

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

<p>Key Vocabulary -</p>	<p>Family, brother, sister, parents, mum, dad, grandparents, my body, arms, legs, feelings, worries, emotions, change, baby, toddler, adult, grown up, teenager, happy, embarrassed.</p>	<p>Festival, lights, religion, christianity, bonfire night, fireworks, remembrance day, soldiers, christmas, trees, nativity, christmas story, santa, workshop, halloween, Diwali, Diya, poppies, colours.</p>	<p>castle, dragon, dwarf, elf, evil, fairy, frog, godmother, gold, horse, king, kiss, knight, lie, pig, poison, prince, princess, queen, shield, silver, sleep, spell, step-mother, sword, wand, wish, witch, wolf and wood.</p> <p>Arrow, ball, banish, betray, carriage, claw, creature, defeat, force, heart, imposter, jewels, ogre, passage, plot, puppet, saddle, scarf, secret, slipper, spinning-wheel, stone, swamp, throne, ticket, transform, treasure, ugly, wart and wicked</p>	<p>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, engines, speed, tubes, transport, slow, rusty, metal, safety, maps, routes, air, land and sea.</p> <p>Easter, Jesus, christianity, cross, eggs, new life, spring, daffodils, life cycles, chicks.</p>	<p>Sea creatures, mermaids, deep sea, diving, whales, storms, weather, recycling, living things, old and new, sea sides, beaches, sand.</p>	<p>Habitat, creatures, bugs, insects, amphibians, butterflies, worms, bug hotels, growing, planting, life cycles, eggs, chrysalis, healthy eating, crops, changing me, growing up.</p>
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Literacy /Phonics	Phase 1 Phase 2	Phase 2	Phase 2	Phase ⅔	Phase 3	Phase 3 Phase 4
	<p>Listening to and identifying sounds in the environment.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>I know that words can be written.</p> <p>knowing the sounds that the taught letters make.</p> <p>I know how to write taught letters.</p>	<p>I can listen to and hear sounds in CVC words.</p> <p>Listening to and identifying sounds on a sound mat and to use this when writing.</p> <p>I know words can be written.</p> <p>I know the sounds that the taught letters make.</p> <p>I know what the taught letters look like.</p> <p>I can recognise HFW's and tricky words.</p> <p>I can sequence a familiar story.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective .</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>

				<p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knows how to spell some familiar words.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	
Maths	Number and Place Value	One more / one less Number and Place	Number and Place Value Numbers 6, 7, 8	Shape 2D / 3D Shape Numbers 7, 8, 9, 10	To 20 and Beyond Building	Number Numbers 16, 17, 18, 19, 20

<p>Mathematics ELG Number: <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></p> <p>Mathematics ELG: Numerical Patterns: <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 contexts, recognising when one quantity is greater than, less than or the same as</i></p>	<p>Numbers to 5 Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects Addition and Subtraction Change within 5</p>	<p>Value Numbers 4, 5, ,6,7,8 Subitising Early doubling Time First / then / now Spatial thinking and shape 2D / 3D Shape</p>	<p>Making Pairs / Combining different groups Numbers 9, 10 Building 9 and 10 Early doubling Subitising</p>	<p>Halving Doubling Sharing</p>	<p>numbers beyond 10 10-15 Counting patterns beyond 10 Patterns Making more complex pattern Find my pattern</p>	<p>Halving, doubling, sharing Subitising Measure Length,, Weight, capacity</p>
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<p><i>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.</i></p>						
<p>Communication and Language-</p>	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p> <p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt</p> <p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>
<p>UTW - The natural world (science)</p>	<p>Materials: BIG QUESTION - What are things made from?</p>	<p>Seasons: How are Autumn/Winter the same and different?</p>	<p>Flowering Plants</p>	<p>Seasonal Changes: How will I know it is Spring?</p>	<p>Animals, including humans</p>	<p>Living Things: Habitats of local animals</p>

	How many materials can we find around Hemingbrough School?					
UTW - Cultures and communities/ the natural world <small>(geography)</small>	My class, my school, my road		Hemingbrough		The Seaside	
UTW- Past and present <small>(history)</small>	Changes		Seasons		Celebrations	
Expressive Arts and Design	Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings Explore colour and colour mixing Exploring colour and colour mixing Self portraits	Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings Explore colour and colour mixing Diva lamps Christmas cards	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	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	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	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

					characters in narratives and stories.	narratives and stories.
EAD/DT	Sock Puppet		Fruit Kebabs		'Box Model'	
French	Greetings Basic Commands		Ca Va? Quelle Couleur Numbers 1-5 Commands		Numbers 1-10 Quelle Couleur Je m'appelle	
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>Discover how to use the voice to create loud and soft sounds.</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>Choose an instrument to create a specific sound.</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>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</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> <p>Experiment performing songs and music together with body movements to a steady beat.</p>	
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	<p>Year A 1.7 What does it mean to belong to a faith community?</p> <p>Year B</p>	<p>Year A 1.6 How and why do we celebrate special and sacred times? F4</p> <p>Year B</p>	<p>1.1 Who is a Christian and what do they believe? F1</p>	<p>Year A 1.1 Who is Christian and what do they believe? F1</p>	<p>Year A 1.5 What makes some places sacred? F3</p> <p>Year B</p>	<p>Year A 1.5 What makes some places sacred? F3</p> <p>Year B</p>

	1.8 How should we care for others and the world and why does it matter? F5	1.6 How and why do we celebrate special and sacred times? (Different festival focus)	Year B 1.2 Who is a Muslim and what do they believe?	Year B 1.2 Who is a Muslim and what do they believe?	1.4 How can we learn from Sacred books?	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.