



**EYFS Long Term Plan**

**Year A 2023-2024**

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title		<b>Marvellous Me</b>	<b>Celebrations</b>	<b>Weather</b>	<b>People Who Help Us</b>	<b>Growing &amp; Changing</b>	<b>Countries</b>
<b>Communication &amp; Language</b>	Listening, Attention & Understanding	Opportunities to share relevant news, thoughts, ideas and ask questions of each other are embedded throughout the curriculum.	Opportunities to share relevant news, thoughts, ideas and ask questions of each other are embedded throughout the curriculum.	Opportunities to share relevant news, thoughts, ideas and ask questions of each other are embedded throughout the curriculum. <i>Communication Cookbook, Nuffield Early Language Intervention. Wellcomm</i>	Opportunities to share relevant news, thoughts, ideas and ask questions of each other are embedded throughout the curriculum. <i>Communication Cookbook, Nuffield Early Language Intervention. Wellcomm</i>	Opportunities to share relevant news, thoughts, ideas and ask questions of each other are embedded throughout the curriculum. <i>Communication Cookbook, Nuffield Early Language Intervention. Wellcomm</i>	Opportunities to share relevant news, thoughts, ideas and ask questions of each other are embedded throughout the curriculum. <i>Communication Cookbook, Nuffield Early Language Intervention. Wellcomm</i>
	Speaking	Holiday News My Family Things I like/dislike My Favourite things. My Senses Harvest Service	Bonfire Night Experiences Guy Fawkes Remembrance Day Diwali Rama and Sita The Nativity Christmas Peformance	Weather Reporting Weather around the world Places we have visited	Questions and answers Interviewing visitors What would we like to be when we grow up Easter Service	Lifecycle of a Butterfly Lifecyle of a Sunflower Farmer Gow’s Trip	Discussing different countries and customs. Focus on countries that the children have links to.

<p style="text-align: center;">Personal, Social &amp; Emotional Development</p>	<p style="text-align: center;">Self-Regulation Managing Self Building Relationships</p>	<p><i>JIGSAW: Being Me in my World.</i> Who...Me?! How am I feeling today? Being at School. Gentle hands. Our rights. Our responsibilities.</p>	<p><i>JIGSAW: Celebrating Difference.</i> What am I good at? I'm special, I'm me. Families. Homes. Making friends. Standing up for yourself.</p>	<p><i>JIGSAW: Dreams &amp; Goals.</i> Challenge. Never giving up. Setting a goal. Obstacles and support. Flight to the future. Footprint Awards.</p>	<p><i>JIGSAW: Healthy Me.</i> Everybody's body. We like to move it, move it. Food, glorious food. Sweet dreams. Keeping clean. Safe adults.</p>	<p><i>JIGSAW: Relationships.</i> My family and me. Make Friends, Make Friends, Never Ever Break Friends! Part 1. Make Friends, Make Friends, Never Ever Break Friends! Part 2. Falling Out and Bullying Part 1. Falling Out and Bullying Part 2. Being the best friends we can be.</p>	<p><i>JIGSAW: Changing Me.</i> My body. Respecting my body. Growing up. Fun and Fears part 1. Fun and Fears part 2. Celebration.</p>
<p style="text-align: center;">Physical Development</p>	<p style="text-align: center;">Gross Motor Skills Fine Motor Skills</p>	<p><i>GMS: TA SPORTS STARS</i> <i>Dodge Ball</i> <i>Outdoor play</i> <i>equipment:</i> Climbing frames, Scooters, Bikes, small PE equipment, eg bats, balls, bean bags</p> <p><i>FMS:</i> Threading Scissor work Playdough Tweezers Zips and Buttons Peg boards Puzzles Writing Art &amp; Craft</p>	<p><i>GMS: TA SPORTS STARS</i> <i>Football</i> <i>Outdoor play</i> <i>equipment:</i> Climbing frames, Scooters, Bikes, small PE equipment, eg bats, balls, bean bags</p> <p><i>FMS</i> Threading Scissor work Playdough Tweezers Zips and Buttons Peg boards Puzzles Writing Art &amp; Craft</p>	<p><i>GMS: TA SPORTS STARS</i> <i>Gymnastics</i> <i>Outdoor play</i> <i>equipment:</i> Climbing frames, Scooters, Bikes, small PE equipment, eg bats, balls, bean bags</p> <p><i>FMS</i> Threading Scissor work Playdough Tweezers Zips and Buttons Peg boards Puzzles Writing Art &amp; Craft</p>	<p><i>GMS: TA SPORTS STARS</i> <i>Dance</i> <i>Outdoor play</i> <i>equipment:</i> Climbing frames, Scooters, Bikes, small PE equipment, eg bats, balls, bean bags</p> <p><i>FMS</i> Threading Scissor work Playdough Tweezers Zips and Buttons Peg boards Puzzles Writing Art &amp; Craft</p>	<p><i>GMS: TA SPORTS STARS</i> <i>Cricket</i> <i>Outdoor play</i> <i>equipment:</i> Climbing frames, Scooters, Bikes, small PE equipment, eg bats, balls, bean bags</p> <p><i>FMS</i> Threading Scissor work Playdough Tweezers Zips and Buttons Peg boards Puzzles Writing Art &amp; Craft</p>	<p><i>GMS: TA SPORTS STARS</i> <i>Tactical Invasion Games</i> Sports Day Races <i>Outdoor play</i> <i>equipment:</i> Climbing frames, Scooters, Bikes, small PE equipment, eg bats, balls, bean bags</p> <p><i>FMS</i> Threading Scissor work Playdough Tweezers Zips and Buttons Peg boards Puzzles Writing Art &amp; Craft</p>

