



## EYFS Long Term Planning

Theme Area of Learning	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
<b>Personal, Social and Emotional Development</b>	<p>Transition in to Nursery- building relationships with Key workers and other children.</p> <p><b>1</b> <b>1</b></p> <p>Adjusting to new rules and routines.</p> <p><b>1</b></p> <p>Making friends with others.</p> <p><b>1</b> <b>1-3</b> <b>1&amp;3</b></p> <p>Sharing and turn taking in provision</p> <p><b>1</b></p> <p>Becoming familiar with the new nursery environment.</p> <p><b>1&amp;3</b> <b>1&amp;3</b></p> <p>Banding system introduced.</p>	<p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p><b>1-3</b> <b>1&amp;2</b></p> <p>Continue to develop relationships with staff and children.</p> <p><b>1</b> <b>1</b></p> <p>Birthday discussions</p> <p><b>1</b> <b>1&amp;2</b></p> <p>Circle times – promoting turn taking and listening skills.</p> <p>Christmas circle times and discussions.</p>	<p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p><b>1-3</b> <b>1&amp;2</b></p> <p>Continue to develop relationships with staff and children.</p> <p><b>1</b> <b>1</b></p> <p>What did you do at a Christmas time discussions</p> <p><b>3</b> <b>1</b> <b>1</b></p> <p>Circle times – promoting turn taking and listening skills.</p> <p><b>3</b> <b>1</b> <b>1</b></p> <p>Space and aliens speaking and listening- what would you take to</p>	<p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p><b>1-3</b> <b>1&amp;2</b></p> <p>What animals live on the farm?</p> <p><b>1</b> <b>1</b> <b>1&amp;2</b></p> <p>Caring for animals and being gentle- create a minibeast hotel and worm house.</p> <p><b>1-3</b> <b>1-3</b> <b>1-3</b></p> <p>Circle times – promoting turn taking and listening skills.</p> <p><b>3</b> <b>1</b> <b>1</b></p>	<p>Circle times – promoting turn taking and listening skills.</p> <p><b>3</b> <b>1</b> <b>1</b></p> <p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p><b>1-3</b> <b>1&amp;2</b></p> <p>Visits to reception being towards the end of term.</p> <p>Supporting transition and developing confidence.</p> <p><b>1</b></p> <p>Right and wrong discussions – should Goldilocks have eaten the porridge? Was</p>	<p>Circle times – promoting turn taking and listening skills.</p> <p><b>3</b> <b>1</b> <b>1</b></p> <p>Transition to reception – building relationships with new staff, visits to reception, weekly story time sessions with new staff, stay and play sessions.</p> <p><b>1</b></p> <p>If I had a dragon discussion...</p> <p><b>3</b> <b>1</b> <b>1</b></p> <p>If I was the queen/king</p> <p><b>3</b> <b>1</b> <b>1</b></p> <p>Pants are private – Queens knickers link.</p> <p><b>1</b> <b>2</b></p>
<b>Personal, Social and Emotional Development (continued)</b>						



