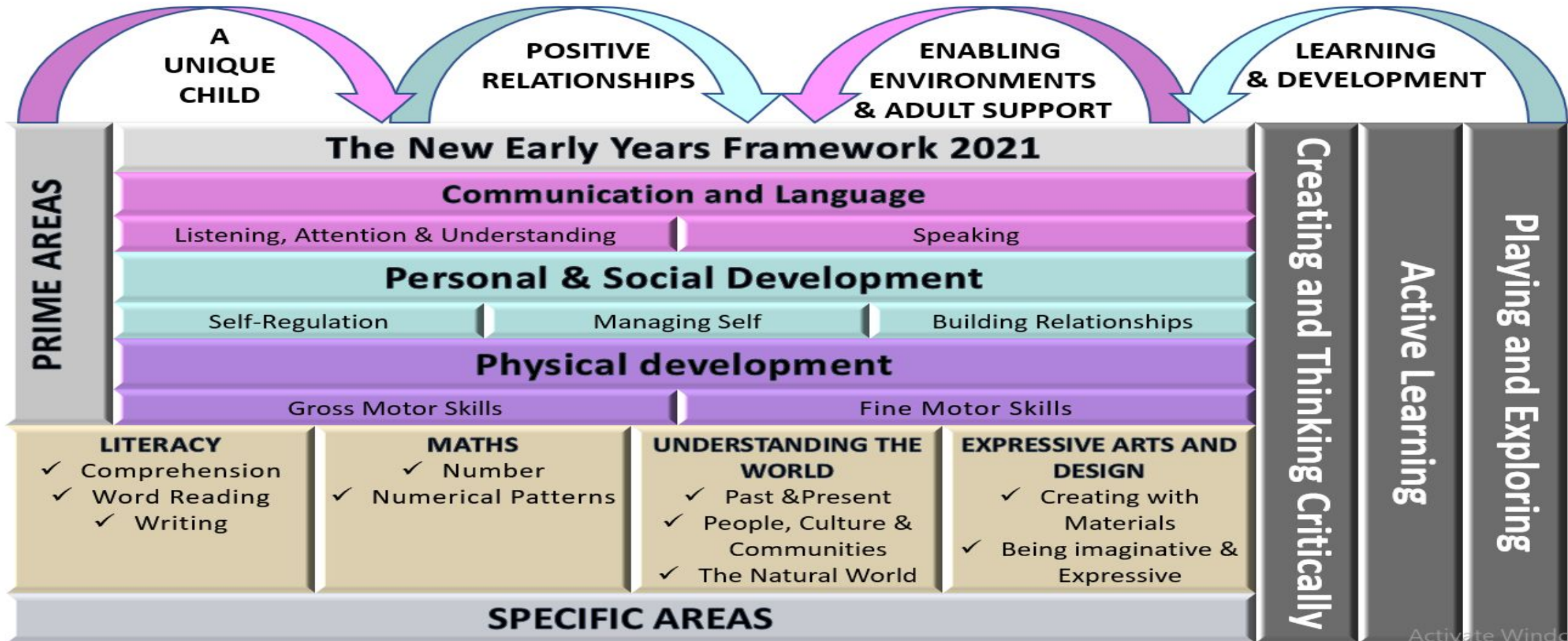


EYFS LONG TERM PLAN CYLCE 1



EYFS LONG TERM PLAN CYCLE 1



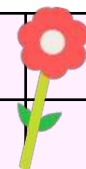
AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION
WELL-BEING & BEHAVIOUR FOR LEARNING

ALL ABOUT ME!

Starting school / my new class /
New Beginnings /
Staying healthy / Food / Human body
How have I changed?
Farm Animals/
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe/maps

OUR WONDERFUL WORLD!

Seasons
Little Red Hen - Harvest
Library visits
The Nativity
Christmas Lists
Letters to Father Christmas
Christmas Wish Charity
Space

COME OUTSIDE!