Literacy	Comprehension Word Reading Writing	<p><i>Phonics Shed:</i> Revision of Chapter 1. Chapter 2 start Book reading &amp; comprehension is a daily event. Writing linked to phonics and topic. Formation of letters. Overwriting sentences Correct Pencil grip/pressure</p>	<p><i>Phonics Shed:</i> Chapter 2 Book reading &amp; comprehension is a daily event. Writing linked to phonics and topic. Formation of letters. Correct Pencil grip/pressure Overwriting sentences</p>	<p><i>Phonics Shed:</i> Chapter 2 finish &amp; Recap if needed. Chapter 3 start Book reading &amp; comprehension is a daily event. Writing linked to phonics and topic. Formation of letters. Correct Pencil grip/pressure Writing of dominant sounds independently.</p>	<p><i>Phonics Shed:</i> Chapter 3 Spellings: HF words Book reading &amp; comprehension is a daily event. Writing linked to phonics and topic. Formation of letters. Correct Pencil grip/pressure Encourage writing of dominant sounds independently.</p>	<p><i>Phonics Shed:</i> Chapter 3 Spellings: HF words Book reading &amp; comprehension is a daily event. Writing linked to phonics and topic. Formation of letters. Correct Pencil grip/pressure Encourage writing of words that are phonetically plausible independently. Capital letters and full stops</p>	<p><i>Phonics Shed:</i> Chapter 3 Spellings: HF words Book reading &amp; comprehension is a daily event. Writing linked to phonics and topic. Formation of letters. Correct Pencil grip/pressure Writing of words that are phonetically plausible, some HF words spelt correctly. Capital letters and full stops independently</p>
Mathematics	Number Numerical Patterns	<p><i>WRM: Getting to know you</i> Opportunities for settling in, introducing areas and provision, getting to know the children. Reception Baseline <i>Just like me!</i> Comparing objects, comparing size, mass and capacity and exploring pattern.</p>	<p><i>WRM: It's me 1,2,3!</i> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2, 3 Circles and triangles Positional language <i>Light and Dark</i> Representing number to 5 One more and one less Shapes with 4 sides Time</p>	<p><i>WRM: Alive in 5</i> Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity <i>Growing 6,7,8</i> Combining two amounts Making pairs Length and Height Time</p>	<p><i>WRM: Building 9 &amp; 10</i> Counting to 9 and 10 Composition up to 10 Bonds to 10 3D shapes Spatial awareness Patterns <i>Consolidation</i></p>	<p><i>WRM: To 20 and beyond</i> Building Numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate and manipulate. <i>First, Then and Now</i> Adding more Taking away</p>	<p><i>WRM: Find my Pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build <i>On the Move</i> Deepening understanding Pattern and relationships Mapping</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p>Past &amp; Present People, Culture &amp; Communities The Natural World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past (family photographs of older family members)</p> <p>Forest School Sessions: Explore the natural world around them encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear and feel whilst outdoors, including natural processes from hands on experiences</p>	<p>Draw information from a map Understand some places are special to member of our community Recognise that people have different beliefs and celebrate at different times – Diwali, Christmas Recognise that some environments that are different from the ones in which they live.</p> <p>Forest School Sessions: Explore the natural world around them encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear and feel whilst outdoors, including natural processes from hands on experiences</p>	<p>How has the world changed in the past what can we do to look after our world. Compare and contrast seasons in this country and in others.</p> <p>Forest School Sessions: Explore the natural world around them encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear and feel whilst outdoors, including natural processes from hands on experiences</p>	<p>Compare and contrast how we were helped by different people in the past to how we are helped now – Police, Fire, Ambulance</p> <p>Forest School Sessions: Explore the natural world around them encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear and feel whilst outdoors, including natural processes from hands on experiences</p>	<p>Compare and contrast foods that we ate in the past (home grown) to food that we eat today (imported). Create opportunities to discuss how we can care for the natural world. Observational diary of the lifecycle of a butterfly and sunflower.