

EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme (but not limited to...)	All about me!	Wonderful winter/celebrations	Fairy Tales	On the move!	Adventure above and over the clouds	Mini beasts/the great outdoor
Possible ideas/lines of inquiry These mini ideas within the themes may change or be replaced depending on child interest or fascination	All about me, my family, houses and homes, my heroes/superheroes	Birthdays, special events / weekly news, Halloween, Bonfire Night, Diwali, Christmas, Toys of the past.	Traditional tales	Types of transport, past and present transport, emergency services, creating transport air, land and sea, road safety, map making, positional language.	Sea creatures, past and present seaside holidays, water safety, float and sink, capacity, Space, our local world, recycling. Easter	Summer, Mini beasts (insects), Ourselves (growing and moving on) Plants, exploring food (healthy food choices), gardening
Possible experiences	Autumn walk around the school and local area	Winter hunt, Diwali festival, Halloween, Christmas celebrations		Possible visit from the local emergency services	the deep!	Growing butterflies, planting seeds
Key texts	Funny bones Super duper you The worry monster Elmer Our class is a family The colour monster goes to school	Father Christmas A Christmas Story The Jolly Christmas Postman	The gingerbread man The three little pigs Jack and the beanstalk Little red riding hood The jolly postman	The naughty bus Mr Gumpy's motor car The hundred decker bus The runaway train Lost and found	Tiddler Dougal deep sea diver The storm whale	The very hungry caterpillar Superworm! aargh spider! What the ladybird heard Jaspers beanstalk
Key Vocabulary	Family, brother, sister, parents, mum, dad, grandparents, my body, arms, legs, feelings, worries, emotions, change, baby, toddler, adult,	Festival, lights, religion, Christianity, bonfire night, fireworks, remembrance day, soldiers, Christmas, trees, nativity, Christmas story, Santa, workshop, Halloween, Diwali, Diya, poppies, colours.	castle, dragon, dwarf, elf, evil, fairy, frog, godmother, gold, horse, king, kiss, knight, lie, pig, poison, prince, princess, queen, shield, silver, sleep,	Cars, planes, trucks, tractors, boats, bikes, scooters, horse and carriage, police car, emergency, 999, fire engine, life guards, ships, cruise ships, old vehicles, new vehicles,	Sea creatures, mermaids, deep sea, diving, whales, storms, weather, recycling, living things, old and new, sea sides, beaches, sand.	Habitat, creatures, bugs, insects, amphibians, butterflies, worms, bug hotels, growing, planting, life cycles, eggs, chrysalis, healthy eating, crops, changing me, growing up.

	grown up, teenager, happy, embarrassed.		spell, step-mother, sword, wand, wish, witch, wolf and wood.	engines, speed, tubes, transport, slow, rusty, metal, safety, maps, routes, air, land and sea. Easter, Jesus, Christianity, cross, eggs, new life, spring, daffodils, life cycles, chicks.		
Phonics	s a t i p n m d g o c k I the go to no into	ck e u r h b f ff l ll ss I the go to no into	j v w x y z zz qu he she we me be was my you her they all are	ch sh th ng ai ee igh oa oo oo he she we me be was my you her they all are	ar or ur ow oi ear air ure er someone said come do so were when have there out like little what	wh ph /ai/ ay a-e a /ee/ e-e ie ea some one said come do so were when have there out like little what
Reading	Pink	Pink	Red	Red	Yellow	Blue
Maths	Getting to know you Match, sort and compare Talk about measure and patterns	It's me 1,2,3 Circles and triangles 12345 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8 Length height and time	Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now Manipulate, compose and decompose	Sharing and grouping Visualise build and map Make connections
Communication and Language	To talk about themselves and others. To sing songs. To speak about a range of texts. To know about others. To know familiar songs. To describe different story and non-fiction texts.	To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt To compare different festivals. To make comments about their observations.	To describe features of traditional stories. To talk about the role of healthy food and exercise in staying healthy.	To describe familiar texts with detail and using full sentences. To begin to ask questions about familiar aspects of their environment and their learning.	To label and sort living things. To begin to research using a search engine. To describe habitats.	To be able to order a range of life cycles. To be able to give facts about a specified subject.

UTW – The natural world	Uses of everyday materials Big Question: What is the best material to build a house for the three little pigs? (Exploration)	Seasonal Changes: Autumn/ Winter Big Question: How are Autumn and winter different and the same? (Observation over time)	Animals, including humans Big Question: What animals live on our school grounds? (Observation / Identify & classify)	Seasonal changes: Spring How will I know it is Spring? (Observation over time)	Plants Big Question: What does a bean need to grow? (Fair test / Observation)	Seasonal Changes: Summer Big Question: How is Summer different to winter? (Observation over time)
UTW – Cultures and communities/the natural world	Outdoor adventures		Exploring maps		Around the world	
UTW- Past and present	Changes		Seasons		Celebrations	
Expressive Arts and Design	Drawing Marvellous Marks		Painting and mixed media		Sculpture and 3D: Creation Station	
EAD/DT		Textiles- Bookmarks		Cooking Nutrition- soup		Structures- Junk Modelling
French	Greetings Basic Commands		Ca Va? Quelle Couleur Numbers 1-5 Commands		Numbers 1-10 Quelle Couleur Je m'appelle	
EAD/Music	Exploring sound	Singing	Music and movement	Musical stories	Transport	Big band
PE- PD	Fundamentals yoga	Dance Sending and receiving	Dance Gymnastics	Gymnastics Ball skills	Invasion games Net and wall games	Team building Athletics
PSED - Jigsaw	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
RE	F1 Which stories are special and why? (7)	F2 Which people are special and why? (6)	F3 What places are special and why? (7)	F4 What times are special and why? (5)	F5 Where do we belong? (6)	F6 What is special about our world? (7)
Squiggle whilst you wiggle/dough disco focus	Up and down movement Arches, circles and spirals	Upwards / downwards lines Spirals and figure of 8 (vertical and horizontal).	side to side lines Squares, diagonal lines, triangles	Waves	zig zags	Arches

Assessment and progress:

Throughout Reception year children are assessed against the Early Learning Goals (ELGs). The ELGs set out the required standard children are expected to achieve by the time they leave Reception. Teachers make on-going assessments of each child by observing them in their learning environment and working alongside them. Tests are not given in Reception class but 'checks' will often be used, for example, to see if your child can read certain words or count fluently.