

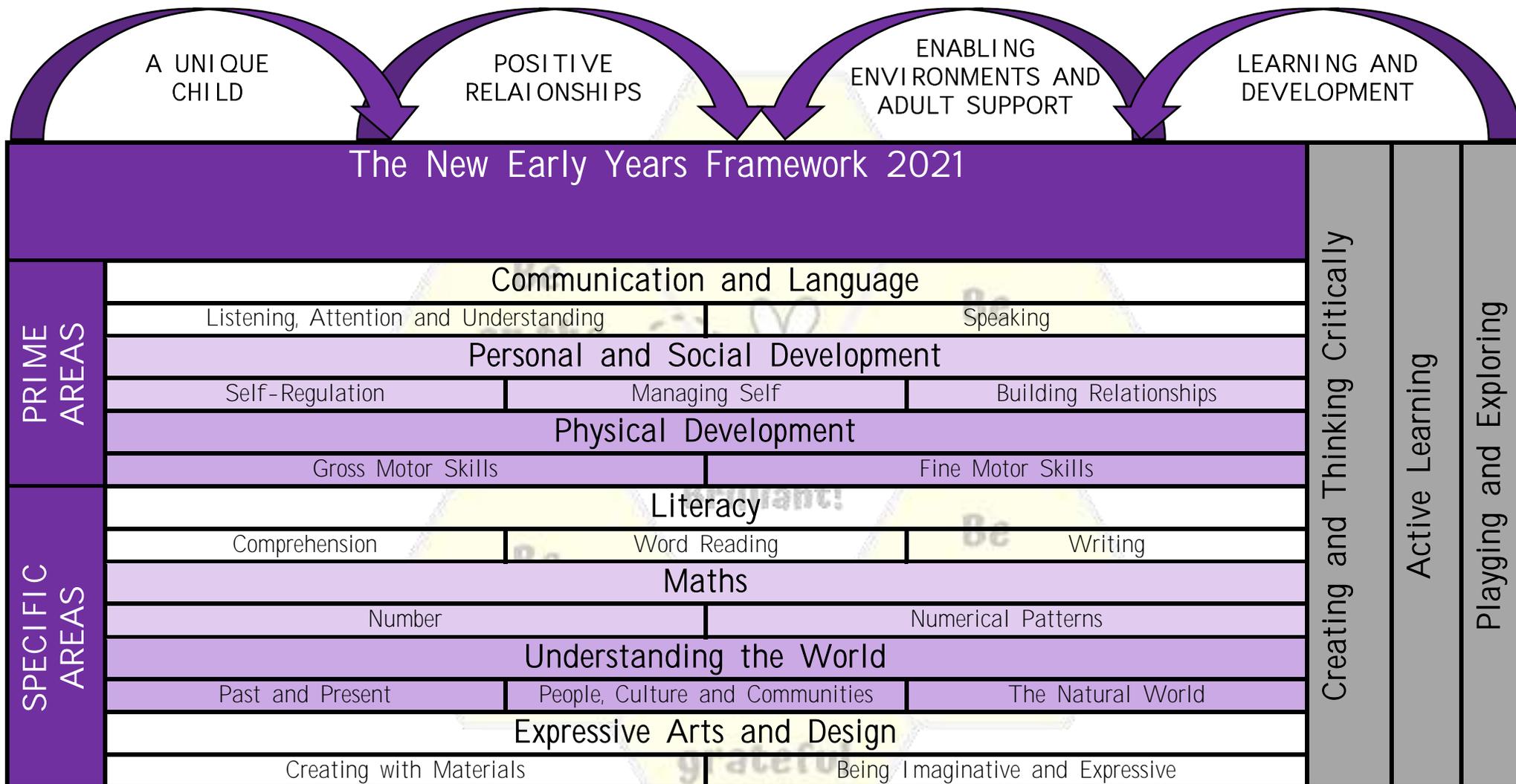


LaceyField

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

Long Term Plan 23-24

EYFS - FS1



EYFS LONG TERM PLAN 22-23

	AUTUMN 1 4/9/23 - 20/10/23 Training day: 1/9/23 7 weeks	AUTUMN 2 6/11/22 - 21/12/22 7 weeks	SPRING 1 3/1/24 - 9/2/24 6 weeks	SPRING 2 19/2/24 - 28/3/26 6 weeks	SUMMER 1 15/4/23 - 24/5/23 Bank holiday: 6/5/23 27/5/23 Training day: 12.4.24 6 weeks	SUMMER 2 3/6/23 - 19/7/23 Training day: 22/7/24 7 weeks
	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our 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	My family My house My local environment My history	Celebrations - Birthdays, Christmas, Halloween, Diwali	Materials Forces People who help us	Animals - Pets / Farm / Wild Habitats Animal lifecycles	Plants Weather Seasons Insects Lifecycles Where does food come from?	Countries around the world. Comparing environments Life in other countries
POSSIBLE TEXTS AND 'OLD FAVOURITES'	The Colour Monster The Colour Monster goes to school Pete the Cat - Rocking in his School Shoes Love Monster Ruby's Worry Our Very Own Dog	Kipper's birthday Maisie's Birthday Little Glow The Nativity Story What's in the Witch's Kitchen?	Superworm Supertato Super Daisy Juniper Juniper Superhero Hotel Zippo the super hippo 10 Little Superheroes There's a Superhero in Your Book	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	Handa's Surprise Handa's Hen Here We Are We are going on a Lion Hunt How Big is the World? Last stop on Market Street Lost and Found
EXPERIENCES/TRIPS	Walk around the local environment		Visit from the Police / Fire Service / Dentist / Doctor	Animal experience Visit from a vet	Planting Walk to the allotment	
DATES	Phonics meeting Tapestry opportunities	Tapestry opportunities	Tapestry opportunities	Tapestry opportunities	Tapestry opportunities	Sports Day School reports Tapestry opportunities

EYFS LONG TERM PLAN 23-24						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our World! 
COEL	<p align="center">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 23-24						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our World! 
COMMUNICATION AND LANGUAGE	<p>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 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.</p> 					

<p>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</p> <p>I do, we do, you do - speaking tool</p>	<p>Listening, Attention and Understanding Listens to others in one-to-one or small groups when conversation interests them.</p> <p>Speaking Can retell a simple past event in the correct order. Uses talk to explain what is happening and what might happen next.</p>	<p>Listening, Attention and Understanding 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>Speaking Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Listening, Attention and Understanding Pay attention to more than one thing at a time. Understands use of objects. Understands why questions.