







EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests</p> <p>Links to whole school curriculum</p>	<p>All About Me</p> <p>Starting school My new class PSED focus Relationships/feelings What am I good at? My family/Family tree Self portraits Growing up Our local area Autumn walk My favourite story Black History Month</p>	<p>Celebrations</p> <p>Bonfire night - firework safety Little Red Hen Harvest Diwali – Festival of Light Halloween Seasons - Autumn Christmas play Christmas Lists Letters to Father Christmas</p>	<p>Around the World</p> <p>Different countries – how are they similar/different to where we live? Different religions Space Seasons- Winter Maps Contrasting environments Landmarks Lunar New Year</p>	<p>Amazing Animals</p> <p>Mini-beast Mini-beast hunts and tally charts Seasons - Spring Farm animals/trip to a farm Dinosaurs Wild Animals Antarctic and Arctic animals Reduce, Reuse & Recycle</p>	<p>Growing</p> <p>Arts & Design focus: Monet, Van Gogh Plants & Flowers Weather Seasons Planting beans/seeds Our local area When I grow up.... Different professions</p>	<p>Journeys</p> <p>Going on holiday Send me a postcard! Seaside Marine life/oceans Seasons -Summer: sun safety Transport Transport - design a vehicle Pirates Trip to the Park Moving to Year 1</p>
<p>Fun Science</p>	<p>What senses will I use?</p>	<p>Will it dissolve?</p>	<p>Will it sink or float?</p>	<p>How can I make it melt? Freezing and melting</p>	<p>How do plants grow? Life cycles</p>	<p>Where did shadow come from? Is it magnetic?</p>
<p>High quality Texts</p>  <p>We aim to foster a lifelong love of reading</p>	<p>Incredible You The Colour Monster The Big Book of Families Funnybones Starting school It's ok to be different Ferdie and the Falling Leaves</p>	<p>The Story of Rama & Sita Room on the Broom The Gruffalo The Snowman Stick Man The Nativity The Gingerbread Man</p>	<p>Handa's Surprise So Much Whatever next The Bear in the Cave Here We are Lunar New Year Maps and Atlases</p>	<p>What the Ladybird Heard If Only: Eric Carle Focus Earth Ninja Handa's Hen Rosie's Walk Easter We're Going on a Bear Hunt</p>	<p>Non-fiction books Jack and the Beanstalk Camille and the Sunflowers We Planted a Tree The Very Hungry Caterpillar</p>	<p>Coming to England Commotion in the Ocean Rainbow Fish Under the Sea A home for a Pirate Transition stories The Most Magnificent Thing</p>

<p>Traditional Tales</p>	<p>Goldilocks and the Three Bears</p> 	<p>The Gingerbread Man</p> 	<p>The Three Little Pigs</p> 	<p>The Three Billy Goats Gruff</p> 	<p>Jack and the Beanstalk</p> 	<p>Little Red Riding Hood</p> 
<p>Reading</p>	<p>Whole class reading</p>	<p>Whole class reading Daily supported Reading – Target children</p>	<p>Whole class reading Daily supported Reading – Target children</p>	<p>Whole class reading Daily supported Reading</p>	<p>Whole class reading Daily supported Reading</p>	<p>Whole class reading Daily supported Reading</p>
<p>Writing opportunities</p> 	<p>Name writing Friendship cards Family Tree Self Portraits – I am (name) Autumn Walks – I can see a.... Family – This is my..... Labelling body/face Now and then Invitation</p>	<p>Christmas Lists Writing cards Writing letters Writing CVC words: red hen Holiday/Weekend news Safety Poster Invitations</p>	<p>Country – My family are from..... we like to..... Instructions to make a car: first, then, next 'I went to (holiday)I went on a (transport) Making cards Shopping list for ingredients Instructions for cooking/baking</p>	<p>Minibeast hunt – I can see a... Describing mini beasts – the ant is.... We went to the farm, I saw a..... Labelling Mother Day Cards Shopping list for ingredients Instructions for baking Number books – 10 (CVC objects)</p>	<p>Book making Plant diary Creating whole class big book – On Monday he ate..... Life cycle of a caterpillar</p>	<p>Friendship This is for..... She/He is.... Transition: Now, I can..... Father Day cards Invitations to graduations Invitations to Sports Day Posters</p>
<p>Role play and writing opportunities</p>	<p>Home corner – phone messages, shopping list Goldilocks and Three Bears House Writing Sorry letters from Goldilocks</p>	<p>Home corner with a variety of celebration resources – cards, letters and lists to father Christmas Outside – The Gingerbread Man</p>	<p>Spaceship/rocket Writing a list of what they would take to space Outside: The Three Pigs house Wanted posters to find the wolf</p>	<p>Jungle – Explorer – Magnifying glasses, binoculars – Lists of what animals they see Outside – The three Billy Goats Gruff</p>	<p>Job Centre/computers Applications Jack and the Beanstalk Castle Outside: Garden Shop Labelling</p>	<p>Airport Passports Postcards Outside – Mechanics</p>

