

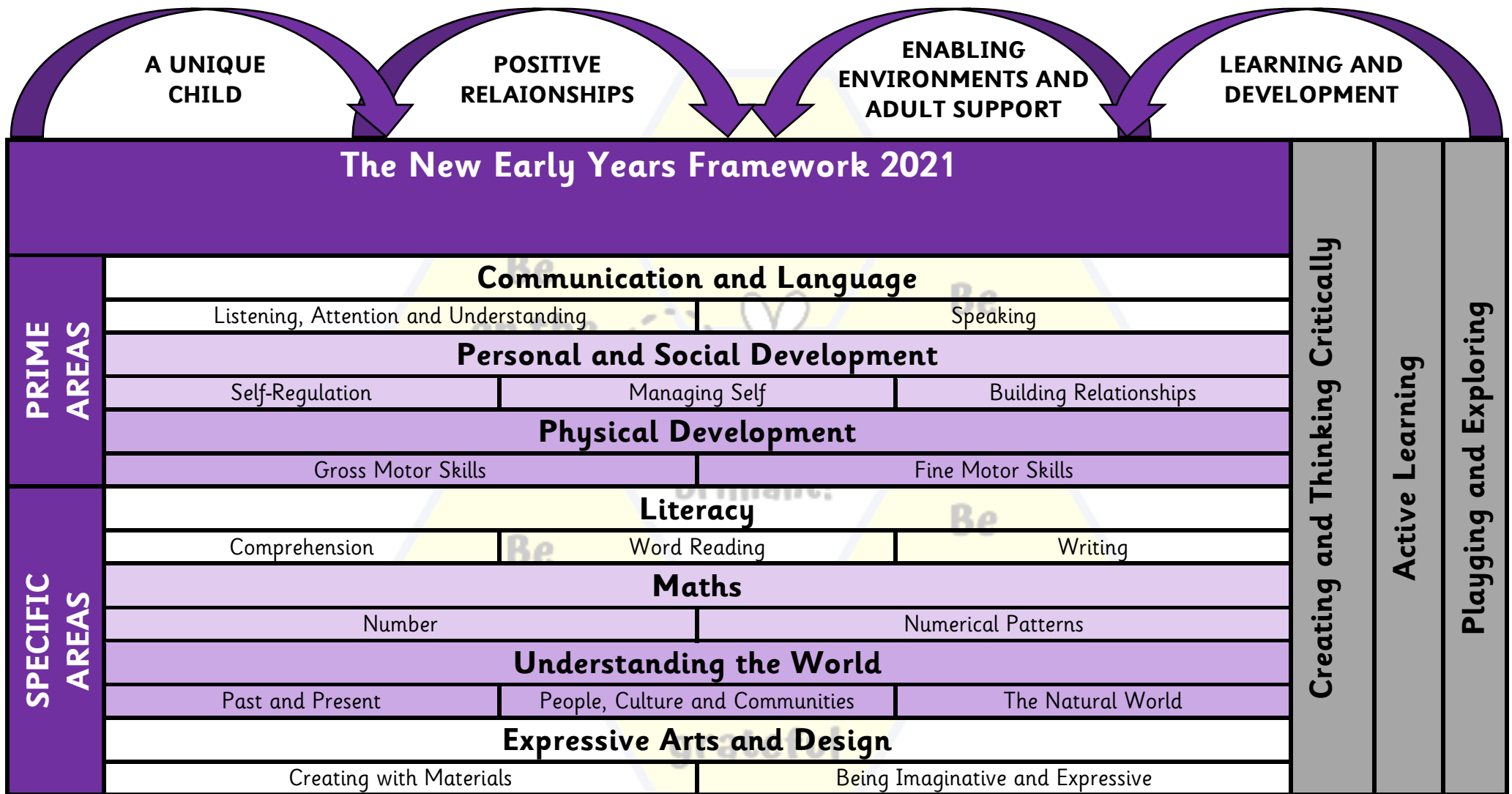


LaceyField






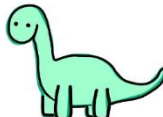
The home of Eastfield Infants and Nursery Academy
And
Lacey Gardens Junior Academy.