</p> <p>Speaking 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>Listening, Attention and Understanding Understand a question or instruction that has two parts. Shows some understanding of prepositions by carrying out an action.</p> <p>Speaking 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>Listening, Attention and Understanding Focussing attention - can still listen and do but can change their own focus.</p> <p>Speaking 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>Listening, Attention and Understanding Responds to instructions with more elements. Beginning to understand how and why questions.</p> <p>Speaking 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>
<p>OBSERVATIONAL CHECKPOINT</p>	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>					

EYFS LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our World! 
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<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 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.</p>					
<p>Children develop their personal, social and emotional skills throughout the year through Jigsaw sessions, circle times, social stories, diversity stories, Tapestry Time etc.</p> <p>LINK TO BEE-HAUBOURS FOR LEARNING</p> 	<p>Self-Regulation Show more confidence in new social situations. Develop their sense of responsibility and membership of a community.</p> <p>Managing Self Select and use activities and resources, with help when needed.</p> <p>Building Relationships Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Self-Regulation Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Managing Self Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Show an increasing desire to be independent.</p> <p>Building Relationships</p>	<p>Self-Regulation Talk about feelings using words like happy, sad, angry and worried.</p> <p>Managing Self Increasingly follow rules, understanding why they are important</p> <p>Increasingly independent as they get dressed and undressed</p> <p>Building Relationships Seeks out companionship with adults and other children.</p>	<p>Self-Regulation Begin to understand how others might be feeling.</p> <p>Managing Self Increasingly follow rules, understanding why they are important</p> <p>Building Relationships Play with one or more other children, extending and elaborating play ideas.</p>	<p>Self-Regulation Develop appropriate ways to be assertive. Talks about how others might be feeling and responds according to their understanding of the person's needs and wants.</p> <p>Managing Self Becoming aware of the similarities and differences between themselves and others. Is sensitive to others messages of appreciation or criticism.</p>	<p>Self-Regulation Expresses a wide range of feelings in their interactions with others through their behaviour and play including excitements and anxiety, guilt and self-doubt. Is more able to recognise the impact of their choices and actions and knows some words or actions can hurt others feelings.</p> <p>Managing Self Do not always need an adult to remind them of the rules</p>