Plants & Flowers
Weather / seasons
Investigating Shadows
The great outdoors
Past and Present
Forest School
Planting seeds
Make a sculpture: Andy Goldsworthy
Fossils – Mary Anning

TICKET TO RIDE!

Around the Town
How do I get there?
Where in the world have you been?
Where do we live in the UK / world?
Vehicles past and Present
Design your own transport!
Who was Garrett Morgan?

OUR HEROES!

Rules and rule breaking
People who help us
Growing vegetables
Healthy Eating
Where do vegetables come from?
Right and wrong - democracy and rule of law
Celebrating diversity

FUN AT THE SEASIDE!

Under the sea
Off on holiday / clothes
Where in the world shall we go?
Send me a postcard!
Marine life
Seasides in the past
Compare: Now and then!
Seaside art
Pollution

HOOK TO WRITING

What Makes Me a Me!
By
Ben Faulkes

Let's all Creep through Crocodile Creek
by Johnny Lambert

Giganotosaurus
By
Johnny Duddle

Naughty Bus
by
Jan and Jerry Oke

The Pirate are Coming
by
John Condon

The Sea Saw
by
Tom Percival

POSSIBLE ENHANCEMENT TEXTS

The Colour Monster
Funny Bones
The Big Book of Families
Pete the Cat
Goldlocks & the Three Bears
Rosie's Walk
A Great Big Cuddle
Biscuit Bear

Farmer Duck
Guess who's in the trees/grass/sand
Flashlight
Christmas Story / Nativity
Rama and Sita
The Best Diwali Ever

A Great Big Cuddle
Elmer
Dinosaur Arrgh!
The Emperor's Egg
Aghh Spider!
I'm a name-o-saurus!
The Dinosaur that pooped Easter

On the road with Mavis and Marge
You can't take an elephant on the Bus
The train ride
Astro Girl
The Very Hungry Caterpillar

Superhero Hotel
10 Little Superheroes
Real Superheroes
My Mum is a Superhero
Transport
Luna loves gardening
Oliver's vegetables
Pirates next door

The Rainbow Fish
A House for Hermit Crab
What the Sea Saw
Commotion in the Ocean
Look what I found at the Seaside
Clean Up

'WOW' MOMENTS / ENRICHMENT WEEKS/ TRIPS OUT

Autumn Trail
Remembrance Day
Black History Month
Harvest Time
Favourite Songs
Roald Dahl Day
Halloween
Bonfire Night
Park Visit - tree study shop visit
Real baby visit & bath demo

Guy Fawkes / Bonfire Night
Christmas Time / Nativity
Diwali
Hannukah
Remembrance day
Stories by the Fireside - Forest school
World Space Week
Anti- Bullying Week
Road Safety visit
Panto visit
Walk to post box and send letters to santa

Planting seeds
Lunar New Year
Story Telling Week
Valentine's Day
Internet Safety Day
Weather experiments
Weather Forecast videos
Nature Scavenger Hunt
Dental nurse visit

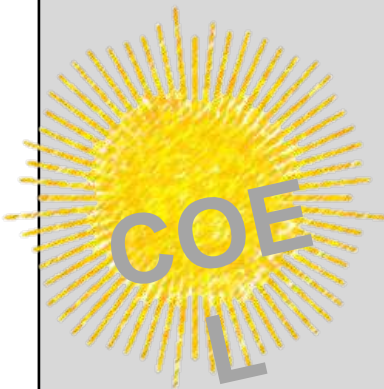
Lent
Easter time
Mother's Day
Science Week
Easter Egg Hunt – maps
Ride the bus to Torkington Park in Hazel Grove

Post a wanted sign
Food tasting – different cultures
Start of Ramadan
Eid
D-Day
Let's sail- Role play
Walk to the Park - observe changes look back to A1 butterfly observation (remember to order eggs for butterfly house)

Under the Sea – singing songs and sea shanties
Fossil hunting
Father's Day
Healthy Eating Week
World Environment Day
Pirate Day
Ice – Cream at the park
Map work - Find the Treasure
Nursery Graduation
Beach Visit