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	<p><b>1</b></p> <p>Discussing likes and dislikes.</p> <p><b>1</b> <b>1&amp;2</b></p> <p>Families discussions.</p> <p><b>1</b> <b>1&amp;2</b></p>	<p><b>1</b> <b>1&amp;2</b></p> <p>Feelings discussion – happy sad and cross.</p> <p><b>1</b> <b>1&amp;2</b></p> <p>Performance in the Nativity with a Reception – confidence in front of a group.</p> <p><b>3</b> <b>1</b></p>	<p>the moon? Children to talk about their favourite toy or object.</p> <p><b>1&amp;3</b> <b>1</b> <b>1</b></p>		<p>the wolf nice? Why not?</p> <p><b>3</b> <b>1</b> <b>1</b></p>	
Communication & Language	<p><b>Key Vocab:</b> friends, family, home, house, body parts, feelings, like and dislike.</p> <p><b>Well Comms focus-</b></p> <ul style="list-style-type: none"> <li>- Understanding 'in', 'on' and 'under' at the simplest level</li> <li>- Learning to remember and then say the names of two things</li> <li>- Learning to play with a friend</li> <li>-Learning the meaning of 'where'</li> <li>-To encourage the use of three-word sentences</li> </ul>	<p><b>Key Vocab:</b> birthday, party, celebration, bonfire night, firework noise words – bang, pop, fizz, Christmas, Jesus, Mary, Joseph</p> <p>Nativity, sparkle, glitter, shine.</p> <p><b>Well Comms focus –</b></p> <ul style="list-style-type: none"> <li>-Using 'under' in a simple game</li> <li>- Beginning to use 'what' and 'where'</li> <li>- Understanding what things are for;</li> <li>categorising into groups</li> <li>-Using simple plurals/plural forms</li> <li>- Understanding and responding</li> </ul>	<p>Key Vocab: space, rocket, astronaut, stars, alien – describing words for aliens – slimy, green, strange.</p> <p>Well Comms focus –</p> <ul style="list-style-type: none"> <li>-Understanding 'who'</li> <li>- Sorting things that go together and being able to name the category</li> <li>-Understanding and using pronouns: 'he' and 'she'</li> <li>- Understanding 'behind' and 'in front'</li> <li>- Understanding and using verbs in the past tense ; I jumped, I hopped, I ran.</li> </ul>	<p><b>Key Vocab:</b> farm animal names and baby animal names, minibeast names. Caterpillar, cocoon, egg, butterfly.</p> <p><b>Well Comms focus –</b></p> <ul style="list-style-type: none"> <li>- Understanding 'why' questions</li> <li>-Learning to remember and then say the names of three things</li> <li>-Understanding and using 'where', 'who' and 'what' questions</li> <li>-Understanding 'many' and 'few'</li> <li>-Understanding 'long' and 'short'</li> </ul>	<p><b>Key Vocab:</b> woods, basket, baking words – roll, cutter, flour, eggs, butter, families recap – brother, sister, mum, dad, grandma, grandad, porridge, hot, cold.</p> <p><b>Well Comms focus-</b></p> <ul style="list-style-type: none"> <li>-Learning the meaning of 'why' continued</li> <li>-Understanding 'first' and 'last'</li> <li>-Using comparatives: 'bigger', 'longer' and 'smaller'</li> <li>-Understanding opposites: 'wet'/'dry'</li> </ul>	<p><b>Key Vocab:</b> Queen, Knight, castle, dragon, fire, words fro describing dragons – fierce, dangerous. Describing the queen and her knickers – smart, frilly, expensive, gold, woolly.</p> <p><b>Well Comms focus-</b></p> <ul style="list-style-type: none"> <li>-Understanding 'same' and 'different'</li> <li>-Taking turns in a small group</li> <li>-Listening to stories to understand 'what', 'where' and 'why' questions</li> <li>-Learning the meaning of 'when'</li> </ul>



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	1&2 1 1&2	correctly to questions requiring a 'yes'/'no' answer 1&2 1 1&2	1&2 1 1&2	-Understanding and using four-word sentences 1&2 1 1&2	-Understanding and using pronouns: 'his' and 'her' -Linking sentences using 'because' 1&2 1 1&2	-Learning the meaning of 'after' -Understanding sentences containing 'either' and 'or' 1&2 1 1&2
<b>Literacy</b>	<p><b>Key Texts:</b> That's not my books. Guess how much I love you. Maisie Goes to Nursery.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p><b>Phonics- Phase one Letters and Sounds – early listening skills.</b></p> <p>2 weeks: aspect 1</p> <p>2 weeks: aspect 2</p> <p>2 weeks: aspect 3</p> <p>1 week recap</p>	<p><b>Key Texts:</b> Spot's Birthday, I love my birthday – Giles Andreae , Dear Santa – Rod Campbell, The First Christmas – Rod Campbell.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p><b>Phonics – RWI Nursery programme begins</b></p> <ul style="list-style-type: none"> <li>Nursery Rhyme (MTYT)</li> <li>Fred Talk Games</li> </ul>	<p><b>Key Texts:</b> Whatever Next, Pop up Peekaboo – Space! QPootle 5</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p><b>Phonics – RWI Nursery programme continues</b></p> <ul style="list-style-type: none"> <li>Nursery Rhyme (MTYT)</li> <li>Fred Talk Games</li> <li>Teaching picture cards – 5 per week.</li> </ul> <p>1-3 3</p> <p><b>Mark making/writing opportunities:</b></p>	<p><b>Key Texts:</b> On the Farm – Axel Shefler, Rod Campbell – Noisy Farm, Hungry Caterpillar. Farm non fiction texts.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p><b>Phonics – RWI Nursery programme continues</b></p> <ul style="list-style-type: none"> <li>Nursery Rhyme (MTYT)</li> <li>Fred Talk Games</li> <li>Teaching picture cards – 5 per week.</li> </ul>	<p><b>Key Texts:.</b> Goldilocks, Gingerbread Man, The Three Little Pigs.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p><b>Phonics – RWI Nursery programme continues</b></p> <ul style="list-style-type: none"> <li>Nursery Rhyme (MTYT)</li> <li>Fred Talk Games</li> <li>Teaching picture cards – 5 per week.</li> </ul>	<p><b>Key Texts:</b> There's a dragon in your book – Tom Fletcher. Little Princess Books. The Queen's Knickers.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p><b>Phonics – RWI Nursery programme continues</b></p> <ul style="list-style-type: none"> <li>Nursery Rhyme (MTYT)</li> <li>Fred Talk Games</li> <li>Teaching picture cards – 5 per week.</li> </ul> <p>1-3 3</p>



