></p>	<p><u>Listening, Attention and Understanding</u></p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
	<p><u>Speaking</u></p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.</p>	<p>Engage in story times.</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>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>	<p>Engage in non-fiction books.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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>

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				introduced vocabulary. Make use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences.	Express their ideas and feelings about their experiences using full sentences.	
<u>Nursery Rhymes</u>		Baa baa Black Sheep Hickory dickory dock 5 little men 5 Little monkeys Wind the bobbin up	5 little ducks Leaves on the trees Miss Polly had a dolly Twinkle, twinkle Grand old duke of York	It's raining, it's pouring Jack & Jill Old Mother Hubbard Rain, rain, go away One, two, three, four, five	Hot cross buns Humpty Dumpty Three blind mice Incy Wincy spider I can sing rainbow 10 green bottles Polly put the kettle on	London's Burning Down at the Station London bridge is falling down The wheels on the bus I'm a pirate The bear went over the mountain The Sea ship sails Down in the jungle	Here we go round the mulberry bush. Mary had a little lamb Old MacDonald had a farm Little Bo Peep
<u>Literacy</u>	<u>Phonics</u>	Start to teach set 1 sounds Word time 1- 5 Oral segmenting and blending CVC blending orally and written Recognising single sounds Practise writing name from copying	Set 1 phonics Word time 6 and 7 Special friends/digraphs Oral blending Reading CVC words Recognising single sounds Set 1 tricky/red words to read Recognising letter formation and school font Practise writing name from copying	Set 1 recap Introduce set 2 sounds Set 2 tricky/red words to read CVC words and set 2 digraph words Reading simple captions Read ditty sheets Practise writing name from memory	Set 2 phonics Set 2 tricky words to read CVC words and Set 2 digraph words Reading simple captions Reading simple sentences using segmenting and blending Read Red ditty books Practise writing name from memory	Set 2 phonics Set 2 tricky words to read Reading sentences more fluently Sight reading red/key words Sight reading CVC/digraph words Read green books	Recap set 2 sounds and words Introduce set 3 phonics Introduce set 3 tricky/red words Reading simple sentences fluently Decoding longer words Reading for a purpose in play- instructions, directions, fact books and leaflets Read green/purple books
	<u>Word Reading</u>	Set 1 phonics sheets sent home Home readers sent home-picture	Set 1 phonics sheets sent home Set 1 phonics home readers sent home (pink books)	Ditties reading sheets sent home Set 1 phonics books sent home (maroon books)	Red RWI books sent home Set 2 phonics home reader books (maroon/red books)	Green RWI books sent home Set 2 phonics home reader books (red books)	Green/Purple RWI books sent home Set 2 phonics home reader books (yellow books)

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	<u>Comprehension</u>	<p>books and book talk question prompts</p> <p>Say a sound for each letter in the alphabet</p> <p>Story time reading- reading for pleasure – rhymes, stories and poems</p> <p>Poetry performance</p>	<p>Say a sound for each letter in the alphabet</p> <p>Daily guided reading- well known picture books for book talk AF2, 3 and AF6/7</p> <p>Poetry performance to whole school</p>	<p>Daily guided reading with whole class on book levels/home reader levels</p> <p>Comprehension questions verbally</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Daily guided reading with 2 differentiated groups HA and MA/LA on book levels/home reader levels</p> <p>Comprehension questions verbally</p> <p>Poetry performance to whole school</p>	<p>Daily guided reading with 2 differentiated groups HA and MA/LA on book levels/home reader levels</p> <p>Comprehension questions verbally</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>Daily guided reading with 2 differentiated groups HA and MA/LA on book levels/home reader levels</p> <p>Comprehension questions verbally</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>Poetry performance to whole school</p>
	<u>Writing</u>	<p>Writing names</p> <p>Recognising name</p> <p>Writing lists</p> <p>Writing initial sounds</p> <p>RWI set 1 phonics</p> <p>Recognising MASDTPIN set 1 letters</p> <p>Lower case and capital letters</p> <p>Labelling</p>	<p>CVC word writing</p> <p>Caption writing</p> <p>Ordering stories and ideas</p> <p>Finding facts</p> <p>Writing lists</p> <p>Writing letters</p> <p>Writing initial and end sounds</p> <p>Set 1 phonics</p> <p>Sending letters</p> <p>Invites to parties</p> <p>Writing cards</p>	<p>Writing captions- Set 1 and 2 sounds</p> <p>Stories- simple sentences</p> <p>Making books</p> <p>Traditional tales – retell and writing own version</p> <p>Goldilocks letter</p> <p>Gingerbread instructions</p> <p>How to trick a wolf information leaflet</p> <p>Describing fairy tales</p>	<p>Writing sentences</p> <p>Building and ordering sentences</p> <p>Using and applying set 2 phonics</p> <p>Writing Life cycle facts</p> <p>Fact leaflets</p> <p>Story Telling- Gruffalo</p> <p>Speech bubbles</p> <p>Rhyming sentences</p> <p>Writing Easter story</p> <p>Missing posters</p>	<p>Letters- To the Queen</p> <p>Stories- Naughty Bus</p> <p>Shopping lists</p> <p>Factfiles</p> <p>Asking questions</p> <p>Information leaflet</p> <p>Comparisons between holidays now and past</p>	<p>Instructions</p> <p>Retelling stories</p> <p>Story Mapping</p> <p>Character descriptions</p> <p>Diary – of a plant</p> <p>Menus</p> <p>Shopping lists</p> <p>Story telling- Jack and the Bean Stalk</p> <p>Writing Memories of the year</p>
	<u>Handwriting</u>	<p>Mark making, threading, tweezers, pinching, playdough/disco dough</p>		<p>Letter formation on whiteboards x4 week</p> <p>Letter join sessions- single sounds</p>	<p>Letter formation on whiteboards x4 week</p> <p>Letter join sessions- words</p>		<p>Letter formation onto paper</p> <p>building words</p>