EYFS – FS1

Long Term Plan 22-23



EYFS LONG TERM PLAN 22-23						
	AUTUMN 1 5/9/22 – 21/10/22 Training day: 1/9/22 2/9/22	AUTUMN 2 7/11/22 – 20/12/22	SPRING 1 3/1/23 – 10/2/23	SPRING 2 20/2/23 – 31/3/23 6 weeks	SUMMER 1 17/4/23 – 26/5/23 Bank holiday: 1/5/23 29/5/23 6 weeks	SUMMER 2 5/6/23 – 21/7/23 Training day: 24/7/23
	All About Me! 	Let's Celebrate! 	Terrific tales! 	Amazing Animals! 	Come Outside! 	Out of this World! 
GENERAL THEMES NB: These themes may be adapted at various points to allow for children's interests/world-wide events to flow through the provision	Starting school New class New beginnings Rules and routines – choose it, use it, put it away My family My house Changes over time	Celebrations - Birthdays, Christmas, Halloween, Diwali	Old favourites Library visits Traditional tales	Pets Vets Farms animals Animals around the World Habitats	Plants & Flowers Weather Seasons Planting Insects Lifecycles	Dinosaurs Space Alien Dragons Unicorns
POSSIBLE TEXTS AND 'OLD FAVOURITES'	The Colour Monster The Colour Monster goes to school Pete the cat (Goes to school) Love Monster Ruby's worry	Kipper's birthday Maisie's Birthday Little Glow The Nativity Story What's in the Witch's Kitchen?	Traditional tales The Gingerbread Man 3 Little Pigs Goldilocks and the three Bears Jack and the Beanstalk	The odd egg Tiger who came to tea There's a tiger in the garden What the Ladybird heard Dear Zoo Our very own dog Oi Cat/Oi Frog Rumble in the jungle	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Bog baby Jasper's Beanstalk Mad about bugs Errol's garden The Very Hungry Caterpillar Not a stick	There's a dragon in this book Aliens love underpants Dear dinosaur Tyrannosaurus drip How to catch a star Way back home Sugarlump and the unicorn
EXPERIENCES/TRIPS	Secret reader	Exploring celebrations in school Nativity	Library visit Panto/performance 11 th January	Visit from a vet Animal experience (Nursery) Farm visit (Reception) 21 st /22 nd February	Caterpillars Tadpoles Planting Picnic	Pete the dinosaur Fossils
DATES		Diwali 24/10/22 Halloween 31/10/22 Bonfire Night 5/11/22 Remembrance day 11/11/22 Christmas 25/12/22	Chinese New Year 22/1/23 Valentine's Day 14/2/23 Pancake Day 21/2/23	World Book Day 2/3/22 Mother's Day 19/3/22	World Bee Day 20/05/23	Father's Day 18/6/22

EYFS LONG TERM PLAN 22-23						
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	All About Me! 	Let's Celebrate! 	Terrific tales! 	Amazing Animals! 	Come Outside! 	Out of this World! 
COEL	<p>Characteristics of Effective Learning</p> <p>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.</p> <p>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.</p> <p>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.</p>					






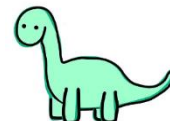
EYFS LONG TERM PLAN 22-23						
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GENERAL THEMES	All About Me! 	Let's Celebrate! 	Terrific tales! 	Amazing Animals! 	Come Outside! 	Out of this World! 
Communication and Language.	<p><i>Listening, Attention and Understanding</i> Listens to others in one-to-one or small groups when conversation interests them.</p> <p><i>Speaking</i> Can retell a simple past event in the correct order Uses talk to explain what is happening and what might happen next.</p>	<p><i>Listening, Attention and Understanding</i> Understand a question or instruction that has one part Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><i>Speaking</i> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p>	<p><i>Listening, Attention and Understanding</i> Pay attention to more than one thing at a time Understands use of objects Understands why questions</p> <p><i>Speaking</i> Sings a large repertoire of songs Knows many rhymes Use longer sentences of four to six words. Questions why things happen Talk more extensively about things that are important to them.</p>	<p><i>Listening, Attention and Understanding</i> Understand a question or instruction that has two parts Shows some understanding of prepositions by carrying out an action.</p> <p><i>Speaking</i> use talk to organise their play e.g. let's go on a bus. Enjoy listening to longer stories and can remember much of what happens. Start a conversation with an adult or friend. Begin to use a range of tenses Uses intonation, rhythm and phrasing to make themselves clear.</p>	<p><i>Listening, Attention and Understanding</i> Focussing attention - can still listen and do but can change their own focus.</p> <p><i>Speaking</i> Be able to talk about familiar books and able to tell a long story Start a conversation with an adult or friend and continue it for many turns. Questions why things happen and gives explanations Able to use language in recalling past experience Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p><i>Listening, Attention and Understanding</i> Responds to instructions with more elements. Beginning to understand how and why questions.</p> <p><i>Speaking</i> be able to express a point of view and to debate when they disagree with an adult or a friend; using words as well as actions. builds up vocabulary that reflects their breadth of experiences.</p>
COMMUNICATION AND LANGUAGE	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the					



Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing and speech and language interventions

conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, 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 **rich range of vocabulary and language structures**.

DAILY STORYTIME / DAILY SINGING / DAILY NURSERY RHYMES
I DO, WE DO, YOU DO – SPEAKING TOOL

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF SELF-REGULATION	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. 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 manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good</p>					

BUILDING REATIONSHIPS

LINK TO BEE-
HAVIOURS FOR
LEARNING



Children develop their personal, social and emotional skills throughout the year through Jigsaw sessions, circle times, social stories, diversity stories, Tapestry Time etc.

friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**






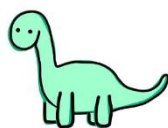
JIGSAW

BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
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NURSERY






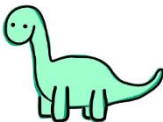



1. Who... Me?! I understand how it feels to belong and that we are similar and different 2. How am I feeling today? I understand how feeling happy and sad can be expressed 3. Being at Nursery/Pre-school I can work together and consider other people's feelings 4. Gentle hands I can use gentle hands and understand that it is good to be kind to people 5. Our Rights I am starting to understand children's rights and this means we should all be allowed to learn and play 6. Our responsibilities I am learning what being responsible means	1. What am I good at? I know how it feels to be proud of something I am good at. 2. I'm Special, I'm Me! I can tell you one way I am special and unique 3. Families I know that all families are different. 4. Houses and Homes I know there are lots of different houses and homes. 5. Making Friends I can tell you how I could make new friends. 6. Standing Up for Yourself I can use my words to stand up for myself	1. Challenge I understand what a challenge means 2. Never Giving Up I can keep trying until I can do something 3. Setting a goal I can set a goal and work towards it 4. Obstacles and Support I know some kind words which can encourage people 5. Flight to the Future I can start to think about the jobs I might like to do when I'm older 6. Footprint Awards I can feel proud when I achieve a goal	1. Everybody's Body I know the names for some parts of my body and am starting to understand that I need to be active to be healthy 2. We like to move it, move it! I can tell you some of the things I need to do to be healthy 3. Food Glorious Food I know what the word 'healthy' means and that some foods are healthier than others 4. Sweet Dreams I know how to help myself go to sleep and that sleep is good for me 5. Keeping Clean I can wash my hands and know it is important to do this before I eat and after I go to the toilet 6. Stranger Danger I know what to do if I get lost and how to say NO to strangers	1. My Family and Me! I can tell you about my family 2. Make friends, make friends, never ever break friends Part 1 I understand how to make friends if I feel lonely 3. Make friends, make friends, never ever break friends Part 2 I can tell you some of the things I like about my friends 4. Falling Out and Bullying Part 1 I know what to say and do if somebody is mean to me 5. Falling Out and Bullying Part 2 I can use Calm Me time to manage my feelings 6. Being the best friends we can be I can work together and enjoy being with my friends	1. My Body I can name parts of my body and show respect for myself 2. Respecting My Body I can tell you some things I can do and some food I can eat to be healthy 3. Growing Up I understand that we all start as babies and grow into children and then adults 4. Growth and Change I know that I grow and change 5. Fun and Fears I can talk about how I feel moving to School from Nursery 6. Celebration I can remember some fun things about Nursery this year
