



Early Years Foundation Stage (EYFS) Long Term Plan 2022-23

	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
WOW and Events	Harvest	Christmas productions Diwali Day Bonfire night Children in Need	Visit from nurse, doctor, policeman Superhero Day	Easter Cards Mothers Day Red Nose Day	Farm visit Fathers Day	Uganda Day
Topics May be adapted to allow for children's interests to flow through provision.	<p>All about ME! Starting school My new class My family What am I good at How have I changed How do I make others feel Being kind Staying safe</p> <p>Bears Traditional Tales Old favourites Familiar tales</p>	<p>Amazing Animals Life cycles Animals around the world Down on the farm Mini beasts Night and day animals Animal patterns Animal arts and crafts Safari</p> <p>Christmas! The Nativity At the Panto Christmas Lists Letters to Father Christmas</p>	<p>People who help us Real life superheroes Role play doctors and teachers What do different people do to help us Who helps us at school Who helps us at home</p> <p>Superheroes! What are my super powers? If I were a superhero I would... Favourite superheroes</p>	<p>Under the sea Seaside songs Pirate day Fossil hunting</p> <p>Easter Egg hunt Why do we celebrate Easter</p>	<p>Come outside Weather and seasons Plants and flowers The great outdoors Outdoor explorers Planting seeds Make a sculpture- Andy Goldsworthy Reduce, reuse, recycle</p> <p>Aliens Rocket building Planets Alien naming</p>	<p>Uganda Traditional Ugandan stories Uganda Day</p> <p>Transition and Change What am I good at What have I enjoyed this year What am I looking forward to Meeting new teachers Letter writing to new teacher</p>
Rich texts to share and explore	<p>The Colour Monster Nibbles! The Rainbow Fish The Big Book of Families You Choose Giraffes Can't Dance</p> <p>We're going on a bear hunt Goldilocks and the Three Bears Three Little Pigs Hansel & Gretal The Ugly Duckling</p>	<p>The Very Hungry Catapillar Pig in the Pond Shark in the park Oi frog Animalphabet You're called what?</p> <p>Christmas Story Nativity Rama and Sita The Jolly Christmas Postman</p>	<p>Fireman Fred A Superhero like you</p> <p>Supertato Superworm There's a superhero in your book</p>	<p>Tiddler The Storm Whale Not quite Narwhal Lost and found</p> <p>The Easter Story</p>	<p>Oliver's vegetables The Tiny seed The Gigantic Turnip Jack and the beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons</p> <p>Q-Pootle 5 Aliens love underpants</p>	<p>How the crane got his crown Jabberwocky</p>

<p>Communication and language</p> <p>Developing C+L through high quality interactions, group discussions, sharing circles, stories, singing, PSHE times.</p>	<ul style="list-style-type: none"> • Settling in activities • Making friends • Children talking about experiences that are familiar to them • Sharing facts about me! • Shared stories 	<ul style="list-style-type: none"> • Developing vocabulary • Discovering passions • Tell me a story- retelling • Word hunts • Listening and responding to stories • Taking part in discussions • Understanding how to listen and why listening is important 	<ul style="list-style-type: none"> • Using new language • Asking how and why questions • Describing events in detail • Learning rhymes, poems and songs 	<ul style="list-style-type: none"> • Using picture cue cards to talk about an object • Sustained focus when listening to a story • Helicopter stories • Making predictions 	<ul style="list-style-type: none"> • Re-reading books so that children learn to talk about what is happening • Relating stories to their own lives • Mystery reader 	<ul style="list-style-type: none"> • Show and tell • Weekend news • Favourite stories
<p>Personal Social and Emotional Development</p>	<p>SCARF- Me and my relationships All about me What makes me special Me and my special people Who can help me My Feelings</p>	<p>SCARF- Valuing difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p>SCARF- Keeping safe What's safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>SCARF- Rights and respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world</p>	<p>SCARF- Being my best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p>SCARF- Growing and changing Seasons Life stages – plants animals and humans Where do babies come from Getting bigger Me and my body</p>
<p>Physical Development</p>	<p>Fine Motor Threading, cutting, weaving, playdough, Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Fine Motor 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.</p>	<p>Fine Motor Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Hold small items Button Clothing Cutting with Scissors</p>	<p>Fine Motor 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 Draw and copy patterns</p>	<p>Fine Motor 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</p>	<p>Fine Motor Consistently form recognisable letters Confident pencil grip and control</p>
	<p>Gross Motor Cooperation games i.e. parachute games. Climbing – outdoor equipment</p>	<p>Gross Motor Ball skills- throwing and catching. Crates play Skipping ropes in outside area</p>	<p>Gross Motor Dance Moving to music Gymnastics Balance</p>	<p>Gross Motor Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain</p>	<p>Gross Motor Provide opportunities for children to explore gross motor development</p>	<p>Gross Motor Provide opportunities for children to explore gross motor development</p>

	Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	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.		the importance of the different aspects of a healthy lifestyle.		
English	<p>Comprehension- Joining in with rhymes and showing an interest in stories with repeated refrains. 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.</p> <p>Phonics- Phase 2 whole class</p>	<p>Comprehension- Retell stories related to events through acting/role play. Christmas letters/lists. 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. Enjoying an increasing range of books</p> <p>Phonics- Differentiated groups</p>	<p>Comprehension- Making up stories with friends Encourage children to record stories through picture drawing/mark making. 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.</p> <p>Phonics- Differentiated groups</p>	<p>Comprehension- Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. 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</p> <p>Phonics- Differentiated groups</p>	<p>Comprehension- 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.</p> <p>Phonics- Differentiated groups</p>	<p>Comprehension- 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.</p> <p>Phonics- Differentiated groups</p>
Maths	<ul style="list-style-type: none"> Getting to know you Just like me! 	<ul style="list-style-type: none"> It's me, 1,2,3! Light and dark 	<ul style="list-style-type: none"> Alive in 5! Growing 6, 7, 8 	<ul style="list-style-type: none"> Building 9 and 10. Consolidation 	<ul style="list-style-type: none"> To 20 and beyond First, then, now 	<ul style="list-style-type: none"> Find my pattern On the move
Understanding the World	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been	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	Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need. Why do we need real life superheroes?	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the sea? Compare animals from the sea to those on a farm.	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	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. Look at the difference between transport in this

	<p>with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Long ago – How time has changed. Using cameras.</p>	<p>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.</p> <p>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.</p>	<p>Talking about recycling and why it is important to look after our planet.</p>	<p>Explore a range of sea creatures. Learn their names and label their body parts.</p> <p>Making sense of different environments and habitats</p> <p>Listen to children describing and commenting on things they have seen</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>country and one other country. Encourage the children to make simple comparisons.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Environments – Features of local environment Maps of local area</p> <p>Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p>
Expressive Arts and Design	<p>Self portraits</p> <p>Building three little pigs houses</p>	<p>Animal Puppets</p> <p>Boule boule making</p> <p>Christmas card making</p> <p>Paper chains</p> <p>Firework collage</p>	<p>Making supertato</p> <p>Trapping evil pea</p> <p>Vets role play</p> <p>Teachers role play</p>	<p>Chick making</p> <p>Easter egg collage</p> <p>Pirate maps</p> <p>Paper plate jellyfish</p>	<p>Make a spaceship</p> <p>Creating aliens</p> <p>Outside art</p>	<p>Art around the world</p>
Music	<p>CHARANGA</p> <p>Me!</p>	<p>CHARANGA</p> <p>My Stories</p>	<p>CHARANGA</p> <p>Everyone</p>	<p>CHARANGA</p> <p>Our World</p>	<p>CHARANGA</p> <p>Big Bear Funk</p>	<p>CHARANGA</p> <p>Reflect, rewind and replay</p>
Global Awareness	<p>World Toilet Day</p> <p>Harvest around the world</p>			<p>World Water Day –March</p>		<p>World Environment Day – June</p>
Six Strand Curriculum	Boundaries	Resilience	Focus	Respect	Self-regulation	Independence