



EYFS Long Term Plan

Curriculum Drivers	Perseverance		Confident Communicators		Healthy Body, Healthy Mind		World Citizens	Independence
	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
Experiences	Bartons walk Emergency services visit Library visit		Forest School Dental hygiene nurse visit Height and weight check Farm trip Bird Land			Caswell Bay Pizza Express Trip		
Topics	People		Animals			Plants		
Topic - subheadings	Me and my family	Superheroes	Herefordshire farm	Polar		Food	Flowers	
Communication and Language	Listen to topic related stories Answer simple questions Talk about recent and relevant key events Learning the names of those in our class. To use talk to organise play, using new vocabulary in sentences. To join in a conversation, initiated by the adult. To continue to develop discussion on their own feelings and those of others. To freely talk about their family context and celebrations important to them. To discuss how people help us.		Retell known stories To ask questions. Talk about why things happen Talk about the difference between fiction and non-fiction Creating our own stories based on Oi Frog To use talk to work out problems and organise thinking. Begin to explain why things happen. Begin initiating conversations with peers. Express ideas and feelings about their experiences. To discuss the differences in different environments. To learn and use new vocabulary related to non-fiction books/experiences. To talk about their own experiences of farming.			Increase in confidence in talking about different emotions. To respond and ask appropriate, topic-related questions. To talk about why things happen using new vocabulary. Discuss events in chronological order Sequence stories and understand they have a beginning, middle and end. Add to discussions with new ideas Hold a back and forth conversation. Express ideas and feelings about upcoming experiences. I explain why things happen in relation to a lifecycle.		
	Listen attentively → Engage in meaningful conversations with others To know nursery rhymes and sing seasonal songs							



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Daily PSED →	To settle into school To begin to solve conflicts with adult support To understand the rules at school To learn to zip up their coat To learn to make sure how to make sure their clothes are the right way round To identify their emotions To show confidence in a new social situation e.g., starting school and meeting new peers, staff		To follow rules understanding why they are important To identify and use a range of emotions such as: excited, shocked, nervous		To be able to solve their own conflicts To identify and use a range of emotions and explain why they are feeling that way To be resilient in trying new activities	
Twinkl – discrete teaching	Ladybird emotions Being safe		Me and my World How I can help the environment		My Body Reach for the stars	
Physical Development	Ball Skills PACES	Dance PACES	Forest School PACES	Gymnastics PACES	Dance/Yoga PACES	Sports Day Practice PACES
Gross motor	To use the outside equipment to revise climbing, balancing and jumping To use vertical surfaces to refine their gross motor skills To use their core muscle strength to sit at a table with a good posture		To skip with alternate feet		To select the appropriate speed for running	
Fine motor	To continue developing their fine motor skills so they can use a range of equipment effectively. To begin to use a knife and fork. To be able to follow the line when cutting. To hold a pencil using the tripod grip.		To cut precisely for their own purpose To use a pencil with good control and pressure		To confidently use a knife and fork To hold a pencil effectively for fluent writing using the tripod grip.	
Mathematics	Getting to Know You Settling in and routines Just Like Me		Alive in 5 Introducing zero Comparing numbers to 5		To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10	



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	Match, sort and compare amounts Compare size, mass and capacity 1, 2, 3 Representing comparing and composition of 1, 2, 3 Circles, Triangles and positional language Light and Dark Representing numbers to 5 One more and one less Shapes with 4 sides Time Consolidation		Composition of 4 & 5 Comparing mass and capacity (2) Growing 6, 7, 8 6, 7, 8 Combining 2 amounts Making Pairs Length, height and Time Building 9 and 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns Consolidation		Spatial reasoning Match, rotate, manipulate First, Then, Now Adding more, taking away Compose and decompose Find my Pattern Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build On the Move Deepening understanding Patterns and relationships Spatial reasoning Mapping	
Pie Corbett Reading Spine	Where’s spot? By Eric Hill The Train Ride Rosies Walk Pat Hutchins	You choose by Nick Sharratt and Pippa Goodhart Each Peach, Pear plum by Janet and Alan Ahlberg	Farmer Duck Martin Waddell	Dear Zoo by Rod Campbell Hairy	The Very Hungry Caterpilliar by Eric Carle Handas Surprise Eileen Browne	We are going on a Bear Hunt by Michael Rosen
Phonics	Learn set 1 sounds Be able to read all single letter set 1 sounds Read words with single letter sounds (word time 1.1-1.4) Group B	Know all set 1 sounds Blend sounds into CVC words Segment CVC words to spell	Read a few red word Segment CVC words and some CVCC words to spell Ditty group	Write correctly formed, recognisable letters Consolidate set 1 sounds speedily Secure blending on words containing all set 1 sounds Spell using fred fingers Red group	Green group Know some set 2 sounds Read word time 1.6 & 1.7 Read some 3 and 4 sound nonsense words	Set 2 sounds Read and spell set 2 words Read some set 2 nonsense words Spell using fred-fingers Recall previous red words and learn new red words Green/purple group