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RECEPTION						
	<p>1. Who... Me?! I understand how it feels to belong and that we are similar and different</p> <p>2. How am I feeling today? I can start to recognise and manage my feelings</p> <p>3. Being at School I enjoy working with others to make school a good place to be</p> <p>4. Gentle hands I understand why it is good to be kind and use gentle hands</p> <p>5. Our Rights I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>6. Our responsibilities I am learning what being responsible means</p>	<p>1. What am I good at? I can identify something I am good at and understand everyone is good at different things</p> <p>2. I'm Special, I'm Me! I understand that being different makes us all special</p> <p>3. Families I know we are all different but the same in some ways</p> <p>4. Houses and Homes I can tell you why I think my home is special to me</p> <p>5. Making Friends I can tell you how to be a kind friend</p> <p>6. Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>1. Challenge I understand that if I persevere I can tackle challenges</p> <p>2. Never Giving Up I can tell you about a time I didn't give up until I achieved my goal</p> <p>3. Setting a goal I can set a goal and work towards it</p> <p>4. Obstacles and Support I can use kind words to encourage people</p> <p>5. Flight to the Future I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>6. Footprint Awards I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>1. Everybody's Body I understand that I need to exercise to keep my body healthy</p> <p>2. We like to move it, move it! I understand how moving and resting are good for my body</p> <p>3. Food Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>4. Sweet Dreams I know how to help myself go to sleep and understand why sleep is good for me</p> <p>5. Keeping Clean I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>6. Stranger Danger I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>1. My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>2. Make friends, make friends, never ever break friends Part 1 I know how to make friends to stop myself from feeling lonely</p> <p>3. Make friends, make friends, never ever break friends Part 2 I can think of ways to solve problems and stay friends</p> <p>4. Falling Out and Bullying Part 1 I am starting to understand the impact of unkind words</p> <p>5. Falling Out and Bullying Part 2 I can use Calm Me time to manage my feelings</p> <p>6. Being the best friends we can be I know how to be a good friend</p>	<p>1. My Body I can name parts of the body</p> <p>2. Respecting My Body I can tell you some things I can do and foods I can eat to be healthy</p> <p>3. Growing Up I understand that we all grow from babies to adults</p> <p>4. Fun and Fears Part 1 I can express how I feel about moving to Year 1</p> <p>5. Fun and Fears Part 2 I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>6. Celebration I can share my memories of the best bits of this year in Reception.</p>