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning 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 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. 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.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					
	<i>PLAY: At St Thomas' CE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
OUR VALUES & BRITISH VALUES ASSEMBLIES / CIRCLES These will mirror the principles and values of our school & The St Thomas Way. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow - Be Ready, Be Respectful, Be Safe. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. We have the right to vote.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry - OPAL Assessment National Baseline data by end of term Set up Tapestry Phonic Tracker Welcomm Assessments	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house/LA moderation Midterm Assessments OPAL Spotlight Assessments	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations Pupil progress meetings N1 Nursery baseline assessments	Pupil progress meetings Parents evening info EYFS team meetings OPAL data	Cluster moderation EYFS team meetings Pupil progress meetings New N1 Assessments	Pupil progress meetings Parents evening info EYFS team meetings OPAL data EOY data
PARENTAL INVOLVEMENT	Staggered Start Home visits / Parents Evening Harvest in Church Class Dojo Phonics workshop	Class Dojo Nativity Maths workshop Parents Evening Grandparents day Christmas Book Advent	Class dojo Secret reader MaD morning Celebration Assemblies	Class dojo Parents Evening Secret reader Celebration Assemblies Science workshop STEM week Bus Trip	Class dojo Secret reader MaD morning Celebration Assemblies Sports Day	Class Dojo Secret reader Meet the Teacher Open Evening Parent's Picnic Celebration Assemblies



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circles, PSHE times, stories, singing, speech and language interventions, DEAL, WELLCOMM, Tales Toolkit, assemblies and weekly interventions. DAILY STORY TIME	Welcome to EYFS - Settling in activities - Making friends - Talk about own experiences using sentences of 3-4 words	Tell me a story! - Develop vocabulary - Talk about a story they enjoyed - Story language - Listening to stories and remember what happens - Following instructions with 2 steps	Tell me why! - Using new vocabulary - Understand a simple question e.g. “who is that?” - Understand instructions with two parts - Say how they feel	Talk it through! - Copy facial expressions - Using a wide range of vocab - Talk about stories I have listened to - Tell a story	What happened? - Describes events in detail - Understand ‘why’ questions - Give a point of view	<u>Time to share!</u> - Articulates ideas using a sentence of four to six words. - Express a point of view and debate when they disagree - Use talk to organise play
	- Settling in activities - Making friends - Children talking about experiences that are familiar to them - What are your passions / goals / dreams? - This is me! - Rhyming and alliteration - Familiar Print - Sharing facts about me! - Mood Monsters - Shared stories - All about me! - Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	- Develop vocabulary - Discovering Passions - Tell me a story - retelling stories and articulate ideas with well formed sentences - Retell with exact repetition - Word hunts - Following instructions of more than 2 parts - Takes part in discussion - Understand how to listen carefully and why listening is important. - Use new vocabulary through the day. - Choose books that will develop their vocabulary.	- Using language well - Ask’s how and why questions... - Discovering Passions - Retell a story with story language - Tales Toolkit - Story invention – talk it! - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Listen to and talk about stories to build familiarity and understanding. - Learn rhymes, poems and songs.	- Describe events in detail – time connectives - Discovering Passions - Understand how to listen carefully and why listening is important. - Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” - Sustained focus when listening to a story	- Discovering Passions - Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives - Describes events in detail - Listen attentively and respond appropriately	- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. - Select books containing photographs and pictures, for example, places with different weather conditions and seasons. - Articulates ideas with well formed sentences



