

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		Growing butterflies, planting seeds
Key texts	Funny bones super duper you Titch The worry monster Elmer	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

English/Phonics	Phase 1 Phase 2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3 Phase 4
Maths <u>Mathematics ELG</u> <u>Number:</u> <i>Children at the expected level of development will:- 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 doubling facts.</i> <u>Mathematics ELG:</u> <u>Numerical Patterns:</u> <i>Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; - compare quantities up to 10 in different</i>	Number and Place Value Numbers to 5 Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects Addition and Subtraction Change within 5	One more / one less Number and Place Value Numbers 4, 5, 6, 7, 8 Subitising Early doubling Time First / then / now Spatial thinking and shape 2D / 3D Shape	Number and Place Value Numbers 6, 7, 8 Making Pairs / Combining different groups Numbers 9, 10 Building 9 and 10 Early doubling Subitising	Shape 2D / 3D Shape Numbers 7, 8, 9, 10 Halving Doubling Sharing	To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 Patterns Making more complex pattern Find my pattern	Number Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising Measure Length,, Weight, capacity

contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						
UTW - The natural world (science)	Materials: BIG QUESTION - What are things made from? How many materials can we find around Hemingbrough School?	Seasons: How are Autumn/Winter the same and different?	Flowering Plants	Seasonal Changes: How will I know it is Spring?	Animals, including humans	Living Things: Habitats of local animals
UTW - Cultures and communities/ the natural world (geography)	My class, my school, my road		Hemingbrough		The Seaside	
UTW- Past and present (history)	Changes		Seasons		Celebrations	

Expressive Arts and Design	<p>Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings Explore colour and colour mixing</p> <p>Exploring colour and colour mixing Self portraits</p>	<p>Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings Explore colour and colour mixing</p> <p>Diva lamps Christmas cards</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning and developing their ability to represent them. Create collaborative sharing ideas resources and skills</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning and developing their ability to represent them. Create collaborative sharing ideas resources and skills</p>	<p>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>	<p>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>
EAD/DT	Sock Puppet		Fruit Kebabs		'Box Model'	
French	<p>Greetings Basic Commands</p>		<p>Ca Va? Quelle Couleur Numbers 1-5 Commands</p>		<p>Numbers 1-10 Quelle Couleur Je m'appelle</p>	
EAD/Music	<p>Use of Voice Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p>	<p>Play tuned and untuned instruments Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p>	<p>Listen with concentration and understanding Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p>		<p>Experiment and create sounds instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p>	

	Discover how to use the voice to create loud and soft sounds.	Choose an instrument to create a specific sound.	Listen to different sounds (animal noise, water etc.) and respond with voice and movement.		Experiment performing songs and music together with body movements to a steady beat.	
PE- PD	Body and movement PE rules Dance	Object manipulation/sending and receiving Yoga	Object manipulation/sending and receiving Gymnastics	Object manipulation/sending and receiving Archery	Tennis Dance	Activities relating to sports day
PSED - Jigsaw	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
RE	Year A 1.7 What does it mean to belong to a faith community? Year B 1.8 How should we care for others and the world and why does it matter? F5	Year A 1.6 How and why do we celebrate special and sacred times? F4 Year B 1.6 How and why do we celebrate special and sacred times? (Different festival focus)	1.1 Who is a Christian and what do they believe? F1 Year B 1.2 Who is a Muslim and what do they believe?	Year A 1.1 Who is Christian and what do they believe? F1 Year B 1.2 Who is a Muslim and what do they believe?	Year A 1.5 What makes some places sacred? F3 Year B 1.4 How can we learn from Sacred books?	Year A 1.5 What makes some places sacred? F3 Year B 1.4 How can we learn from Sacred books?
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.