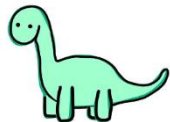
EYFS LONG TERM PLAN 22-23						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me!	Let's Celebrate!	Terrific tales!	Amazing Animals!	Come Outside!	Out of this World!
Physical Development						
	<p><i>Gross Motor</i> Can grasp and release with two hands to throw a large ball Walks down a slope whilst carrying a small</p>	<p><i>Gross Motor</i> continue to develop their movement, balancing, riding and ball skills.</p>	<p><i>Gross Motor</i> Start taking part in some group activities which they make up for themselves or in teams</p>	<p><i>Gross Motor</i> Skip, hop and stand on one leg and hold a pose for a game e.g. musical statues Go up and down stairs or climb up</p>	<p><i>Gross Motor</i> Are increasingly able to use and remember sequences and patterns of movement related to music and rhythm</p>	<p><i>Gross Motor</i> runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>

	<p>object, maintaining stability. Can balance on one foot or squat momentarily</p> <p><i>Fine Motor</i> Start to use a knife and fork with support</p> <p><i>Health (also linked to PSED)</i> Can name different parts of the body dresses with help</p>	<p>Can grasp and release with two hands to catch a large ball</p> <p><i>Fine Motor</i> Explore and manipulate a range of tools and equipment in one hand.</p> <p><i>Health (also linked to PSED)</i> Can tell adults when they are hungry, full or tired and when they want to rest.</p>	<p>Use large muscles to wave flags and streamers, paint and make marks. Walks downstairs carrying a small object</p> <p><i>Fine Motor</i> Start to eat independently using a knife and fork Create lines pivoting from the shoulder</p> <p><i>Health (also linked to PSED)</i> Increasingly independent as they get dressed and undressed</p> <p>Can wash and dry hands effectively and knows why this is important</p>	<p>apparatus using alternate feet</p> <p><i>Fine Motor</i> Use one handed tools and equipment e.g. making snips in paper</p> <p><i>Health (also linked to PSED)</i> Observe and can describe in words or actions the effects of physical activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time.</p>	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid objects.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p><i>Fine Motor</i> show a preference for a dominant hand creates lines and circles pivoting from the shoulder and elbow. Manipulate a range of tools and equipment including brushes, scarves, ribbons.</p> <p><i>Health (also linked to PSED)</i> Be increasingly independent in meeting their own care needs Make healthy choices about food, drink activity.</p>	<p>Choose the right resources to carry out their own plan Collaborate with others to manage large items.</p> <p><i>Fine Motor</i> Use a comfortable grip with good control when holding pens and pencils</p> <p><i>Health (also linked to PSED)</i> Takes practical actions to reduce risks , showing their understanding that equipment and tools can be used safely, working towards a consistent, daily pattern in relation to eating, toileting and sleeping and know why this is important.</p>
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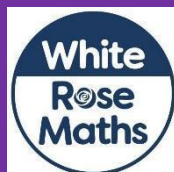
<p>PHYSICAL DEVELOPMENT</p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Wiggle me into a Squiggle and Squiggle While You Wiggle</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.</p>					
<p>FINE MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> 	<p>NURSERY: WIGGLE ME INTO SQUIGGLE MOVEMENT – SQUIGGLE WHILST YOU WIGGLE</p>					
	<p>RECEPTION: SQUIGGLE WHILST YOU WIGGLE – SQUIGGLE ME INTO A WRITER</p>					
	<p>DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION</p> <p>Provide opportunities for children to use one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers</p> <p>Examples of fine Motor activities - threading, cutting, weaving, playdough</p> <p>Use knowledge of children/gap analysis to inform WHAT, WHEN?</p> <p>See Progression of Fine Motor Skills Development</p>					
<p>GROSS MOTOR</p> 	<p>NURSERY</p>					
	<p>DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION</p> <p>Provide opportunities to develop movement, balancing, riding and ball skills.</p> <p>Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement.</p> <p>Use knowledge of children/gap analysis to inform WHAT, WHEN?</p>					
	<p>RECEPTION</p>					
	<p>PE SESSSIONS (JB sports)</p>					
	<p>Body Management/ Fundamental Movements</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Manipulation and Co-ordination</p>	<p>Athletics/Speed, Agility, Travel</p>	<p>Co-operate and Solve Problems</p>

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LITERACY	<p>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)</p>					
COMPREHENSION – DEVELOPING A PASSION FOR READING 	NURSERY					
	Listen and respond to familiar stories. Understand 5 key concepts of print.					
WORD READING  	RECEPTION					
	These objectives should run through every text (daily): Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					
	NURSERY					
	Environmental Sounds Instrumental Sounds Body Percussion	Rhythm and Rhyme Alliteration	Oral Blending and Segmenting Voice Sounds	Read Write Inc Teaching	Read Write Inc Teaching	Read Write Inc Teaching
	RECEPTION					
	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, Oral Blending/segmenting	Phonic Sounds: RWI Differentiated groups To read words consistent with their phonic knowledge by sound blending.	Phonic Sounds: RWI Differentiated groups To read words/sentences consistent with their phonic	Phonic Sounds: RWI Differentiated groups To read words/sentences consistent with their phonic	Phonic Sounds: RWI Differentiated groups: To read words/sentences consistent with their phonic	Phonic Sounds: RWI Differentiated groups To read words/sentences consistent with their phonic

