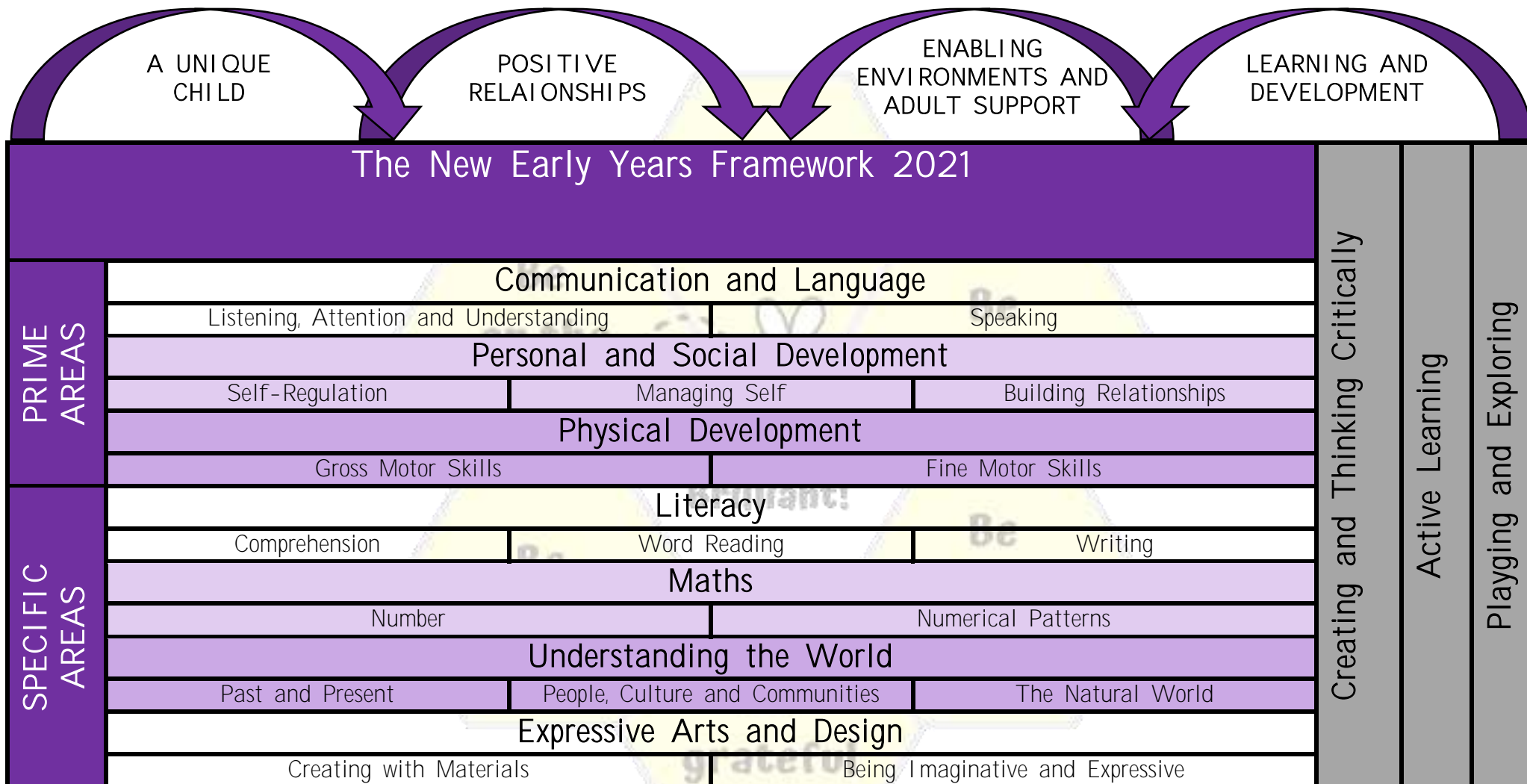










LaceyField







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








EYFS - FS2 Long Term Plan 23-24



EYFS LONG TERM PLAN 23-24

	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	Walk to cenotaph Puppets - Mr Fox Firework party	Visit from the Police / Fire Service / Dentist / Doctor	World's Wildlife Visit from a vet	Planting Walk to the allotment Our own garden	Seaside experience
PARENTAL INVOLVEMENT	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 style="text-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 Children will be able to understand how to listen carefully and know why it is important. Engage in non-fiction books.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions. Ask questions to find out more and to check they understand what has been said to them. Engage in story times</p> <p>Speaking Children will use new vocabulary throughout the day. Develop social phrases</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more. Listen to and talk about stories to build familiarity and understanding.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts. Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses. Use new vocabulary in different contexts.</p>
<p>ELGs</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when</p>					

appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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>					
LINK TO BEE-HAVIOURS FOR LEARNING	<p>Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings. Show resilience and perseverance in the face of challenge.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Children will develop independence when dressing and undressing.</p> <p>Building Relationships</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>Managing Self Children will manage their own basic needs independently.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will show a 'can do attitude'. Children will learn to dress themselves independently.</p> <p>Building Relationships Children will have the confidence to communicate with</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more. Children will understand the importance of healthy food choices. Think about the perspectives of others.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>









<p>speak to peers and adults. Build constructive and respectful relationships. Recognises that they belong to different communities and social groups and communicates freely about own home and community.</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p>	<p>Children will be able to use taught strategies to support in turn taking. Children will learn to work as a group.</p>	<p>Children will learn to dress themselves independently. <i>Building Relationships</i> Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>adults around the school.</p>	
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JIGSAW

<p>BM (Being Me in My World) 'Who am I and how do I fit?'</p>	<p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>HM (Healthy Me) Being and keeping safe and healthy</p>	<p>RL (Relationships) Building positive, healthy relationships</p>	<p>CM (Changing Me) Coping positively with change</p>
<p>1. Who... Me?! I understand how it feels to belong and that we are similar and different 2. How am I feeling today? I can start to recognise and manage my feelings 3. Being at School I enjoy working with others to make school a good place to be 4. Gentle hands I understand why it is good to be kind and use gentle hands 5. Our Rights</p>	<p>1. What am I good at? I can identify something I am good at and understand everyone is good at different things 2. I'm Special, I'm Me! I understand that being different makes us all special 3. Families I know we are all different but the same in some ways 4. Houses and Homes I can tell you why I think my home is special to me</p>	<p>1. Challenge! I understand that if I persevere I can tackle challenges 2. Never Giving Up I can tell you about a time I didn't give up until I achieved my goal 3. Setting a goal I can set a goal and work towards it 4. Obstacles and Support I can use kind words to encourage people 5. Flight to the Future I understand the link between what I learn</p>	<p>1. Everybody's Body I understand that I need to exercise to keep my body healthy 2. We like to move it, move it! I understand how moving and resting are good for my body 3. Food Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices 4. Sweet Dreams I know how to help myself go to sleep and understand why sleep is good for me 5. Keeping Clean</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 2. Make friends, never ever break friends Part 1 I know how to make friends to stop myself from feeling lonely 3. Make friends, make friends, never ever break friends Part 2 I can think of ways to solve problems and stay friends 4. Falling Out and Bullying Part 1</p>	<p>1. My Body I can name parts of the body 2. Respecting My Body I can tell you some things I can do and foods I can eat to be health 3. Growing Up I understand that we all grow from babies to adults 4. Fun and Fears Part 1 I can express how I feel about moving to Year 1 5. Fun and Fears Part 2</p>










	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	5. Making Friends I can tell you how to be a kind friend 6. Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind	now and the job I might like to do when I'm older 6. Footprint Awards I can say how I feel when I achieve a goal and know what it means to feel proud	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet 6. Stranger Danger I know what a stranger is and how to stay safe if a stranger approaches me	I am starting to understand the impact of unkind words 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 know how to be a good friend	I can talk about my worries and/or the things I am looking forward to about being in Year 1 6. Celebration I can share my memories of the best bits of this year in Reception.
ELGs	<p>Self-Regulation: 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.</p> <p>Managing Self: 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.</p> <p>Building Relationships: 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.</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! 
PHYSICAL DEVELOPMENT Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading,	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					

