



## EYFS Long Term Planning

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

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Traditional Tales</b>	<b>Light and Dark</b>	<b>Shopping</b>	<b>Under the Sea</b>	<b>Minibeasts</b>	<b>Farm and Wild Animals</b>



<p><b>Literacy</b></p>	<p><b>R-</b> Describes main story settings, events and principal characters.</p> <p><b>W-</b> Sometimes gives meaning to marks as they draw and paint.</p>	<p><b>R-</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p><b>W-</b> Hears and says the initial sound in words.</p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<p><b>R -</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><b>W-</b> Hears and says the initial sound in words.</p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• <b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some</b></li> </ul>	<p><b>R -</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><b>W-</b> Can segment the sounds in simple words and blend them together.</p> <ul style="list-style-type: none"> <li>• Attempts to write short sentences in meaningful contexts.</li> <li>• <b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></li> </ul>	<p><b>R-</b> Begins to read words and simple sentences.</p> <p><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><b>W-</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words</p>	<p><b>R- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><b>W- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically</b></p>
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<p><b>Core texts</b></p>	<p>Goldilocks and the Three Bears We're Going On A Bear Hunt The Three Little Pigs The Three Billy Goats Gruff</p>	<p>Owl Babies Whatever Next Bedtime for Monsters Christmas Stories Grendel's Wish</p>	<p>Tiger Who Came to Tea Handa's Surprise The gigantic turnip</p>	<p>Surprising sharks Splash, Anna Hibiscus How to find a fruit bat</p>	<p>Hungry Caterpillar What the ladybird heard</p>	<p>Rosie's Walk Farmer Duck The Leopard's Drum Augustus and his smile</p>
<p><b>Numeracy</b></p>	<p>Pattern Counting to 10 Number recognition Objects in a set Prepositions</p>	<p>2D Shapes Counting out to a given number Ordering numbers 1-20 Height</p>	<p>3D shapes Weighing Money</p>	<p>Addition Subtraction Ordering numbers/ one more, one less</p>	<p>Doubling Halving Time</p>	<p>Positional Language 2D/3D shapes Ordering numbers Length Height Estimation</p>



<p><b>Understanding the World</b></p>	<p><b>Autumn Harvest</b></p> <p><b>TW</b>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p><b>Bonfire Night</b>  <b>Science Hero - Galileo</b>  <b>Divali</b>  <b>The Nativity</b>  <b>Winter</b>  <b>Where do we live?</b></p> <p><b>TW</b>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>•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.</p>	<p><b>Penguins</b>  <b>The Bible and the Qu’ran</b>  <b>Chinese new year</b>  <b>Kenya</b>  <b>Valentine’s day</b></p> <p><b>TW</b>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>P&amp;C</b>- Children talk about past and present events in their own lives and in the lives of family members.</p>	<p><b>Sea creatures</b>  <b>Spring and growing</b>  <b>Seed planting</b>  <b>Africa</b>  <b>I know where to go when I’m not feeling well</b>  <b>New plant life</b>  <b>Easter</b></p> <p><b>TW</b>- Looks closely at similarities, differences, patterns and change. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>P&amp;C</b>- Children talk about past and present events in their own lives and in the lives of family members.</p>	<p><b>Tropical World</b>  <b>Minibeasts</b></p> <p><b>TW</b> - 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. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><b>Farm</b>  <b>Summer</b>  <b>Zoo animals and keeper</b>  <b>Future Jobs</b></p> <p><b>P&amp;C</b>- Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b>TW</b>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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<p><b>PSED</b></p>	<p><b>Settling in Class rules</b>  <b>Family</b>  <b>We are all different Feelings</b></p> <p><b>SCSA</b>-Welcomes and values praise for what they have done.</p> <p><b>MR</b>-Initiates conversations, attends to and takes account of what others say.</p>	<p><b>Fair and Unfair Birthdays and Celebrations</b></p> <p><b>MR</b>-Takes steps to reSolve conflicts with other children, e.g. finding a compromise.</p> <p><b>SCSA</b>- Confident to speak to others about own needs, wants, interests and opinions.</p>	<p><b>Good friends Making friends</b></p> <p><b>SCSA</b>-Confident to speak to others about own needs, wants, interests and opinions.</p> <ul style="list-style-type: none"> <li>• They are confident to speak in a familiar group.</li> </ul> <p><b>MR</b>- Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <ul style="list-style-type: none"> <li>•Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	<p><b>Covered in Aut 1, 2 &amp; Spring 1</b></p>	<p><b>Ladybird craft (MR)</b>  <b>Caring for living things (Don't squash the spider)</b>  <b>Washing hands</b>  <b>Exercise</b>  <b>Special Events</b></p> <p><b>HSC</b>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>MR</b>-Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show</p>	<p><b>RSE</b>  <b>Similarities and differences families, friends</b>  <b>Growing up and moving on (Transition)</b></p> <p><b>SCSA</b>- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>MR</b>-Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their</p>
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<p><b>Expressive Arts and Design</b></p>	<p><b>Leonid Afremov (autumn)</b>  <b>3 little pigs</b>  <b>My family</b>  <b>Trolls</b>  <b>Observational drawings – trees/ hedgehogs</b></p> <p><u><b>Being Imaginative</b></u></p> <ul style="list-style-type: none"> <li>Engages in imaginative role-play based on own first-hand experiences</li> <li>Uses available resources to create props to support role-play.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b>EMM-</b> Realises tools can be used for a purpose.</p> <ul style="list-style-type: none"> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently</li> </ul>	<p><b>Space</b>  <b>Owls</b>  <b>Nighttime</b>  <b>Winter</b></p> <p><u><b>Being Imaginative</b></u></p> <ul style="list-style-type: none"> <li>Engages in imaginative role-play based on own first-hand experiences</li> <li>Uses available resources to create props to support role-play.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b>EMM-</b> Realises tools can be used for a purpose.</p> <ul style="list-style-type: none"> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently</li> </ul>	<p><b>The Tiger Who Came to Tea</b>  <b>Fruit and Vegetables</b></p> <p><u><b>Being Imaginative</b></u></p> <ul style="list-style-type: none"> <li>Chooses particular colours to use for a purpose.</li> <li><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and role play.</b></li> </ul> <p><b>EMM</b> -Understands that different media can be combined to create new effects.</p> <ul style="list-style-type: none"> <li>Selects appropriate resources and adapts work where necessary.</li> <li><b>They safely use and explore a variety of materials, tools and</b></li> </ul>	<p><b>Monet (Spring)</b>  <b>Anna Hibiscus</b>  <b>Rainforest</b>  <b>Spring</b></p> <p><u><b>Being Imaginative</b></u></p> <ul style="list-style-type: none"> <li>Chooses particular colours to use for a purpose.</li> <li><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and role play.</b></li> </ul> <p><b>EMM</b> -Understands that different media can be combined to create new effects.</p> <ul style="list-style-type: none"> <li>Selects appropriate resources and adapts work where necessary.</li> <li><b>They safely use and explore a variety of</b></li> </ul>	<p><b>Minibeasts</b></p> <p><u><b>Being Imaginative</b></u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and role play.</p> <p><b>EMM</b> - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Farm and wild animals</b>  <b>Rosie’s Walk</b></p> <p><u><b>Being Imaginative</b></u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and role play.</p> <p><b>EMM</b> - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
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<b>Educational Visits, Visitors, Experiences</b>		Tong Garden Centre	Tesco		Tropical World	The Farm
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