	To begin to link sounds to letters Set 1 Group B	Set 1 Group C	knowledge by sound blending. Ditty Group	knowledge by sound blending. Red Group	knowledge by sound blending. Green Group	knowledge by sound blending. Green/Purple Group
WRITING Texts may change due to children's interests. Only ask children to write sentences when they have sufficient knowledge of letter sound correspondence 	NURSERY					
	To begin to give meanings to marks	To begin to give meanings to marks	Name writing – To write a recognisable letter from name	Name writing – To write a recognisable letter from name	Name writing – To write some or all of name	Name writing – To write some or all of name
	RECEPTION					
	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing. To write initial sounds.	To write some sounds correctly (initial and end of words).	To write CVC words.	To write CVC words and simple phrases.	To write simple phrases and sentences that can be read by others.	To write simple phrases and sentences that can be read by others. Use a range of tricky words that are spelt correctly. Awareness of capital letters and full stops.
KEY TEXTS:	NURSERY					
	Leaf thief The Very Helpful Hedgehog The Colour Monster	Little Glow	Goldilocks and the Three Bears We are going on a bear hunt TBC	Oi Series Dear Zoo	Jack and the Beanstalk The Very Hungry Caterpillar The Gruffalo	Aliens love underpants Whatever next! Harry and the bucketful of dinosaurs
	RECEPTION					
	Our Very Own House The Colour Monster/ goes to School Rocking in my school shoes	Kipper's Birthday Nativity story	3 Little Pigs – story map Three Billy Goats Gruff	Our Very Own Dog What the ladybird heard	Bog Baby Jasper's Beanstalk - Instructions	Dear Dinosaur Beegu

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MATHS



Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests 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.






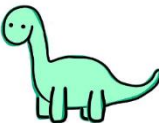
NURSERY

Number Rhymes and song, colours sorting and pattern, Counting	Number Rhymes and songs, size, counting principles and comparing Counting	Number Rhymes and song, Number 1,2 and 3 counting	Number Rhymes and song, Recap 1,2,3 Number 4 and 5 counting	Number Rhymes and song, Shapes, My day length and height Counting	Number Rhymes and song, weight, capacity positional language Counting
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RECEPTION

<p><u>Getting to know you</u> Opportunities for settling in, introducing areas of provision and getting to know the children.</p> <p><u>Just like me</u> Number Match and sort Compare amounts Measure, shape and spatial thinking Compare size, mass and capacity Exploring pattern</p>	<p><u>It's me, 1, 2, 3!</u> Number Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Measure, shape and spatial thinking Circles and triangles Positional language</p> <p><u>Light and Dark</u> Number Representing numbers to 5 One more and one less Measure, shape and spatial thinking Shapes with 4 sides Time</p>	<p><u>Alive in 5!</u> Number Introducing zero Comparing numbers to 5 Composition of 4 & 5 Measure, shape and spatial thinking Compare Mass (2) Compare Capacity (2)</p> <p><u>Growing 6,7,8</u> Number 6, 7 & 8 Making pairs Combining 2 groups Measure, shape and spatial thinking Length & Height Time</p>	<p><u>Building 9 and 10</u> Number 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, shape and spatial thinking 3D-shape Pattern (2)</p>	<p><u>To 20 and beyond</u> Number Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p><u>First Then Now</u> Number Adding More Taking Away Spatial Reasoning (2) Compose and Decompose</p>	<p><u>Find my pattern</u> Number Doubling Sharing & Grouping Even and Odd Spatial Reasoning (3) Visualise and Build</p> <p><u>On the move</u> Number Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping</p>
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EYFS LONG TERM PLAN 22-23						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me! 	Let's Celebrate! 	Terrific tales! 	Amazing Animals! 	Come Outside! 	Out of this 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 (History)

