



EYFS Long Term Planning

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Underpinning a stimulating and exciting EYFS curriculum	Driving theme	Being me in my world	Night and day	Once upon a time	Dangerous dinosaurs	Out and about in the local community	Big wide world Transport and travel
	Enquiry Question	What makes a good friend? What is special about me and my world?	I wonder which animals I might find in the woods? What is special about Christmas?	Where will my imagination take me?	What existed before me?	Who can help me in our local community?	Are we there yet?
	Text	Incredible You – Nathan Reed Oliver’s Vegetables The Tiger who came to tea- Judith Kerr The Something – Rebecca Cobb	The Gruffalo – Julia Donaldson Owl Babies- Martin Waddell Stick Man-Julia Donaldson The Star in the Jar – Sam Hay	Jack and the Beanstalk – traditional tale several versions inc. Nick Sharrat Goldilocks and the three bears – traditional tale several versions The three little pigs – traditional tale several versions Little Red – Bathan Woollvin	Dinosaur Roar - Paul and Henrietta Stickland Dear Dinosaur - Chae Strathie and Nicola O’Byrne Harry and the bucket full of dinosaurs – Ian Whybrow The Storm Whale – Benji Davis	A Superhero Like You – Dr Ranj Zog and the Flying Doctors – Julia Donaldson Juniper Jupiter – Lizzi Stewart	The train ride – June Crebbin Mr Gumpy’s outing- John Burningham
	WOW	Starting school – making new friends. A tiger appears in the classroom. Exploring autumn by taking a seasonal walk.	Diwali dancing and activities. Tasting different fruits - making Gruffalo crumble. Taking part in the Nativity play.	A beanstalk grows inside the classroom. Gardening – growing beans of our own. Exploring winter by taking a seasonal walk.	Discovering an egg laid in the outdoor area. Writing to / receiving post from the dinosaur museum. Exploring spring by taking a seasonal walk.	Visits from people who help the community	Trip to a motor museum and farm
Personal, Social and Emotional	Personal, Social and Emotional Development	<u>Self - Regulation</u> 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. <u>Managing Self</u>					

Physical Development		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <u>Building Relationship</u> Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.					
	PSHE	Building Relationships Being a good friend My family and friends – special people Self-regulation Identifying feelings, emotions and facial expressions Being unique Similarities and differences	Building Relationships Self-regulation Festivals Managing feelings / learning coping strategies Describing emotions	Managing Self Festivals Taking on Challenges Sharing Listening and Following Instructions Building towers What makes a good friend?	Self-regulation Listening and Following Instructions Why have rules? Taking on challenges	Self-regulation Water Safety Being a safe pedestrian Team races What is exercise? Why exercise?	Managing Self Eating Healthily My Wellbeing Road Safety
	Physical Development	<u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing • Attempt to eat independently					
	PE	Games Unit 1/2 Bean Bag/Ball Skills	Gymnastics Unit B Stretching + Curling	Gymnastics Unit C Travelling Taking Weight...	Dance Unit 1 (VS)	Athletics Running, Throwing, Jumping	Games Unit 4 Ropes Bats and Balls

Mathematics	Number/ numerical pattern	White Rose Maths Singing/reciting well known counting rhymes Matching and sorting Comparing sizes Make simple patterns Representing 1, 2 and 3 Subitising amounts up to 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 2D Shapes – circles, semi circles, triangles	White Rose Maths Night and day (time) Spatial reasoning Introducing 4 and 5 Representing 4 and 5 Comparing 4 and 5 Subitising amounts up to 5 Composition of 4 and 5 One more and one less within 5 2D Shapes with 4 sides and pentagons Sudoku – columns and rows Patterns	White Rose Maths Introducing mass and capacity – fairytales Introducing length and height - fairytales Introducing 6, 7 and 8 Representing 6, 7 and 8 Comparing 6, 7 and 8 Composition of 6, 7 and 8 Days of the week (time) 2D Shapes – hexagon, heptagon, octagon	White Rose Maths Introducing 9 and 10 Representing 9 and 10 Comparing numbers within 10 Introducing zero One more and one less within 10 Bonds to 10 Greater than/less than Revising all 2D shapes 3D shape Revisiting patterns	White Rose Maths Consolidating key skills Building numbers beyond 10 (11-20) Counting patterns beyond 10 Spatial reasoning Adding more Taking away	White Rose Maths Even and odd numbers Spatial reasoning Doubling Halving Sharing into groups Adding more Taking away Extending patterns
Communication and Language	Communication and Language	Listen and respond appropriately Build and develop vocabulary Asks appropriate questions and explain clearly Speak clearly and accurately using full sentences					