<p>cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Squiggle While You Wiggle and Squiggle me into a Writer.</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>PE Sessions</p> <p>In all topics Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> 	<p>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 Children will learn to move safely in a space. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Watch and talk about dance and performance art, expressing their feelings and responses, Draw lines and circles using gross motor movements</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools. Develop muscle tone to put pencil pressure on paper. Children will use cutlery appropriately.</p>	<p>Gross Motor Children will explore different ways to travel using equipment. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Explore and engage in dance, performing solo or in groups.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures. Manipulate objects with good fine motor skills. Show preference for dominant hand.</p>	<p>Gross Motor Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences. Children will move safely with confidence and imagination, communicating ideas through movement. Combine different movements with ease and fluency.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively. Use tools to effect changes to materials Use scissors to make snips and cuts</p>	<p>Gross Motor Children will jump and land safely from a height. Children will balance on a variety of equipment and climb. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Hold pencil effectively with comfortable grip Encourage children to draw freely. Holding Small Items / Button Clothing / Cut along a straight / curved line with scissors.</p>	<p>Gross Motor Children will be able to control a ball in different ways. Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes. Start to draw pictures that are recognisable.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor Children will form letters correctly using a tripod grip. Copy a square. Begin to draw diagonal lines, like in a triangle. Build things with smaller linking blocks, such as Duplo or Lego</p>
PE Sessions						
	Introduction to PE Unit 2	Fundamentals	Dance Unit 2	Gymnastics Unit 2	Balls Skills Unit 2	Games Unit 2

ELGs	<p><i>Gross Motor:</i> 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.</p> <p><i>Fine Motor:</i> 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</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! 	Superheroes 	Amazing Animals! 	Come Outside! 	Our World! 
LITERACY Children will read books matched to their phonics ability   	<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 Children will independently look at a book, hold it the correct way and turn pages. Joining in with rhymes and showing and stories with repeated refrains Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can</p>	<p>Comprehension Children will engage and enjoy an increasing range of books. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories. Sequence story - use vocabulary of beginning, middle and end.</p> <p>Word Reading</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary. Knows that information can be retrieved from books, computers and mobile digital devices.</p> <p>Word Reading Re-read books to build up their confidence in word reading, their fluency and their</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading Children will retell a story using vocabulary influenced by their book. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and</p>	<p>Comprehension Children will be able to answer questions about what they have read. Create own stories based on language from familiar books.</p> <p>Word Reading Children will read longer sentences containing basic 3 words and red words. Read at least 10 digraphs in simple</p>	<p>Comprehension Stories from other cultures and traditions. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives</p>



have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.

Sequencing familiar stories through the use of pictures to tell the story.

Word Reading

Recognising initial sounds.

Read individual letters by saying the sounds for them.

Reading own name. Children will segment and blend sounds orally to create words.

Writing

Children will give meanings to the marks they make. Children will begin to write initial sounds for words.

Starts to develop phonic knowledge by linking sounds to letters, naming some of the letters of the alphabet, identifying letters and writing recognisable letters in

Blend sounds into words, so that they can read short words made up of known letter- sound correspondence

Writing

Writing initial and final sounds in a word.

Begins to use anticlockwise movements and retrace vertical lines. Writing CVC words. Writes **some** letters accurately.

RWI

Set 1 Group C Children should be able to:
Read 25+ sounds
Blend sounds into words orally

understanding and enjoyment. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Children will recognise taught digraphs in words and blend the sounds together.

Writing

Children will write words representing the sounds with a letter/letter including some digraphs. Spell words by identifying the sounds and then writing the sound with letter/s.

RWI

Ditty Group Children should be able to:
Read all Set 1 single-letter sounds speedily
Read Word Time 1.1 to 1.4 words with Fred Talk

explanations by connecting ideas or events. Can explain the main events of a story. Can draw pictures of Characters / event / setting in a story. May include labels, sentences or captions. Answer who, why, how questions to show their understanding of the text.

Word Reading

Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few exception words.

Writing

Writing captions using known sounds and begin to attempt sentence. Children will form most letters correctly.

RWI

Red Group Children should be able to:

captions and sentences.

Writing

Children will write simple phrases and sentences using recognisable letters and sound Re-reading what they have written. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

RWI

Green Group Children should be able to:
Read Word Time 1.6 and 1.7 (4/ 5 sounds)
Phonics Green Words with Fred Talk
Read 3 and 4 sound nonsense words with Fred Talk

information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

Word Reading

Children will read longer sentences, with fluency, containing basic 3 words and tricky words.

Writing



Writing can be read by myself and others. Letters are formed correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.


RWI

Green/Purple Group
Read Word Time 1.6 and 1.7 (4/ 5 sounds)
Phonics Green Words with Fred Talk
Read 3 and 4 sound nonsense words with Fred Talk
Read Word Time 1.6 and 1.7
Read phonics Green Words speedily

	sequence, such as in their own name. <i>RWI</i> <i>Set 1 Group B</i> Children should be able to: Read first 16+ Set 1 sounds			Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk		
	KEY TEXTS					
	Pete the Cat - Rocking in my school shoes Bedtime for Monsters	Kipper's Birthday Nativity story	Superworm Super Daisy	Our Very Own Dog What the ladybird heard	Bog Baby Jasper's Beanstalk	Here We Are
	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.					
Chop chop	Pointy hat	Pop corn	A cute little snowman	Five little peas	I have a little frog	
ELGs	<p>Comprehension: 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.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</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!
						