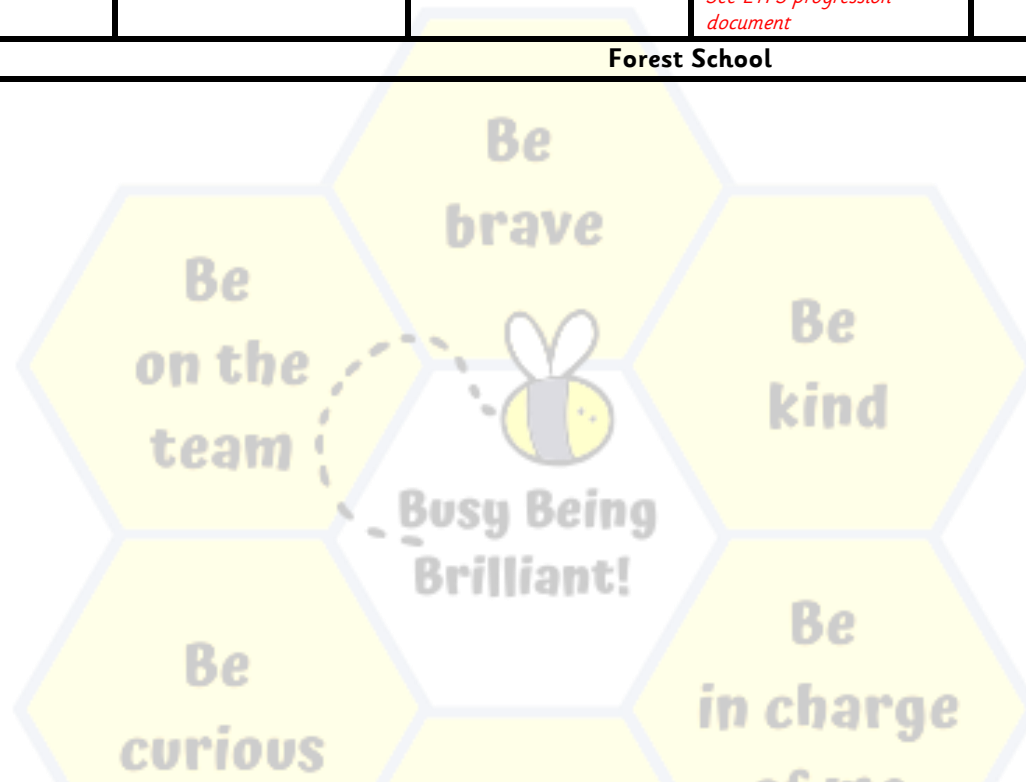
All about me Own History Look at how they have changed over their lifetime. Talk about events in their life - Nursery/Weekends/ My family Begin to understand how life has changed overtime for members of their family. Celebrations To understand why some people celebrate Diwali - Diwali Story	Celebrations To understand why we celebrate Bonfire night – Guy Fawkes. To understand why we celebrate Remembrance day – World War II To understand why we celebrate Christmas - Nativity Story To understand why we celebrate birthdays. To look at how Christmas celebrations have changed over time. Own History Talk about events in their life - Birthdays/Christmas. Fire service Compare similarities and differences between the fire service in the past and now.	Traditional tales (from the past) Begin to understand the past through settings, characters and events. Compare similarities and differences between now and then (using images from books) Celebrations Why do we celebrate Chinese New Year? - The Great Race Why are the years named after animals? Own History Talk about events in their life	Habitats - How they are changing are time To understand the impact of cutting down trees on the rainforest To understand the issue of global warming on the polar habitat. Discuss what they can do about climate change - Recycle – reduce – reuse Begin to understand that some animals are endangered/extinct and why Celebrations Why do we celebrate Easter? - Easter Story Growing (animals) To sequence the life cycle of an animal (Nursery - 2 pictures/Reception - 3 pictures) Own History Talk about events in their life	Growing (plants) To sequence the stages of a plant growing. (Nursery - 2 pictures/Reception - 3 pictures) To explore changes over time - plants Growing (Insects) To sequence the life cycle of an insect (Nursery - 2 pictures/Reception - 3 pictures) To explore changes over time - insects (caterpillars to butterflies) Farming Compare similarities and differences between farming in the past and now. Own History Talk about events in their life	Space Introduce Neil Armstrong – First Man on the Moon Dinosaurs Introduce Mary Anning – palaeontologist To learn about the dinosaurs/fossils. Transition - Reception to Year 1 Own History Talk about events in their life
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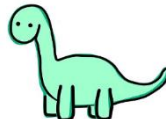
People, Culture and Communities (Geography/RE)