EYF5 LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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 .					
MANAGING SELF SELF - REGULATION BUILDING RELATIONSHIPS LINK TO BEHAVIOUR FOR LEARNING	• New Beginnings • Transition from parent to key person • Find ways to calm myself • Express myself	• Getting on and falling out • Begin to establish a sense of self • Grow in independence – reject help • Engage with others • Begin to show control e.g. wait my turn	• Good to be me Feelings • Begin to understand the feelings of others. • I know what I like and enjoy. • Notice and ask questions about differences.	• Relationships • Develop friendships – play with one or more child • Develop attachments with key person and friends • Begin to talk about my emotions • Make decisions for myself • Self-care – secure in managing own needs, getting milk, using the toilet and staying safe in my environment	• Looking after others • Building friendships • Begin to show confidence in new situations • Elaborating play with peers • With adult support begin to find solutions to conflict e.g. understand that not everyone can play with the same toy at the same time	• Taking part in sports day - Develop control of impulses • Following rules with reminders. • Showing confidence when talking to new people. • Reflections on how far I have come...
	• New Beginnings • See themselves as a valuable individual. • Being me in my world • Class Rule Rules and Routines • Supporting children to build relationships • Dreams and Goals	• Getting on and falling out. • How to deal with anger Emotions • Self - Confidence • Build constructive and respectful relationships. • Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	• Good to be me Feelings • Learning about qualities and differences • Celebrating differences • Identify and moderate their own feelings socially and emotionally. • Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	• Relationships • What makes a good friend? • Healthy me • Random acts of Kindness • Looking after pets • Looking After our Planet • Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	• Looking after others • Friendships • Dreams and Goals • Show resilience and perseverance in the face of challenge. • Discuss why we take turns, wait politely, tidy up after ourselves and so on.	• Taking part in sports day - Winning and losing • Changing me • Look how far I've come! • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
	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 to follow instructions involving several ideas or actions. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting			"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.		



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
PHYSICAL DEVELOPMENT	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 .					
FINE MOTOR	Strings four large beads Turns single pages of a book Snips with scissors Holds crayon with thumb and fingers (not fist) Uses one hand consistently in most activities DAP assessment	Imitates circular, vertical, and horizontal strokes Paints with some wrist action, makes dots, lines, circular strokes Rolls, pounds, squeezes, and pulls playdough Eats without assistance	Builds tower of six small blocks Copies circle Imitates cross Manipulates clay material (rolls balls, makes snakes, cookies)	Builds tower of nine small blocks Copies circle with accuracy Imitates cross Manipulates clay material (rolls balls, makes snakes, cookies)	Uses non-dominant hand to assist and stabilise the use of objects Snips paper using scissors Developing pencil grip – whole hand grasp	String six large beads Imitates cross Manipulates clay material (rolls balls, makes snakes, cookies) Uses non-dominant hand to assist and stabilise the use of objects Snips paper using scissors
	Threading, cutting, weaving, playdough, Fine Motor activities. Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip development DAP assessment	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	From Development Matters 21': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

FINE MOTOR

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES



EYF5 LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
PHYSICAL DEVELOPMENT	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 .					
GROSS MOTOR	- Large muscle movement to wave flags, ribbons and streamers - Continue to develop movement – balancing, riding	- Enjoy starting to kick, throw and catch balls - Use large muscle movements to paint and mark make - Put coat on independently	- Go up steps and stairs, or climb apparatus one foot at a time. - Skip and hop without losing balance	- Throw large balls to a partner with a short distance to a large target. - Run and sprint with a purpose e.g. chasing - Jumping with two feet together and landing safely.	- Copy basic actions e.g.steps of a simple routine and keep pace - Hold simple balances with two feet and one hand - Start taking part in group cooperative games	- Ball skills – throw a large soft ball, catch a large soft ball, roll a large ball to a friend – short distance. - Balance on one leg - Take part in co-operation games - Put shoes and socks on independently
	- Cooperation games i.e. parachute games. - Climbing – outdoor equipment - Different ways of moving to be explored with children - Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	- Ball skills- throwing and catching. - Crates play- climbing. Skipping ropes in outside area - dance related activities - Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	- Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking - Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. - Dance / moving to music - Gymnastics ./ Balance	- Balance- children moving with confidence - dance related activities - Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. - Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	- Obstacle activities - children moving over, under, through and around equipment - Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. - Dance / moving to music	- Races / team games involving gross motor movements - dance related activities - Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. - Gymnastics ./ Balance
	From Development Matters 21': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
LITERACY	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)					
	Enjoy sharing books with an adult Have favourite books Ask questions about the book	Notice print such as first letter of their name, familiar logos Begin to engage in conversations about stories, learning new vocabulary	Understand that print has meaning. Join in with rhymes Turn pages in order Recognise that print goes from left to right	Exploring stories through Tales Toolkit Develop phonological knowledge - Sport and suggest rhymes - -count/clap syllables in a word - Recognise words with the same initial sounds e.g. mummy and mat	Stories from other cultures and traditions Show a preference for books Understand the 5 concepts of print Engage in extended conversations about stories, learning and using new vocabulary	Show a preference for books Understand the 5 concepts of print Engage in extended conversations about stories, learning and using new vocabulary Use familiar stories in role play.
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can 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. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to SSPF. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing/vehicles. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day	Can draw pictures of characters/ event / setting in a story 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 information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories
COMPREHENSION - DEVELOPING A PASSION FOR READING	Children will visit the library weekly -Children will be heard read weekly (R) -Children will hear stories daily					