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.					
	Getting to know you (2 weeks) Match, sort and compare (2 weeks) Talk about measure and pattern (2 weeks)	It's me, 1, 2, 3! (2 weeks) Circles and triangles (1 week) 1, 2, 3, 4, 5 (2 weeks) Shapes with 4 sides (1 week)	Alive in 5 (2 weeks) Mass and capacity (1 week) Growing 6, 7, 8 (2 weeks)	Length, height and time (2 week) Building 9 and 10 (3 weeks) Explore 3D shapes (2 weeks)	To 20 and beyond (2 weeks) How many now? (1 week) Manipulate, compose and decompose (2 weeks) Sharing and grouping (2 weeks)	Visualise, build and map (3 weeks) Make connections (1 week) Consolidation (1 week)
ELGs	<p><i>Number:</i> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><i>Numerical Patterns:</i> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</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! 

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
 Can talk about what they do with their family and the places they have been with them.
 Comment on images of familiar situations in the past
 Talk about members of their family and community by commenting on photos of their family and saying what relation they are to them.

People, Culture and Communities

Talk about members of their immediate family and community.
 Name and describe people who are familiar to them.
 Can draw similarities and make comparisons between other families.
 Children will know about features of the immediate environment.

Past and Present
 Children will know some similarities and differences between things in the past and now.
 Can talk about what they have done with their families during Christmas/celebrations in the past.
 Compare and contrast characters from stories, including figures from the past.
 Guy Fawkes
 Jesus
 World War 11

People, Culture and Communities

Recognise that people have different beliefs and celebrate special times in different ways.
 Understand that some places are special to members of their community.
 Compare and contrast celebrations from around the world.

Past and Present
 Compare and contrast characters from stories, including figures from the past
 Little People, Big Dreams
 Chinese New Year

People, Culture and Communities

Identify and talk about people who help us in the local community, e.g. the police, fire service, doctors etc.

The Natural World

Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
 Children will know some important

Past and Present
 Children will know some similarities and differences between things in the past and now.
 Organise events using basic chronology - lifecycle of a plant, insect.

People, Culture and Communities

Identify and talk about people who help us in the local community, e.g. vet.

The Natural World

Describe and comment on things they have seen whilst outside, including animals.
 Name and describe some animals.
 Make observations about animals discussing similarities and differences.
 Compare animals from two settings e.g. jungle and a farm.
 Make sense of

Past and Present
 Children will talk about similarities and differences between things in the past and now.
 Organise events using basic chronology - lifecycle of a plant, insect.

People, Culture and Communities

Identify and talk about people who help us in the local community, e.g. farmer, gardener.

The Natural World

Children will make observations about plants discussing similarities and differences.
 Discuss how we care for the natural world around us.
 Name and describe some plants.
 Describe and comment on things they have seen whilst outside,








Past and Present
 Look at the difference between homes/transport etc., in this country and one other. Encourage the children to make a simple comparison.

People, Culture and Communities

Recognise some similarities and differences between life in this country and life in other countries
 Draw information from a simple map and look at features of the local area and compare this to places on google maps.
 Children will know that people in other countries may speak different languages.
 Children will know that there are many countries around the world.

	<p>Draw information from a simple map.</p> <p>The Natural World Recognise where they live and the features of the local environment. Know we live in England and that is part of the UK. Find out about their environment and talk about features they like/dislike. Use appropriate words e.g. town, village, road, path, house, flat. Know that humans grow and change over time. Talk about what humans need to grow. Identify key features of their appearance. Identify similarities and differences between themselves and others. Identify different parts of their body.</p>	<p>Engage with religious and cultural communities and their practices.</p> <p>The Natural World Understand the effect of changing seasons on the natural world around them</p>	<p>processes and changes in the natural world, including states of matter, e.g. melting/freezing Explore forces - push/pull, floating/sinking Explore different materials and talk about their strengths/weaknesses.</p>	<p>different environments and habitats. Know what an animal needs to grow. Understand the effect of changing seasons on an animals' behaviour. Describe some important processes and changes in the natural world around them, e.g. hibernation. Understand the effect of changing seasons on the natural world around them.</p>	<p>including plant Know ths.at plants are living things. Know that plants need water, light and warmth to grow and survive A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds Identify different parts of an insect. Know what some parts of a flower are called. Identify the difference between a plant and a tree.</p>	<p>The Natural World Compare similarities and differences between the natural world around us and contrasting environments Recognise that some environments are different to the one in which they live. Understand some important processes and changes in the natural world around me including the seasons.</p>
<p>ELGs</p>	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>					

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 states of matter.