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<u>Maths</u> <i>White Rose Units of work</i> <i>Number-blocks units and plans</i>	<u>Number</u> Baseline- settling in <u>Just like me:</u> Matching, sorting, and compare <u>It's Me 1,2, 3:</u> Representing, comparing and composition of 1,2,3	<u>Light and Dark:</u> Representing numbers 1-5 One more and one less Number blocks planning Numbers one to 5	<u>Alive in 5!</u> Introducing zero Comparing numbers up to 5 Composition of 4 and 5 <u>Growing 6, 7, 8</u> Numbers 6, 7, 8 Making pairs Combining 2 groups Number blocks planning Numbers 6 to 10	<u>Building 9 and 10</u> Numbers 9 & 10 Comparing numbers up to 10 Bonds to 10 Consolidation Number blocks planning Numbers 11-15	<u>On the Move</u> Building numbers beyond 10 Patterns beyond 10 <u>First then now</u> Adding more Taking away Number blocks planning 15-20	<u>Find my Pattern</u> Doubling Halving Sharing/grouping Even and Odd numbers <u>On the Move</u> Deepening patterns and relationships between numbers Consolidation Number blocks planning 15-20 and recap/ apply	
	<u>Numerical Patterns</u> <i>Shape, Space and Measure</i>	Compare size, mass and capacity Circles and Triangles Positional Language <u>Pattern</u> Exploring pattern Continuing a AB pattern Copying a AB pattern	Shapes with 4 sides Time <u>Pattern</u> Make their own AB pattern Spotting mistakes in an AB pattern	Compare mass Compare capacity Length & Height & Height Time <u>Pattern</u> Identify a unit of repeat Continuing a AB pattern	3D shapes Pattern making (2) <u>Pattern</u> Continuing a pattern which end mid unit Make their own ABB, ABBC, pattern	Spatial Reasoning 1- match rotate and manipulate (including puzzles, objects and shapes). <u>Pattern</u> Spotting mistakes in an ABB pattern Symbolising a unit pattern	Spatial Reasoning 2- <u>Pattern</u> Generalising patterns to another context Make a pattern in a circle Make a pattern with a fixed number of spaces
<u>Understanding the world</u>	<u>People, culture and communities</u>	What is special about me? What is special about my friends Where do I live? Likes and dislikes Harvest festival #People who help us- Police, fire, doctors, vets	Halloween Bonfire Night Christmas- around the world Christmas Story Christianity celebrations Diwali India #Fire safety	Valentine's Day #Chinese New Year week #Weddings Morals of fairy tales	Easter Mother's day Pancake day- beginning of lent	Birthdays <ul style="list-style-type: none">EidPride Month Brazil- comparisons of culture #Space- comparisons of occupations London- comparison to home/local area #Journeys- train ride/ ticket collector, jobs Bear hunt- journeys Holidays City landmarks	Father's day Memories of the School year End of the year celebrations
	<u>The natural world</u>	^Season changes- Autumn Ourselves	^Seasonal changes Water-ice- melting experiments	What happens when ginger bread man gets wet?	^Seasonal changes- Spring ^Mini-beasts	What is at the beach? Features of the beach Experiences of own visits to the beach	^Seasonal changes- summer ^Growing beans beanstalk ^Gardens

