

## EYFS Long Term Plan



In all units of work, the prime areas of learning (Communication and Language, Personal, Social and Emotional Development and Physical Development) will underpin all learning in the Early Years. We encourage our children to be resilient, confident and self-assured learners and to develop and establish positive relationships. We also recognise that children learn and develop best in enabling environments in which their experiences respond to their individual needs- so work within our units will reflect this. Our practitioners ensure that the children in our school have access to challenging, playful opportunities across all areas of learning. We foster the characteristics of effective learning in all of our work, ensuring that our children have the opportunity for **playing and exploring, active learning and creating and thinking critically.**

	AUTUMN 1	AUTUMN 2	SPRING 3	SPRING 4	SUMMER 5	SUMMER 6
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<b>OURSELVES AND OUR FAVOURITE THINGS</b>	<b>TREASURE</b>	<b>DUNGEONS AND DRAGONS</b>	<b>MONSTERS AND ALIENS</b>	<b>ALL CREATURES GREAT AND SMALL</b>	<b>OPPOSITES</b>
	Thinking about ourselves, our families and friends, favourite colours and books. New beginnings Learning we are all unique Learn class/school routines Understand our rules and follow them Form positive relationships with peers and adults Initiate conversations with others	Thinking about what things we treasure – family, friends, special toys, events. Playing co-operatively and taking turns with others Say when help is needed or not Giving opinions Think about our family tree – parents, grandparents, aunties, uncles etc. Celebrating similarities and differences	Become independent and confident in our setting Select resources needed for chosen activities Show care and concern for each other Share resources with peers Make strong relationships with others	Take steps to resolve conflicts and find a compromise Show sensitivity to others' needs and feelings What makes a good friend? (link with the Gruffalo) Learning for living – Relationships with our families	Relationships Learning for living - Keeping Healthy Can talk about their abilities. Be confident to try new activities. Work as part of a group, understanding and following rules.	Listening to each other and considering feelings/views. Understand what bullying is. Prepare for the new challenges going into Year 1. Learning for living – Citizenship.
<b>OTHER EVENTS</b>	<i>Day 10-</i> Harvest Festival Remembrance Diwali Christmas - Nativity		<i>Day 10-</i> Easter Chinese New Year World Book Day Mother's Day Oundle Festival		<i>Day 10 -</i> May Day Sports Day Race for Life Graduation	

<b>PHYSICAL DEVELOPMENT</b>	<p>Write first name To form letter shapes on a large and small scale Gain pencil control in forming letter and numbers Gain independence in changing for PE Manage some personal needs independently Use tools for a purpose and use them safely</p>		<p>To jump off apparatus and land safely To form recognisable letters correctly Show understanding for safety when tackling new challenges. Understand how to transport equipment safely Handle tools and writing materials with good control</p>		<p>Negotiate space when playing running and chasing games. Travel over, under and through balancing equipment. Talk about how to stay healthy and safe. Manage all basic hygiene needs independently.</p>	
	<p>Balancing and core strength Muddy Monday Dance</p>		<p>Gymnastics Team Games Muddy Monday Dance</p>		<p>Athletics Sports Day/Games Muddy Monday May Day dancing</p>	
<b>EXPRESSIVE ARTS AND DESIGN</b>	<p>GP surgery role play Farm shop - outside</p>	<p>Pirate ship role play Desert Island - outside</p>	<p>Castle role play Dragons Den/Cave - outside</p>	<p>Spaceship role play Planet - outside</p>	<p>Zoo role play Museum - outside</p>	<p>Cold role play Warm - outside</p>
	<p>Drawing and painting ourselves. Acting out favourite stories with related role play areas. Favourite toys- pastels Moving toys – DT RE symbol - Dove</p>	<p>Textiles - design and make a bag to hold some personal treasure Make own money Create own treasure map</p>	<p>Clay model dragon Pastel dragon Cook a selection of food for a tea party at the castle</p>	<p>Imaginative art work – Axel Scheffler Puppet theatre Moon and Planets Mixed media of our mums. Art work linked to World Book Day</p>	<p>Mod roc dinosaurs Printing using press print Create dinosaurs with moving parts Art work in the style of Eric Carle</p>	<p>Illustrations/front cover to go with book they have written/made. Sketching Natural resources art</p>
	MUSIC – Charanga	MUSIC – Charanga	MUSIC – Charanga	MUSIC - Charanga	MUSIC - Charanga	MUSIC – Charanga
<b>UNDERSTANDING OF THE WORLD</b>	<p>Talk about their families, past and present events Know they belong to their home, school and community. Talk about features of their own immediate environment. Learn about and talk about the seasons/ go on an Autumn walk. Learn about the celebrations of Harvest, Bonfire Night and Christmas.</p>		<p>Look closely and talk about changes in plants. Make observations about plants and animals. To learn about and talk about the seasons/ go on a Spring walk Learn about the celebrations of Diwali, Chinese New Year, Hanukkah and Easter. Learn about some traditions and cultures are different and to respect these. Complete a simple ICT program</p>		<p>To learn about and talk about the seasons/ go on a Summer walk. Talk about the different features of environments and explain why things are different. Make observations and explain why some things occur Select and use technology for particular purposes</p>	
<b>SCIENCE LINKS</b>	Ourselves, health and growth, exercise and healthy		Materials		Animals and habitats.	