</p> <p>Forest School Sessions: Explore the natural world around them encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear and feel whilst outdoors, including natural processes from hands on experiences</p>	<p>Wider Community including global Compare and contrast environments Recognise some similarities and differences between life in this country and life in other countries. Draw information from a map Understand some places, symbols are special to different people Recognise that people have different beliefs and celebrate at different times.</p> <p>Forest School Sessions: Explore the natural world around them encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear and feel whilst outdoors, including natural processes from hands on experiences</p>
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Expressive Arts & Design	Creating with Materials Being Imaginative & Expressive	<p><i>Access Art: What can we see?</i> Finding Circles Shells Collecting, arranging, drawing Explore, use and refine a variety of artistic effects to express their ideas and feelings, colour mixing, self-portraits.</p> <p><i>CHARANGA: Me!</i> Nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, once I caught a fish alive This old man Five little ducks Name song Things for fingers Harvest Festival Service</p> <p><i>ROLE PLAY</i> Develop storylines in their pretend play and role play areas: Home corner Shop</p>	<p><i>Access Art: How can we explore colour?</i> Collecting colour Printing Collage Explore, use and refine a variety of artistic effects to express their ideas and feelings – focus on colour and pattern (Rangoli patterns)</p> <p><i>CHARANGA: My Stories</i> Nursery rhymes and action songs: I'm a little teapot The grand old Duke of York Ring o' roses Hickory dickory dock Not too difficult The abc song Remembrance Service Christmas Performance</p> <p><i>ROLE PLAY</i> Develop storylines in their pretend play and role play areas: Poppy making factory Santa's Workshop</p>	<p><i>Access Art: How can we build worlds?</i> Junk modelling Bug Hotels Prop making for toys Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>CHARANGA: Everyone!</i> Nursery rhymes and action songs: Wind the bobbin up Rock-a-bye baby Five little monkeys jumping on the bed Twinkle, twinkle If you're happy and you know it Head, shoulders, knees and toes</p> <p><i>ROLE PLAY</i> Develop storylines in their pretend play and role play areas: Weather Station</p>	<p><i>Access Art: How can we explore materials &amp; marks?</i> Mark making &amp; sound Imaginary landscapes Transforming objects Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>CHARANGA: Our World</i> Nursery rhymes and action songs: Old Macdonald Incy wincy spider Baa baa black sheep Row, row, row your boat The wheels on the bus The hokey cokey Easter Service</p> <p><i>ROLE PLAY</i> Develop storylines in their pretend play and role play areas: Emergency Headquarters Fire, Police, Ambulance</p>	<p><i>Access Art: How can we explore 3D materials?</i> Free exploration of materials Return to and build on their previous learning, refining ideas and developing their ability to represent them. Focus on sketching plants and living things</p> <p><i>CHARANGA: Big Bear Funk</i> Nursery rhymes and action songs: Big bear funk Class Assembly</p> <p><i>ROLE PLAY</i> Develop storylines in their pretend play and role play areas: Gardening Centre Bug World</p>	<p><i>Access Art: How can we use our imagination?</i> Galaxy painting Fruit &amp; veg heads Collage Return to and build on their previous learning, refining ideas and developing their ability to represent them. Focus on sketching plants and living things</p> <p><i>CHARANGA: Reflect, Rewind &amp; Replay</i> Nursery rhymes and action songs: Big bear funk Baa baa black sheep Twinkle twinkle Incy wincy spider Rock-a-bye baby Row, row, row your boat</p> <p><i>ROLE PLAY</i> Develop storylines in their pretend play and role play areas: Cafes - changes to weekly country focus</p>
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