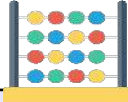
EYFS LONG TERM PLAN CYCLE 1

AUTUMN 1		AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2				
ALL ABOUT ME!		OUR WONDERFUL WORLD!		COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!				
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)											
Aspect 1 – General sound discrimination – environmental The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills. Activities may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.		Aspect 2 – General sound discrimination – instrumental sounds This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds as well as developing a musical vocabulary.		Aspect 3 – General sound discrimination – body percussion The aim of this aspect is to develop children’s awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing vocabulary about sounds.		Aspect 4 – rhythm and rhyme This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out. Aspect 5 – alliteration The focus is on initial sounds of words, introducing the mnemonics used in Little Wandle scheme for s,a,t,p,i,n,m,d,g,o, with activities including what’s in the box, I-Spy type games and matching objects which begin with the same sound.		Aspect 5 – alliteration cont and Aspect 6 – voice sounds Continue aspect 5 alliteration and initial sounds in words as above introducing the mnemonics used in Little Wandle for c,k,e,u,r,h,b,f,l Aspect 6 - The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include children feeding objects into a puppets mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.		Aspect 7 – oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practice, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock	
Phonic Sounds: SSPF Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge		Phonic Sounds: SSPF Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.		Phonic Sounds: SSPF Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.		Phonic Sounds: SSPF Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.		Phonic Sounds: SSPF Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.		Phonic Sounds: SSPF Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff	



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE!
WRITING HOOK BOOK USED AS STIMULUS ACROSS THE YEAR Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Texts as a Stimulus: Nursery Rhymes The colour Monster (settling in) What Makes Me a Me	Texts as a Stimulus: Meerkat Christmas (Traditions around the World)	Texts as a Stimulus: Gigantosaurus (Choices/moral story)	Texts as a Stimulus: Naughty Bus (Journeys - Recount)	Texts as a Stimulus: The Pirates are Coming (moral story/real life heroes)	Texts as a Stimulus: The Sea Saw (a story of change and loss)
	Orally recount the story (N) I explore making marks but do not communicate meaning	Orally recount the story (N) Exploring mark making – random scribbling	Orally recount the story (N) Draw basic pictures	Orally recount the story (N) Scribble writing, begin to give meaning. Attempt to write my own name	Orally recount the story (N) Begin to write symbols and shapes that look like writing.	Orally recount the story (N) Talk about writing and give meaning to my marks. Attempt to write own name.
	Orally retell To make marks, beginning to give meaning to them Write own name from memory Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Orally retell Write letter strings but there is no connection between letters and sounds. Give meaning to marks Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for different ant recipes. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	To write captions, draw maps, write a recount of journey, label. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Orally compose and use phonetic knowledge to spell	To orally retell and write sentences in order. Begin to use finger spaces. Writing is readable Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the story. Labels and captions Recount – A bus ride. Character descriptions. Write 2 sentences	To write an innovation Create a wanted poster Writing a sentence with a full stop and capital letter. Others can read my sentences. Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Creating new superheroes	Recount the story Write facts about sea life Write a postcard / diary writing My beach trip – recount Sentences can be read by others and have capital letter and finger spaces. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description