Literacy	Comprehension	Understand the conventions of book reading, e.g. page turning, handling books carefully / correct way up Listen to and join in with stories and engage in conversation about them. Show interest in illustrations and print in the world around them, e.g. familiar logos, their name Begin to explain beginning / middle / ending in their own words	Understand the conventions of book reading, e.g. page turning, handling books carefully / correct way up Listen to and join in with stories and engage in conversation about them. Show interest in illustrations and print in the world around them, e.g. familiar logos, their name Begin to identify the main character(s) and story settings Seeks familiar texts or stories to re-read in the book area. Retell or make up their own stories using vocabulary that has been learnt.	Ask/answer questions about a text that has been read to them. Begin to make predictions about a text which has been read to them. Begin to use modelled vocabulary more independently, e.g during role play. Seeks familiar texts or stories to re-read in the book area. Retell different versions of a story or make up their own stories using learnt vocabulary accurately.	Ask/answer key questions about a text that has been read to them. Make appropriate predictions about a text that has been read to them with reasoning. Use modelled vocabulary more independently, e.g during role play/small world. Begin to identify non-fiction texts, remembering facts.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Reading	Reading books in line with their phonics knowledge. Segmenting and blending CVC words. Listening to stories, more advanced than their reading level to develop exposure to new language/vocabulary.	Beginning to read books in line with their phonics knowledge with support. Blending CV / VC words accurately and independently. Listening to stories, more advanced than their reading level to develop exposure to new language/vocabulary.	Reading books in line with their phonics knowledge with support. Blending CV, VC and CVC words to read simple sentences. Read taught and known high frequency words. Listening to stories, more advanced than their reading level to develop exposure to new language/vocabulary.	Reading books in line with their phonics knowledge with increasing independence. Blending CVC words to read simple sentences. Beginning to blend CVCC and CCVC words with support. Read taught and known high frequency words. Listening to stories, more advanced than their reading level to develop exposure to new language/vocabulary	Read aloud simple sentences and books that are consistent with their phonic knowledge, including taught high frequency words. Say a sound for each letter in the alphabet. Beginning to read longer decodable words and those containing taught digraphs with increasing independence using blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including taught high frequency words with confidence. Say a sound for each letter in the alphabet and at least 10 digraphs. Recognising and reading words containing taught digraphs with confidence.
	Phonics	As a school we follow the Sounds Write phonics programme					

	Writing	Trace/write own name. Letter formation of taught sounds. Copying simple CV, VC and CVC words modelled by staff. Oral construction of a sentence. Engage in extended conversations about stories, learning new vocabulary.	Write their own first name independently. Letter formation of taught sounds. Beginning to write simple CV, VC and CVC words by segmenting. Oral construction of a sentence. Engage in extended conversations about stories, learning new vocabulary.	Write their own first name independently using a cursive style. Letter formation of taught sounds. Writing simple CV, VC and CVC words with increased accuracy by segmenting sounds. Spell some taught high frequency words using resources. Beginning to write sentences with adult support. Engage in extended conversations about stories, learning new vocabulary.	Letter formation of taught sounds. Writing CVC words segmenting and recording sounds independently. Spell some taught high frequency words. Beginning to write sentences with increasing confidence. Engage in extended conversations about stories, learning new vocabulary	Increased accuracy and confidence spelling taught high frequency words. Write sentences mostly independently and with some accuracy. Use a capital letter at the beginning of a sentence and a full stop at the end with support. Use finger spaces most of the time with support.	Accurate and confident spelling of taught high frequency words. Construct and write sentences with increased independence and accuracy. Use a capital letter at the beginning of a sentence and a full stop at the end with some independence. Use finger spaces most of the time independently.
Understanding the world	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					
	Past and present	Begin to understand the terms past, present and future in relation to themselves. Looking at images of themselves as babies and toddlers to identify changes that have occurred and those that will in the future as they grow.	Remembrance Day – 11 th November The first Christmas	Understand the past through settings, characters and events encountered in books read in class and storytelling. The biblical story of creation – how God made the world.	Learning about the role of an archaeologist and how we know what we know about dinosaurs. Exploring what existed before people. Learning that the world has changed over billions of years. The first Easter.	Talk about the lives and roles of the people in their community. Discover how jobs have changed over time; Florence Nightingale, Fire fighters	Talk about some places they have been to and remember some of their experiences. Discover how transport has changed and improved over time.
	People, Culture	Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction text and maps. - Using maps of the school. - Creating representations of Earl Shilton.					

	and Communi ties	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. - Diwali festival - Celebrating Christmas and Easter - Learning about and comparing Churches and Mosques Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction text and (when appropriate) maps. - Chinese New Year - European Languages Day				
	Religious Education	<u>Being special: where do we belong?</u>	<u>Why is Christmas special for Christians?</u>	<u>Why is the word 'God' special to Christians?</u>	<u>Why is Easter special for Christians?</u>	<u>Which places are special and why?</u>
	Ongoing throughout the year (RE)	<u>Which times/stories are special and why?</u>				
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter. - Taking seasonal walks around the grounds and discussing signs, sights, sounds and smells. -				
Expressive Art and Design	Expressive Art and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability 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. 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.				
	Creating with materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.				
	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. 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.				