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					Recall previous red words	
Reading and Comprehension	Understand that print is read from left to right and top to bottom. Begin to read blending books To follow the read write inc phonics scheme. To use role-play and props to understand story structure and begin to use key vocabulary/phrases from the text.		To follow the read write inc phonics scheme To begin reading an appropriate levelled reading book by blending sounds. Develops play around their favourite stories, retelling them chronologically with text -related vocab. Talks about the story, beginning to think about what comes next.		To follow the read write inc phonics scheme To read an appropriate levelled reading book by blending sounds, recognising some common exception and high frequency words. Can describe settings, events and characters. Develops play around their favourite stories, retelling them chronologically with text -related vocab, considering the characters feelings. Make simple predictions based on the story.	
Writing	To make marks with a variety of tools and explain their meaning. To begin to write letters from their name. To hear initial sounds in words and begin to write letters down to match.		To write some recognisable letters. To use letter strings which travel from left to right and top to bottom. To attempt to read my writing back to an adult. To match the sounds to letters.		Write recognisable letters most of the correctly formed. To write name from memory. To write on the line from left to right, top to bottom. To begin to proof read their writing. To write a simple sentence.	
Understanding the World						
Past and Present (History)	Talk about who is in their family and what they do. To sequence different ages of people. Talk about similar and different physical features of my family. Know people have different interests which may change over time.					



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People, culture and communities (Geography)	Talk about different body parts. Talk about the type of house I live in – compare types of houses.	Describe how members of the community help us. Talk about what the people who help me in school do.	Use a simple map to show where physical features in my environment are. Draw a simple map of my local area.	Explain that not all places are the same as where I live.	Compare what it is like for food growing locally to another country.	
The Natural World (Science)			Know different life cycles on the farm. What do mammals need to survive. Compare the four seasons of the year.	Compare what animals need to survive. Talk about why different animals adapt to the climate. Talk about the contrast between the polar regions and the farm. Investigate the different changing states of matter. Know where polar animals are from on a globe.	To know the life-cycle of a butterfly. To know the difference between a fruit and a vegetable. To group where foods have come from. To identify food that we can grow in our garden. To begin to talk about food at different times of year. To know the effects of different food on our body	To talk about the key features of a lifecycle of a plant. Name the parts of a plant e.g. stem, root, leaf and petal and discuss what they do. To know what plants need to grow.



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					To dissect and observe different parts of fruit/vegetables.	
Expressive Arts and Design	Self portrait Drawing To use different coloured pencils for a purpose. Can use a pencil with some control. Use drawing tools to make lines, curves etc. To talk about their own and others work.	Design a cape Can decorate a piece of fabric using different materials	Sculpting farm animals To make simple decoration To use a range of tools to sculpt	Create an arctic scene junk modelling To try some joining techniques. To find images to help research my design. To design a model.	Making a fruit kebab Food and hygiene To know how to use a knife safely. To know the importance of good handwashing.	Create a flower Painting To carefully observe the different parts of a flower To use smaller tools including fine paintbrushes to paint details To understand the importance of texture To know the primary colours. To have an understanding of colour mixing. To know why we add white or black.
Nursery Rhymes	If you're happy and you know it Days of the week Polly put the kettle on	Five Little Men in a Flying Saucer Ten in the Bed Five Little Snowmen	One, Two Buckle my shoe Sing a Song of Sixpence This Old Man	Mary had a little lamb Dingle, Dangle Scarecrow The Grand Old Duke of York	London Bridge Down in the Jungle Oranges and Lemons	5 Little Monkeys swinging in the tree Apples and Bananas