EYFS LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES!	FUN AT THE SEASIDE
MATHS <i>We use White Rose Maths and Master the Curriculum to support teaching of maths</i> <i>Mathematics Mastery</i>	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.					
	Comparison & Pattern Take and give 1,2,3 Make patterns together More than fewer than, same as	Shape Space & Measure & Subitising - Explore and build with shape - Match, talk, push and pull - Position - Make games and actions	Pattern & Subitising - Explore repeats - Explore dots and talk about dots - Show me 1,2,3 - Show me 5	Counting & Comparison - Hear and say numbers - Move and label 1,2,3 - Compare and sort	Counting, Shape, Space & Measure - Begin to order number names - Stop at 1,2,3,4,5 - Explore position and routes	Subitising, Pattern & Comparison - I see 1,2,3 - Start to puzzle - Match, sort & compare
	Getting to know you - Match, sort and compare. - Talk about measure and pattern - Explore 1,2,3 - Count and represent the numbers 1 to 3 - Estimate and check by counting. Recognise numbers in the environment. A number a week.	Shape & Numbers within 6 - Circles and triangles 1,2,3,4,5 - Subitise, represent and composition of 1,2,3,4,5 - Shapes with four sides - Day and Night	Numbers within 10 - Introduce zero - Subitise 0-5, represent and composition Mass & Capacity - Compare and explore mass and capacity - Find balance Growing 6, 7, 8 - Exploring composition of 6,7,8, subitise - One more, one less - Make pairs - Double to 8 - Combine two groups	Length, Height & Time - Explore length, compare length - Explore height, compare height - Talk about time - Order and sequence time Building 9 & 10 Find 9 and 10 Compare numbers to 10 Represent 9 & 10 1 more, 1 less Subitise to 10 Bonds to 10 (2 parts & 3 parts)	Numbers beyond 10 - Build numbers beyond 10 (10 – 13) - Patterns beyond 10 (10-13) - Build numbers beyond 10 (14 – 20) - Patterns beyond 10 (14-20) - Verbal counting to 20 and beyond - Add more, take away	Shape - Manipulate, compose and decompose shape - Copy 2d shape - Find 2d shape within 3d shape Sharing and grouping - Explore sharing - Explore grouping - Even and odd sharing - Play with doubles



EYES LONG TERM PLAN CYCLE 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum follows our Catholic Faith Teaching using Come and See. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	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.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. (N)	- I am beginning to make sense of my own life- story and family history. (N) - I know that there are places of worship near to where I live. (N)	- I can show some awareness of the time of day, e.g., dinnertime or bedtime. (N) - I know what type of home I live in, e.g., house, bungalow or flat. (N)	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom (N)	- I notice changes with some adult support.(N) - Environmental walk – on school grounds	- I can use my senses to explore the natural environment (N) - Explore new environments - seaside
	- Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. (R) - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. - Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. - Introduce children to different occupations and how they use transport to help them in their jobs. - Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. - Long ago – How time has changed. Using cameras.	- Can talk about what they have done with their families during Christmas' in the past. - Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. - Share different cultures versions of famous fairy tales. - To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. - Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. - Take children to places of worship and places of local importance to the community.	- Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Can children make comments on the weather, culture, clothing, housing. - Change in living things – Changes in the leaves, weather, seasons, - Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. - Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. - To understand where dinosaurs are now and begin to understand that they were alive a very long time ago - Digging for fossils – what are they? - I understand that living things, objects and materials can change - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Look for children incorporating their understanding of the seasons and weather in their play. - Use the BeeBots	- I can explain key features of my home and the homes of others. - Listening to stories and placing events in chronological order. - Explore transport from the past and present - Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. - Sort transport from the past and present - Begin to understand that History is something from long ago – the past - Explore a range buses. - Rosa Parks – why was she important? - Explore maps and bus routes - Road safety and crossing safely - Toys new and old - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - After close observation, draw pictures of the natural world, including animals and plants	- Use Handa's Surprise to explore a different country. - Explorers and pirates – Christopher Columbus and Blackbeard - Revisit modes of transport they used.. Focus on types of water transport – ships, ferries, boats, yachts etc - Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. - Use bee-bots on simple maps. Encourage the children to use navigational language. - Can children talk about their homes and what there is to do near their homes? - Look out for children drawing/painting or constructing their homes. - Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. - Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? - Introduce children to America links with Columbus - Can children differentiate between land and water.	- Identifying and talking about the differences of sea creatures. - Materials: Floating / Sinking – boat building Metallic / non-metallic objects - Seasides long ago – Magic Grandad - Share non-fiction texts that offer an insight into contrasting environments. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - Look at old fashioned beach wear. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them - Compare and contrast seaside holidays from the past and the present - Explore the effects of plastic on the environment - sealife
	Which stories are special and why? All Saints Day	Which people are special and why? Diwali Black History Month Hannukah	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday	What times are special and why? Palm Sunday Passover Easter	Being special: where do we belong? Eid	What is special about our world? Summer Solstice



