



EYFS Long Term Planning - FS1

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Teddy Bears	Nursery Rhymes	Myself / Senses	My Home	Growing	Animals



<p>Literacy</p>	<p>Develop book handling skills.</p> <p>Begin to sequence stories using props.</p> <p>R- Repeats words or phrases from familiar stories.</p> <p>Use a variety of mark making implements.</p> <p>W- Distinguishes between the different marks they make.</p> <p>Phase 1 phonics – distinguish between different sounds.</p>	<p>Learn a variety of nursery rhymes</p> <p>R- Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Daily mark making</p> <p>W- Distinguishes between the different marks they make.</p> <p>Phase 1 phonics – distinguish between different sounds.</p>	<p>Use story props and picture books</p> <p>R - Repeats words or phrases from familiar stories.</p> <p>Look at logos</p> <p>W- Ascribes meanings to marks that they see in different places.</p> <p>RWI phonics – introduce picture cards</p>	<p>Act out a familiar story</p> <p>R - Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Post Office role play</p> <p>W- Distinguishes between the different marks they make. Sometimes gives meaning to marks as they draw and paint.</p> <p>Phonics RWI – Letter sounds set 1 Rhyme and alliteration</p>	<p>Understand how a story is structured</p> <p>R- Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.</p> <p>Suggests how the story might end.</p> <p>W- Sometimes gives meaning to marks as they draw and paint.</p> <p>Phonics RWI Fred talk</p>	<p>Fiction and non-fiction books about animals</p> <p>R- Knows information can be relayed in the form of print.</p> <p>W- Sometimes gives meaning to marks as they draw and paint.</p> <p>Phonics RWI Fred talk, green word cards</p>
<p>Core texts</p>	<p>Goldilocks and the Three Bears How Do I Put It On?</p>	<p>Each Peach Pear Plum The Naughty Bus</p>	<p>Alfie’s Feet Whatever Next Rocket Countdown</p>	<p>Peace At Last Three Little Pigs Postman Bear</p>	<p>Jasper’s Beanstalk Titch</p>	<p>Mrs.Wishy Washy Dear Zoo</p>



<p>Numeracy</p>	<p>Begin to recite numbers in sequence</p> <p>N - Recites some number names in sequence.</p> <p>Size – small, middle sized / medium sized, big.</p> <p>SSM - Begins to use the language of size.</p>	<p>Counting nursery rhymes – Baa baa blacksheep, 12345, 5 little ducks, More eg which set has more items</p> <p>N Uses some language of quantities, such as 'more' and 'a lot'. Recites some number names in sequence.</p> <p>Prepositions - Hunt for Humpty Dumpty Incey Wincey Spider</p> <p>SSM - Uses positional language.</p>	<p>Counting objects</p> <p>N - Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Uses some number names accurately in play.</p> <p>Matching gloves, socks</p> <p>SSM - Beginning to categorise objects according to properties such as shape or size.</p>	<p>Explore number through birthday cake counting and sharing</p> <p>N – Knows that a group of things changes in quantity when something is added or taken away. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shape recognition – house and household objects</p> <p>SSM - Notices simple shapes and patterns in pictures. Shows interest in shapes in the environment.</p>	<p>Counting with one to one correspondence. Compare number of flowers.</p> <p>N- Begins to make comparisons between quantities. Compares two groups of objects, saying when they have the same number.</p> <p>Compare growth of flowers, length of worms.</p> <p>SSM - Orders two or three items by length or height.</p>	<p>Match numerals to sets</p> <p>Compare sets</p> <p>Sorting for type</p> <p>N - Shows an interest in representing numbers.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>SSM - Beginning to categorise objects according to properties such as shape or size.</p>
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<p>Understanding the World</p>	<p>Autumn</p> <p>Investigate materials – hard, soft.</p> <p>TW- Notices detailed features of objects in their environment</p> <p>Getting to know each other</p> <p>PC - Beginning to have their own friends.</p> <p>Tech - Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>Bonfire Night</p> <p>Science Hero – Jacques Cousteau</p> <p>Divali</p> <p>Christmas</p> <p>Winter Investigations – eggs, ice</p> <p>TW- Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>PC Has a sense of own immediate family and relations.</p>	<p>Chinese new year</p> <p>Valentine’s day</p> <p>Family photos</p> <p>Sensory activities</p> <p>Waterproof / not waterproof</p> <p>TW- Notices detailed features of objects in their environment</p> <p>P&C- Has a sense of own immediate family and relations.</p> <p>Looking at family photos</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Media Museum</p> <p>Tech Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>Walk to own houses</p> <p>Where do things belong in your house?</p> <p>Easter</p> <p>TW- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>P&C- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Planting seeds, looking at growing conditions.</p> <p>TW - Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>Summer</p> <p>Pet shop</p> <p>P&C- Shows interest in different occupations and ways of life.</p> <p>TW- Enjoys playing with small-world models such as a farm, a garage, or a train track. Shows care and concern for living things and the environment.</p>
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<p>PSED</p>	<p>Settling in Class rules Getting to know each other</p> <p>MR - Seeks out others to share experiences.</p> <p>SCSA- Separates from main carer with support and encouragement from a familiar adult.</p> <p>MFB - Shows understanding and cooperates with some boundaries and routines.</p>	<p>Making friends</p> <p>MR- Interested in others' play and starting to join in.</p> <p>SCSA- Expresses own preferences and interests.</p> <p>MFB - Responds to the feelings and wishes of others.</p>	<p>Cooperative play</p> <p>MR - Initiates play, offering cues to peers to join them.</p> <p>SCSA - Can select and use activities and resources with help.</p> <p>MFB - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Belonging</p> <p>MR - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>SCSA - Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>MFB - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Caring for living things Special Events Becoming more independent</p> <p>SCSA - Enjoys responsibility of carrying out small tasks.</p> <p>MR- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>MFB - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Similarities and differences families, friends Growing up and moving on (Transition)</p> <p>SCSA- Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>MR- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>MFB - Can usually adapt behaviour to different events, social situations and changes in routine.</p>
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<p>Expressive Arts and Design</p>	<p>Role Play – Goldilocks and the three bears</p> <p><u>Being Imaginative</u> Beginning to make-believe by pretending.</p> <p>Goldilocks song</p> <p>EMM- Joins in singing favourite songs.</p>	<p>Making nursery rhyme characters / props and musical instruments</p> <p><u>Being Imaginative</u> Beginning to make-believe by pretending.</p> <p>EMM- Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing.</p>	<p>Role Play Hairdresser’s shop Role play going to the moon Self portraits</p> <p><u>Being Imaginative</u> Beginning to make-believe by pretending.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>EMM - Experiments with blocks, colours and marks.</p>	<p>Role Play – police station Birthday parties Spring Make sounds to keep daddy bear awake</p> <p><u>Being Imaginative</u> Engages in imaginative role-play based on own first-hand experiences.</p> <p>EMM - Uses various construction materials.</p>	<p>Growing – Jasper’s Beanstalk / Garden Centre Observational drawings Dance</p> <p><u>Being Imaginative</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>EMM - Enjoys joining in with dancing and ring games.</p>	<p>Animal homes Animal patterns</p> <p><u>Being Imaginative</u> Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</p> <p>EMM - Beginning to be interested in and describe the texture of things</p>
<p>Educational Visits, Visitors, Experiences</p>	<p>Teddy Bears’ Picnic – nature garden</p>	<p>Keelham Farm Shop</p>	<p>Media Museum</p>	<p>Walk around local area – go to children’s homes</p>	<p>Shibden Park</p>	<p>Pet Shop</p>