Enjoys playing alone or alongside others.	Enjoys playing alone or alongside others; inviting others to play and attempting to join others play. Use their experience of adult behaviours to guide social relationships.	Be brave	Be	Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink activity. <i>Building Relationships</i> Help to find solutions to conflicts and rivalries.	Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situation and being able to express their needs and ask for help. <i>Building Relationships</i> Talk with others to solve conflicts.
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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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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	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	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	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	1. My Family and Me! I can tell you about my family 2. 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	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
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	<p>that it is good to be kind to people</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>I can tell you how I could make new friends.</p> <p>6. Standing Up for Yourself I can use my words to stand up for myself</p>	<p>like to do when I'm older</p> <p>6. Footprint Awards I can feel proud when I achieve a goal</p>	<p>I know how to help myself go to sleep and that sleep is good for me</p> <p>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</p> <p>6. Stranger Danger I know what to do if I get lost and how to say NO to strangers</p>	<p>I know what to say and do if somebody is mean to me</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 can work together and enjoy being with my friends</p>	<p>I know that I grow and change</p> <p>5. Fun and Fears I can talk about how I feel moving to School from Nursery</p> <p>6. Celebration I can remember some fun things about Nursery this year</p>
<p>OBSERVATIONAL CHECKPOINT</p>	<p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p> <p>Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>					

EYFS LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p>	<p>All About Me!</p> 	<p>Let's Celebrate!</p> 	<p>Superheroes!</p> 	<p>Amazing Animals!</p> 	<p>Come Outside!</p> 	<p>Our World!</p> 
<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>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</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>Gross Motor Can grasp and release with two hands to throw a large ball. Walks down a slope whilst carrying a small object, maintaining stability. Can balance on one foot or squat momentarily.</p> <p>Fine Motor Start to use a knife and fork with support.</p> <p>Health (also linked to PSED) Can name different parts of the body. Dresses with help.</p>	<p>Gross Motor Continue to develop their movement, balancing, riding and ball skills. Can grasp and release with two hands to catch a large ball</p> <p>Fine Motor Explore and manipulate a range of tools and equipment in one hand.</p> <p>Health (also linked to PSED) Can tell adults when they are hungry, full or tired and when they want to rest.</p>	<p>Gross Motor Start taking part in some group activities which they make up for themselves or in teams. Use large muscles to wave flags and streamers, paint and make marks. Walks downstairs carrying a small object.</p> <p>Fine Motor Start to eat independently using a knife and fork. Create lines pivoting from the shoulder.</p>	<p>Gross Motor Skip, hop and stand on one leg and hold a pose for a game e.g. musical statues. Climb up apparatus using alternate feet.</p> <p>Fine Motor Use one handed tools and equipment e.g. making snips in paper.</p> <p>Health (also linked to PSED) Observe and can describe in words or actions the effects of physical activity on their bodies.</p>	<p>Gross Motor Are increasingly able to use and remember sequences and patterns of movement related to music and rhythm. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid objects. Match their developing physical skills to tasks and activities in the setting.</p>	<p>Gross Motor Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Choose the right resources to carry out their own plan Collaborate with others to manage large items.</p> <p>Fine Motor Use a comfortable grip with good control when holding pens and pencils.</p>