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		Families Body parts Our homes 5 senses Our environment ^Forest schools- listening/ senses	Colour changes ^Light/torches Changes in ^plants/trees Pumpkin exploration ^Forest schools- Begin sessions and continue throughout the year- <i>see forest school long term plan</i>	The woodland/ animals/plants Types of bears- comparison Hot and cold places in the world	^Habitats Arctic- compare ^Local environment study ^Looking after our local area Animal babies/growing/changes ^Life cycles- butterflies/frogs	Materials Exploring exotic fruits Treasure maps Making a boat float Floating and sinking ^#Different parts of the world/environment #Transport/travel Moon landings	^Vegetable patches Farmyards ^Tractors ^Farmyard animals Growing for food— farm to fork Secret lemon writing experiment
	<u>Past and present</u>	Who is in my family? Different ages in my family Different ages of people we know Grandparents	History of Bonfire night Story of Christmas Christmas in the past Story of Diwali in the past- Rama and Sita	Stories passed down- traditional tales Castles and life in a castle Story of Chinese new year- Zodiac story	Easter story Life cycles of animals- changes over time	Beaches or holidays in the past Train journeys in the past Birthdays when chn were little and birthdays now Pirates- what they look like and what they do, pirates in the past	Growing- changes over time Humans, plants and animals
<u>Expressive Arts and Design</u>	<u>Creating with Materials</u>	Finger printing Collage faces Self portraits Funny bones skeletons Shape monsters Playdough bodies- rolling and pressing Transport paintings Rainbow fish scales Nurse rhymes- high and low vocalising, repeating back and changing in their play Respond to familiar sound with a purpose- eg tidy up song	Natural materials Leaf people/ stick people Firework paintings Pumpkin carvings Collage of colours Clay snails/insects- squeezing and painting Vocalising and singing, following a beat-(high and low) fast and slow Co-ordinate actions for certain types of words in songs	Colour mixing Huff and puff pictures paint blowing and bubble blowing with straws Salt dough wolf/bears Clay Terracotta soldiers- scoring (Chinese New Year) Bean patterns with beans, seeds etc Goldilocks puppets Making porridge Singing, following a beat, making their own music with their voices and in their play, high/low, fast/slow, loud and quiet Start and stop together, responding	Spring/flower sketching or printing of vegetables Pattern/weaving Salt dough bears Tray Bake Gruffalo crumble Gruffalo paper bag collage Explore how different sounds can be created with different instruments, body parts, objects and voices. Create different sounds for different moods.	Create bear hunt small world scene Marble rolling sea pictures Pebble painting Fruit tasting City London construction Painting buses Carnival masks Brazilian breakfast cooking Junk modelling rain shakers Space playdough Star constellation paintings Junk model rockets Treasure boxes and telescopes Using instruments to make more than one type of sound, scraping, shaking, tapping etc.	Magic beanstalk in clouds collage Baking Bread Design tea for tiger Potato Printing/planting Painting sunflowers Making bread Chicken collage craft Make your own vegetable people Cooking healthy pizzas ^Digging and mud kitchen, coking equipment out Create their own rhythm or music with own choice of pitch, volume or tune. Choice of musical instruments and body percussion

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				to signals and hand signs			
	<u>Being imaginative and expressive</u>	Home Corner #People who help us role play- police Roleplay doctor, vets, builders stations hairdressers Nurse rhyme singing Puppets	#Home corner- post office/fire station Christmas play/performance Singing Christmas songs Halloween or Christmas theme	#Home corner- Grandma's cottage in Little Red Riding hood Teddy bears picnic 3 bears cottage Fairy tale character puppets Stage and microphone Musical instruments Parachute games Make a movie- fairy tale acting	#Home corner- camping, café Retelling a story in the woodland Small world Gruffalo play Props to make for small world and role play animals	Performing going on a bear hunt ^Den building Explorer costumes and equipment to role play #Garden centre Role play ticket collector ^Bus station/train station Role play space station/ Astronaut Role play hat stall- Queen's hat ^Carnival parade- music and dancing Samba dancing- stage performing Puppet show- seaside	#Home corner- garden centre- growing #Café for Tiger who came to tea. ^Farmyard Animal noises Retelling stories from topics over the week- Ladybird heard, Jack and the Beanstalk repeating rhymes

● SMSC

+British Values ^Outdoor learning

Careers education and job preparation.