EYFS LONG TERM PLAN 23-24						
GENERAL THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	All About Me! 	Let's Celebrate! 	Superheroes! 	Amazing Animals! 	Come Outside! 	Our World! 
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.	<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>Being Imaginative Develop storylines in their pretend play. Joins in with songs Build stories around toys (small world) use available props to support role play Build models using construction equipment. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing call and</p>	<p>Being Imaginative Children will experiment with different instruments and their sounds. Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen to music and make their own dances in response. Role-play celebrations from around the world including different weddings, birthdays and the Nativity story.</p>	<p>Being Imaginative Children will create narratives based around stories. Children will play collaboratively as part of a group to create, develop and act out an imaginary idea or narrative. Listen attentively, move to and talk about music, expressing their feelings and responses. Make music in a range of ways e.g. plays with sounds</p>	<p>Being Imaginative Children will move in time to the music. Watch and talk about dance and performance art, expressing their feelings and responses Choose particular movements, instruments/sounds for their own imaginative purposes.</p> <p>Creating with Materials Draw an outline then fill using pastel.</p>	<p>Being Imaginative Children will play an instrument following a musical pattern. Children will invent their own narratives, stories and poems.</p> <p>Creating with Materials Explore blending using pastel. Explore colour mixing using powder paint. Create representations both imaginary & real-life ideas, events, people & objects.</p>	<p>Being Imaginative Children will play collaboratively as part of a group to create, develop and act out an imaginary idea or narrative. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Creating with Materials Return to and build on their previous learning, refining ideas and developing</p>

	<p>response songs..</p> <p>Creating with Materials Draw using felt tips Paint exploration Explore direct prints Organise ready cut materials to create a picture. Use different techniques for joining materials - PVA glue Explore junk modelling. Focus Artist: Giuseppe Archimboldo</p>	<p>creates representations of both imaginary and real life ideas events, people and objects Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></p> <p>Creating with Materials Draw an outline using a pencil. To explore colour mixing using poster paint. Creates shades of colour. Explore relief prints. Choose and combine media to make a collage. Use one material to create a collage, e.g. leaves.. Add features using pen. Mould using clay. Focus Artist: Pollock</p>	<p>creatively, plays along to the beat of the song they are singing or music they are listening to.</p> <p>Creating with Materials Draw an outline using a pencil, then fill using pencil crayon. Mixing colour for a purpose. Create representations both imaginary & real-life ideas, events, people & objects. Explore mono-prints. Combine different media to make a collage. Use different techniques for joining materials - Split pins Focus Artist: Kandinsky / Mondrian</p>	<p>Explore colour mixing using water colour paint. Create representations both imaginary & real-life ideas, events, people & objects. Explore resist/stencil print. Combine different media and organise to create a picture of own choice. Create a clay model, joining pieces together. Children will explore and use a variety of artistic effects to express their ideas and feelings. Respond imaginatively to artworks and objects. Focus artist: Henri Matisse</p>	<p>Explore collagraph print. Combine different media and organise to create a picture of own choice. Use different techniques for joining materials - Tape Children will share creations, talk about process and evaluate their work resources, and skills Focus artist: Andy Goldsworthy</p>	<p>their ability to represent them. Create representations both imaginary & real-life ideas, events, people & objects Create a collage collaboratively sharing ideas, Carving details into clay. Use tools to create different textures Focus artist: Van Gogh</p>
	MUSIC EXPRESS					
	<p>A tale from long ago Busy City</p>	<p>Light a Candle An Indian Wedding</p>	<p>Who shall I be Today? When Snowflakes fall Fabulous Food</p>	<p>New Beginnings Amazing African Animals Under the Sea</p>	<p>A Sky full of Colour Our growing world Let's go green</p>	<p>Beyond the stars Do you see dinosaurs?</p>
ELGs	<p>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.</p> <p>Being Imaginative: 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.</p>					