Me Choose and talk about objects that are important to them. Where I live Reflect on the different types of homes that people live in. My family Name different people in their family	Celebrations (General) - Birthdays/Christmas To understand what a celebration is. To understand how people celebrate Bonfire Night/Birthdays/Christmas etc.	Celebrations - Chinese New Year How is Chinese New Year celebrated? - Explore Look at similarities and differences to other celebrations. People who help us	Celebrations - Easter How is Easter celebrated? - Explore. Look at similarities and differences to other celebrations. People who help us Think about who helps us and how - vets	People who help us Think about who helps us and how - dentist/farmer Plants To learn about plants from around the world. <i>See EYFS progression document</i>	People who help us Think about who helps us and how - teacher (new) <i>See EYFS progression document</i>
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	.Begin to understand what makes their family unique. People who help us Think about who helps us and how - doctor Celebrations To understand how people celebrate Diwali - Explore. <i>See EYFS progression document</i>	To understand how people in different countries celebrate Christmas. People who help us Think about who helps us and how - Fire Service (link to Bonfire Night) <i>See EYFS progression document</i>	Think about who helps us and how - Police (link to Big Bad Wolf) <i>See EYFS progression document</i>	Animals To learn about animals from around the world. <i>See EYFS progression document</i>		
	WHERE IN THE WORLD WEDNESDAY (once every term) Explore different countries/cultures from around the world – maps, food, flags, languages England – Louth/London, Spain, Kenya Antarctica, India, Brazil, Australia					
	The Natural World (Science)					
	Growing To understand that humans grow and change over time. To understand what humans need to grow. To sequence the life cycle of a human (Nursery - 2 pictures/Reception - 3 pictures) Me Identify key features of my appearance. To identify similarities and differences between myself and others. Body To learn about different parts of my body. Seasons To identify the 5 senses and their sense organ Where I live To name important places in my community Seasons - Autumn To explain the changes that happen in Autumn <i>See EYFS progression document</i>	Seasons - Autumn To explain the changes that happen in Autumn <i>See EYFS progression document</i>	Materials To know that things can change shape To learn about melting To know how water changes. To explore different materials and talk about their strengths/weaknesses (3 Little Pigs house) Forces To explore forces. To know what happens when you push or pull something. To explore floating and sinking. Seasons - Winter To explain the changes that happen in Winter To understand the difference between hot and cold To understand how humans react differently to hot and cold. <i>See EYFS progression document</i>	Growing (animals) To know the names for the offspring animals. To know what animals need to grow. Animals To know what an animal needs/How to care for an animal. Nursery - pets/farm Reception - pets/farm/wild Habitats To know where animals live. To understand what a habitat is. To understand what makes a good habitat. To match animals to an appropriate habitat. Nursery - pets/farm Reception - pets/farm/wild To describe some similarities and differences between the natural world and contrasting environments - Rainforest/Woodland/Polar habitat. To identify how animals adapt to their environment. Seasons - Spring	Growing (plants) To understand what plants need to grow. Plants Identify the difference between a plant and tree. Insects To know what an insect is. To learn where insects live. To identify and describe insects. To understand why Bees are important. Seasons - Spring To explain the changes that happen in Spring. To look closely at a flower and identify different parts. Food To understand where food comes from. eggs - chicken milk - cows To identify healthy/unhealthy foods. To learn about fruit and vegetables <i>See EYFS progression document</i>	Space To understand some features of our Solar System To name some planets. Explore outer space. Learn about rockets To compare similarities and differences between the natural world around us and contrasting environments (Space), Seasons - Summer To explain the changes that happen in Summer. <i>See EYFS progression document</i>

				To explain the changes that happen in Spring <i>See EYFS progression document</i>		
	Forest School					



EYFS LONG TERM PLAN 22-23						
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EXPRESSIVE ARTS AND DESIGN

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.



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 develop.

Self portraits Draw a person Family pictures Mini-me's in provision Transient art	Firework pictures Rockets Decorations Collage Transient art	Props Masks Box modelling – houses Story retelling – story stones/spoons/puppets Bridges Transient art	Observational drawings/paintings - animals Animal patterns Camouflage Masks Create habitats/environments Transient art	Observational drawings/paintings - plants Natural art Andy Goldsworthy Colour mixing Transient art	3D planets/solar system Dinosaur eggs/fossils – salt dough Transient art
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Children to explore drawing, printing, painting, and sculpture throughout each term

See EYFS progression document

MUSIC EXPRESS

Special People - Beat	Our Senses - Timbre	Stories and Sounds - Structure	Growth and Change - Dynamics	Working World - Texture	Going Places - Pitch
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POETRY BASKET

Children will learn to sing and perform a range of songs and rhymes. In addition to daily experiences and opportunities offered to the children, they will learn songs and rhymes from 'The poetry basket' throughout the year.

NURSERY

Pointy Hat Leaves are Falling	Popcorn I Can Build a Snowman	Dance Five Little Peas
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RECEPTION

Five Little Pumpkins Breezy Weather	Carrot Nose Furry Furry Squirrel	A Little Shell I have a Little Frog
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grateful