			<p><i>Health (also linked to PSED)</i> Increasingly independent as they get dressed and undressed. Can wash and dry hands effectively and knows why this is important.</p>	<p>Gains more bowel and bladder control and can attend to toileting needs most of the time.</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><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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EYFS LONG TERM PLAN 23-24

	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! 	Our World! 
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>					

	<p>Comprehension Looks at books independently. Enjoys digital books.</p> <p>Word Reading Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Writing Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>RWI Ready Environmental sounds Instrumental sounds Body percussion</p>	<p>Comprehension listen to and joins in with some stories and poems when reading one to one and in small groups. Joins in with repeated refrains and anticipated key events in rhymes and stories.</p> <p>Word Reading Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Writing Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Sometimes gives meaning to their drawing and painting.</p> <p>RWI Ready Rhythm and Rhyme Alliteration</p>	<p>Comprehension Engages in conversations about stories and learning new vocabulary. Knows that print carries meaning and is read from left to right in English.</p> <p>Word Reading Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Writing Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Includes mark making and early writing in their play.</p> <p>RWI Ready Voice Sounds Oral blending and segmenting</p>	<p>Comprehension Begins to be aware of how stories are structured and to tell own stories. Recognises familiar words and signs such as own name and logos. Talk about the main character in a story and suggest how the story might end.</p> <p>Word Reading Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Shows an interest in illustrations and words in books and the environment.</p> <p>Writing Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Comprehension Knows information can be relayed through signs symbols in various forms. Talk about a familiar story and retell longer stories that are familiar to them.</p> <p>Word Reading Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Writing Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>RWI One/two sounds a week</p>	<p>Comprehension Understands the five key concepts about print.</p> <p>Word Reading Develop their phonological awareness so they can spot and suggest rhymes, count or clap syllables, recognize words with the same initial sound.</p> <p>Writing Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page e.g write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> <p>RWI One/two sounds a week</p>
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				RWI One/two sounds a week		
KEY TEXTS						
Leaf thief The Very Helpful Hedgehog The Colour Monster	Little Glow Cake Dear Santa	There's a Superhero in your book Ten Little Superheroes Supertato	Oi Series Dear Zoo Oh No George	Jack and the Beanstalk The Very Hungry Caterpillar The Gruffalo	We are Welcome Sharing a Shell Handa's Surprise Lost and Found	
POETRY BASKET						
Cup of tea	Breezy weather	I can build a snowman	Pancake	Dance	Under a stone	

EYFS LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our World! 

MATHS 	<p>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.</p>					
	Colours Matching Sorting	Number 1 Number 2 Pattern Consolidation	Number 3 Number 4 Number 5	Consolidate 1-5 Number 6 Height and Length Mass Capacity Consolidation	Sequencing Positional language More than/Fewer than Shape 2D Shape 3D	Number composition 1-5 revision What comes after? What comes before? Numbers to 5 Consolidation

					Consolidation: More than/fewer one more and one less	
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EYFS LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our 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.