<p>'Wow' moments Enrichment</p> 	<p>Transition week Autumn walk Hackney Library visit Tour of the school Number hunt Visit local shops/area International Food Event Family photos Favourite books.</p>	<p>Bonfire Night Diwali Remembrance Day Christmas gifts Christmas performance Visit from Santa Gingerbread</p>	<p>Valentine's day Lunar New Year Food tasting & cooking – different cultures</p>	<p>Visit to the farm Mini-beast workshop Mini-beast hunts Mother's Day Easter egg hunt Easter baking – hot cross buns</p>	<p>Caterpillars in the class Pond dipping Freshwater Theatre Story telling session Father's Day</p>	<p>Transition visits – Year 1 Trip to the beach Sports Day Baking bread End of year picnic Graduation</p>
<p>Art Focus</p>	<p>Self-portraits – using different materials Artists: Picasso Kara Walker Chris Ofili</p>	<p>Firework Pictures Artist: Jackson Pollock Shape collage Artists: Wassily Kandinsky Alma Thomas</p>	<p>3D Sculptures - buildings Artist: Barbara Hepworth</p>	<p>Minibeasts – collage Artist: Henri Matisse</p>	<p>Creating art using nature Artists: Andy Goldsworthy Georgia O'Keefe</p>	<p>Ocean pictures Art: The Big Wave by Japanese artist Hokusai Katsushika</p>
<p>Phonics</p>  <p>Blossom Federation Program built around Letters and Sounds Principles</p>	<p>Phase 1 and Phase 2 Phonics Interventions Phase 1 activities ongoing throughout the year</p>	<p>Letters and Sounds: Consolidate Phase 2 and begin Phase 3 Phonics Interventions Phonics books sent home</p>	<p>Letters and Sounds: Phase 3 Phonics Interventions Phonics books sent home</p>	<p>Letters and Sounds: Phase 3 Phonics Interventions Phonics books sent home</p>	<p>Letters and Sounds: Phase 3 and begin Phase 4 Phonics Interventions Phonics books sent home</p>	<p>Letters and Sounds: Phase 3 and begin Phase 4 Phonics Interventions Phonics books sent home</p>
<p>Maths</p> 	<p>Just like me: Match and Sort, Compare Amounts, Compare Mass, Size and Capacity, Exploring pattern It's me 1, 2, 3: Representing 1, 2, 3, Comparing 1, 2, 3, Composition of 1, 2, 3, Circles and Triangles, Positional Language Light and Dark: Representing numbers to 5, One more and less, Shapes with 4 sides, Time</p>	<p>Alive in 5!: Introducing Zero, Comparing numbers to 5, Composition of 4 and 5, Compare Mass, Compare Capacity Growing 6, 7, 8: 6, 7, and 8, Combing 2 amounts, Making pairs, Length and Height, Time Building 9 and 10: Counting to 9 and 10, Comparing numbers to 10, Bonds to 10, 3d shapes, Spatial Awareness, Patterns</p>	<p>Alive in 5!: Introducing Zero, Comparing numbers to 5, Composition of 4 and 5, Compare Mass, Compare Capacity Growing 6, 7, 8: 6, 7, and 8, Combing 2 amounts, Making pairs, Length and Height, Time Building 9 and 10: Counting to 9 and 10, Comparing numbers to 10, Bonds to 10, 3d shapes, Spatial Awareness, Patterns</p>		<p>To 20 and beyond: Building numbers beyond 10, Counting patterns beyond 10, Spatial reasoning 1, Match, rotate, manipulate First, then, now: Adding More, Taking Away, Spatial Reasoning 2, Compose and Decompose Find my Pattern: Doubling, Sharing and Grouping, Even and Odd, Spatial Reasoning 3, Visualise and Build On the Move: Deepening Understanding, Patterns and Relationships, Spatial Reasoning 4, Mapping</p>	<p>To 20 and beyond: Building numbers beyond 10, Counting patterns beyond 10, Spatial reasoning 1, Match, rotate, manipulate First, then, now: Adding More, Taking Away, Spatial Reasoning 2, Compose and Decompose Find my Pattern: Doubling, Sharing and Grouping, Even and Odd, Spatial Reasoning 3, Visualise and Build On the Move: Deepening Understanding, Patterns and Relationships, Spatial Reasoning 4, Mapping</p>

Reception Early Learning Goals

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. <p>Speaking</p> <ul style="list-style-type: none"> • 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 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. 	<p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • 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 	<p>Number</p> <ul style="list-style-type: none"> • 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. <p>Numerical</p> <ul style="list-style-type: none"> • 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; 	<p>Past and Present</p> <ul style="list-style-type: none"> • 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; <p>People Culture and Communities</p> <ul style="list-style-type: none"> • 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 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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

<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 20 <p>Building Relationships • Work and play cooperatively and take turns with others;</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 		<p>knowledge, including some common exception words.</p> <p>Writing</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.. 	<p>in this country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. 	<p>move in time with music.</p>
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