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	<p>1&amp;2 1 1-3</p> <p><b>Mark making/writing opportunities:</b> Scramble trays – variety of textures and mark making tools. Chunky pens and chalks – large scale drawing indoors and outdoors Self portraits Drawing pictures of themselves and family members – templates to draw on or over to support Drawing on mirrors and on clear plastic Whiteboards and pens – easy, low pressure mark making tools.</p> <p>1-3 1&amp;2 2</p>	<ul style="list-style-type: none"> <li>Teaching picture cards – 5 per week.</li> </ul> <p>1-3 3</p> <p><b>Mark making/writing opportunities:</b> Birthday cards added to writing area – big and small Decorating and colouring birthday cake templates Scramble trays – variety of textures and mark making tools, link to bonfire night with firework patterns and glitter/ coloured sand Bonfire night colour mixing and exploration in tuff trays – mark making tools provided Chalks on black paper – squeeze glitter glue pens and rollers Stencils modelled and introduced – large chunky stencils and felt tips</p>	<p>Painting and writing on foil / shiny surfaces Completing rocket and astronaut pictures – can you draw the fire for the rocket? Can you draw a face on the astronaut? Opportunities for drawing and painting their own rockets Alien drawing and painting – supported by provided templates if needed for them to complete. Decorating cardboard boxes to use a space rocket – chunky pens lots of boxes</p> <p>1-3 1&amp;2 2</p>	<p>1-3 3</p> <p><b>Mark making/writing opportunities:</b> Stencils – farm animals Painting and drawing different farm animals Mark making in mud! Name writing for those who are ready Drawing mini beasts Exploring letters – icing sugar sprinkling over the top Drawing the caterpillar food from the hungry caterpillar Scramble trays – variety of textures and mark making tools- add names and letters to explore</p> <p>1-3 1&amp;2 2</p>	<p>1-3 3</p> <p><b>RWI set one sounds taught to those who are ready</b></p> <p><b>Mark making/writing opportunities:</b> Porridge mark making – add water to alter texture Drawing and painting characters from the story Writing initial sounds next to pictures of characters Drawing three bears house/granny’s house Whiteboards and pens – name writing and letter exploration Dough mark making – printing letters in gingerbread smelling dough Scramble trays – variety of textures and mark making tools- add names and pictures to write initial sounds for</p>	<p><i>*January and Easter new starters to continue with this programme</i></p> <p><b>RWI set one sounds taught to those who are ready- school starters</b></p> <p><b>Mark making/writing opportunities:</b> Writing invitations to garden party – adding their name and writing initial sound of mum or dad Dragon painting and drawing – what is your dragon called? Writing initial sound Labelling dragons, castles and knights and queen using initial sounds. Scramble trays – variety of textures and mark making tools- can you write the simple words? Copying cvc words and pictures to attempt initial sounds of their own.</p>
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		<p>Using water to go over and wash out chalks/indoor and outdoor on larger scale – potentially use hose outside</p> <p>Santa lists</p> <p>1-3 1&amp;2 2</p>			<p>1-3 1&amp;2 2</p>	<p>Drawing themselves as king or queen</p> <p>Making their own castles with ore cut out furniture stuck on – labelling initial sounds.</p> <p>1-3 1&amp;2 2</p>
<p><b>Physical Development- Moving and handling</b></p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks.</p> <p>1&amp;3 1-3 1-3</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities –</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities –</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough</p>