	eating – including healthy outdoor lifestyle. Seasons – changes throughout the year.		Floating & sinking Basic Science experiments Seasons – changes throughout the year.		Plants and flowers. Basic Science experiments Seasons – changes throughout the year.	
<b>RE</b>	<b>F4</b> Being special: where do we belong?	<b>F2</b> <b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?	<b>F6</b> Which stories are special and why?	<b>F3</b> <b>SALVATION</b> Why do Christians put a cross in an Easter garden?	<b>F1</b> <b>GOD/CREATION</b> Why is the word 'God' so important to Christians?	<b>F5</b> Which places are special and why?
<b>LITERACY</b>	To talk about themselves and their experiences. To listen and follow simple instructions To learn individual phonic sounds. Read at home and school showing awareness of phonic knowledge.  Stories in familiar settings. Retelling a story with pictures	Begin to talk about what they have read in simple terms. Introduce a storyline or narrative into their play. Use phonic knowledge to decode words and write words.  Pirate stories Labelled maps. Descriptions of settings.	Reading, acting out and recreating stories. Playing cooperatively to act out a story. Listen to and respond to a range of stories. Continue a rhyming string. Begin to read and write words and simple sentences. Write some irregular common words. Write a simple sentence that can be read by themselves and others.  Information books- creating non-fiction texts. Writing linked to known stories. Rhyme and poetry. Book reviews.	Respond to an instruction involving a two-part sequence. Write simple words and sentences independently. Attempt to write longer, more difficult words. Answer 'why' and 'how' questions Read and understand simple sentences. Describe main events in stories - heard or read. Use key features of narrative in their own writing.  Story books Top Trump cards Instructions		
<b>TEXTS</b>	Elmer Monkey Puzzle The very hungry caterpillar Old Bear Stick Man The day the Crayons quit	Blue Kangaroo Traditional Stories The Snail and the Whale The Pirate Cruncher	Zogg That's not my dragon George and the dragon There's a dragon in my book	Aliens love underpants The Gruffalo Monsters Inc	Harry and the dinosaurs Dinosaurs and all that rubbish Tom and the dinosaurs	Katie in London Whatever Next! Rainbow Fish
<b>MATHS</b>	To count and order numbers to 10. To make sets of objects up to 10. To make repeating patterns. To begin to write numerals to 9. To find 1 more/1 less than numbers up to 10. Begin to use mathematical names of 2D and 3D shapes. To recognise, create and describe patterns. Addition/subtraction.		To count and order numbers to 20. Addition/subtraction. Use everyday language relating to weight. Use everyday language relating to length. Use everyday language relating to time. Use everyday language relating to position. Use everyday language relating to money. Doubling/halving.		Addition/subtraction Use everyday language relating to capacity. Solve problems that involve doubling, sharing and halving. Use everyday language relating to distance. Counting in 2s Use mathematical language to describe	

<b>BRITISH VALUES</b>	The Queen Rule of law – understanding rules Mutual Respect – Black History Month	What is money? Who are the Patron Saints and their emblems? Democracy – voting, making decisions together Individual liberty – reflect on different opinions	What is the United Kingdom? What are the natural features of the British Isles? What is London like? Do I recognise the Union Flag? What are Britain’s most iconic buildings? Who are the Royal family? Do I recognise our National anthem? What is Britain like within the wider world?
-----------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------