EYFS LONG TERM PLAN CYCLE 1



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	OUR WONDERFUL WORLD!	COME OUTSIDE!	TICKET TO RIDE!	OUR HEROES	FUN AT THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN <i>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.</i> <i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	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 develops.					
	- Join in with songs; - beginning to mix colours - join in with role play games and use resources available for props - build models using construction equipment.	- Hold a paintbrush - Mix primary colours - Paint enclosed spaces - Make imaginative small worlds with blocks - Join in with singing - Snip with scissors	- Take part in pretend play - Join in with familiar songs - Develop simple storylines form experiences – home corner play	- Being to develop storylines from familiar stories - Join items together with tapes – masking, sellotape. - Stir, spread and knead - Play an instrument in time	- Make something and give it meaning - Add texture - Paint potato people with no body arms/legs	- Paint bodies and shapes for objects that are an appropriate size and have some features - Use fine brush with a tripod grip - Talk about how music makes me feel
	- Sing call-and-response songs, so that children can echo phrases of songs you sing. - Self-portraits - junk modelling, take picture of children's creations and record them explaining what they did. - Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. - Provide opportunities to work together to develop and realise creative ideas.	- Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats - Listen to music and make their own dances in response. - Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems - The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. - Role Play Party's and Celebrations - Take part in The Nativity	- Collage Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. - Making lanterns, Chinese writing, puppet making, Chinese music and composition - Shadow Puppets - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. - Role play using familiar storylines. - Children will explore ways to protect the growing of plants by designing scarecrows. - Collage animals.	- Make different textures; make patterns using different colours - Make transport - Vehicles with moving parts - Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers - Mother's Day crafts - Easter crafts - Home Corner role play - Artwork themed around Eric Carle / The Seasons – Art - Provide a wide range of props for play which encourage imagination.	- Design and make rockets. Design and make objects they may need in space, thinking about form and function. - Take part in a Summer performance - Junk modelling, houses, bridges boats and transport. - Exploration of other countries – dressing up in different costumes. - Retelling familiar stories Creating outer of space pictures - Provide children with a range of materials for children to construct with.	- Sand pictures / Rainbow fish collages - Lighthouse designs - Paper plate jellyfish - Puppet shows: Provide a wide range of props for play which encourage imagination. - Salt dough fossils - Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. - Colour mixing – underwater pictures. - Father's Day Crafts



EYFS LONG TERM PLAN CYCLE 1

EARLY LEARNING GOALS – FOR THE **END OF THE RECEPTION YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
ELG: 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 ELG: 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 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.	ELG: 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 to follow instructions involving several ideas or actions. ELG: 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. ELG: 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.	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills 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.	ELG: 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. ELG: 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. ELG: 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.	ELG: Number 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. ELG: Numerical Patterns 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.	ELG: 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. ELG: 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. ELG: 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.	ELG: 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. ELG: Being Imaginative and Expressive 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.