<p><i>Past and Present</i> Begin to make sense of their own life-story and family history.</p> <p><i>People, Culture and Communities</i> Recognise and describe special times or events for family or friends. Develop positive attitudes about the differences between people. Shows an interest in lives of people who are familiar to them.</p> <p><i>The Natural World</i></p>	<p><i>Past and Present</i> Remembers and talks about significant events in their own experiences.</p> <p><i>People, Culture and Communities</i> Continue to develop a positive attitude about the difference between people. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</p>	<p><i>Past and Present</i> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</p> <p><i>People, Culture and Communities</i> Show an interest in different occupations and ways of life indoors and outdoors. Continue developing positive attitudes about the difference between people.</p> <p><i>The Natural World</i> Explore collections of materials with similar</p>	<p><i>Past and Present</i> Remembers and talks about significant events in their own experiences</p> <p><i>People, Culture and Communities</i> Show interest in different occupations and ways of life indoors and outdoors, e.g. vets.</p> <p><i>The Natural World</i> Understand the need to respect and care for all living things. Understand the key features of the life cycle of an animal.</p>	<p><i>Past and Present</i> Talk about what they have experienced or seen in photos. Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Share stories about people from the past who have an influence on the present.</p> <p><i>People, Culture and Communities</i></p>	<p><i>Past and Present</i> Retell past events in the correct order. Use talk to connect ideas and explain what is happening, recall and relive past experiences and anticipate what might happen next.</p> <p><i>People, Culture and Communities</i> Make imaginative & complex 'small worlds' with blocks and construction kits, such as a city with different buildings a park.</p>
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	<p>Talk about the differences between materials and changes they notice. Look at the stages of development from birth to adult. Understand the key features of the life cycle of an animal. Name and identify body parts.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>The Natural World .Explore collections of materials with similar properties. Talk about what they see, using a wide vocabulary (seasonal changes).</p>	<p>and/or different properties. Explore how things work - wind-up toys, pulleys, cogs. Explore and talk about different forces they can feel - magnets, push/pull Questions why things happened and gives explanations. Use all their senses in hands-on exploration. Talk about the differences between materials and changes they notice. Explore how materials change from one state to another. Explore how different materials sink and float. Investigate shadows. Explore how you can shine light through some materials, but not others.</p>	<p>Care for animals. Use all their senses in hands on exploration of natural materials. Develop an understanding of growth, decay and changes over time Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Talk about what they see, using a wide vocabulary. Identify seasonal patterns - focusing on animals. Name baby animals. Explore different habitats outdoors</p>	<p>Show interest in different occupations and ways of life indoors and outdoors, e.g. farmer, gardener</p> <p>The Natural World Use all their senses in hands-on exploration of natural materials. Investigate and talk about leaves, seeds etc. Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and living things. Develop an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment. Talk about plants they have observed.</p>	<p>Know that there are different countries in the world. Talk about similarities and differences.</p> <p>The Natural World Investigate and talk about rocks,, shells etc. Recognise the effect of changing seasons on the natural world around me. Show curiosity in the outdoor environment. Use all their senses to investigate objects in nature and the environment.</p>
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EYFS LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>All About Me!</p> 	<p>Let's Celebrate!</p> 	<p>Superheroes!</p> 	<p>Amazing Animals!</p> 	<p>Come Outside!</p> 	<p>Our World!</p> 	
<p>EXPRESSIVE ARTS AND DESIGN</p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> 	<p>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.</p>					
	<p><i>Being Imaginative</i> Listen with increased attention to sounds.</p> <p><i>Creating with Materials</i> Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Continue to explore how to move in a range of ways.</p>	<p><i>Being Imaginative</i> Remember and sing entire songs. Respond to what they have heard, expressing their thoughts and feelings.</p> <p><i>Creating with Materials</i> Explore colour and colour mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore different materials freely in order to develop ideas of how to use them and what to make.</p>	<p><i>Being Imaginative</i> Notices what other children do mirroring what is observed, adding variations and then doing it spontaneously. Plays alongside others who are engage in the same theme.</p> <p><i>Creating with Materials</i> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sings to self and makes up simple songs Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><i>Being Imaginative</i> Creates sounds movements and drawings to accompany stories. Engages in imaginative play based on own ideas and first handed experiences.</p> <p><i>Creating with Materials</i> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.</p>	<p><i>Being Imaginative</i> Experiments and creates movement in response to music, stories and ideas. Uses available resources to create prompts or creates imaginary ones to support play.</p> <p><i>Creating with Materials</i> Create their own songs, or improvise a song around one they know. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p><i>Being Imaginative</i> Uses movement and sounds to express experiences expertise, ideas and feelings</p> <p><i>Creating with Materials</i> Use drawing to represent ideas, like movements or loud noises.</p>

		Enjoys singing, moving and dancing and ring games.	Begins to develop complex stories using small world equipment like animal sets, etc. Sings familiar songs e.g. pop songs. Taps out simple repeated rhythms.	Join different materials and explore textures. Uses tools for a purpose.	Makes imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park.	
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