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	<p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing.</p> <p>1-3 1&amp;2 3</p> <p>Free mark making – connections between movements and marks Palm grasp/digital grasp expected.</p> <p>1-3 1&amp;2 1&amp;3</p>	<p>small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Circles and lines focus – palm grasp/ digital grasp expected</p> <p>1-3 1&amp;2 1&amp;3</p>	<p>activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Making patterns and different shapes using mark making tools. Digital grasp expected</p> <p>1-3 1&amp;2 1&amp;3</p>	<p>small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Making patterns and different shapes using mark making tools.</p> <p>Digital grasp</p> <p>1-3 1&amp;2 1&amp;3</p>	<p>making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Tracing activities encouraged to further develop pencil control</p> <p>1&amp;3 1&amp;2 2&amp;3</p> <p>Copying name and letters. Digital /Tripod grasp expected</p> <p>1&amp;3 1&amp;2 2&amp;3</p>	<p>activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Letter formation and naming writing – tripod grip focus.</p> <p>1&amp;3 1&amp;2 2</p>
<p><b>Physical Development-</b></p> <p><b>Health and self-care.</b></p>	<p>Toilet training – promoting independence and good toilet habits – hand washing and flushing.</p> <p>3 2 3</p>	<p>Toilet training continued</p> <p>3 2 3</p> <p>Putting own coats and wellies on</p> <p>3 2 3</p>	<p>Toilet training and good toileting habits continued.</p> <p>3 2 3</p> <p>Hand washing – germs</p>	<p>Toilet training and good toileting habits continued</p> <p>3 2 3</p> <p>Hand washing after touching animals, going for mini beast hunts.</p>	<p>Hand washing after baking – gingerbread man link</p> <p>3 3 2</p> <p>Using equipment safely – baking,</p>	<p>Sports day- effect of physical activities on our bodies, ice pops and cool down.</p> <p>1-3 1&amp;2 1-3</p>











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<p><b>Physical Development-</b></p> <p><b>Health and self-care. (continued)</b></p>	<p>Trying new things – exploring the new nursery environment safely – not running inside, not throwing etc.</p> <p></p> <p>Putting own coats and wellies on</p> <p></p>	<p>Staying safe on bonfire night discussions</p> <p></p> <p>Hand washing -germs discussions</p> <p></p>	<p></p> <p>Healthy eating – fruit and veg keeping astronauts strong</p> <p></p>	<p>Healthy eating</p> <p></p>	<p>importance of not touching hot oven, cookie cutters etc.</p> <p></p>	
<p><b>Mathematics</b></p>	<p><b>Weeks 1-2</b> (in each of these 2 weekly blocks – recapping aspects Of MDn22-36)</p> <ul style="list-style-type: none"> <li>Reciting numbers to 3 (backwards &amp; forwards)</li> <li>Number nursery rhymes</li> </ul> <p></p> <p><b>Weeks 3-4</b></p> <ul style="list-style-type: none"> <li>Reciting numbers to 5 (backwards &amp; forwards)</li> </ul>	<p><b>Week 1</b> – Meet one Each week use numberblocks video + NCETM notes</p> <p></p> <p><b>Week 2</b> – Another one meet 2, two is more than one. (find single objects, shapes &amp; then get another one...do one jump, clap, click – and then another one.)</p> <p></p>	<p><b>Week 1</b> – 2D shapes – sorting (colour/size), spot shapes in pictures &amp; environment. properties – sides, corners, straight, curved</p> <p></p> <p><b>Week 2</b> – counting – given number of objects – tagging each object with 1 number word, begin to show number by making marks</p>	<p><b>Week 1</b> – counting – subitising</p> <p></p> <p><b>Week 2</b> – shape – cut square into 4 pieces – children to make back into square, rectangle into 2 pieces...tangrams</p> <p></p> <p><b>Week 3</b> – counting – conservation. Number in a group stays same – even if group re-arranged (as long as</p>	<p><b>Week 1</b> – counting (composition) – part-whole. Identifying smaller numbers within a number, combing to make the whole. Representing numbers</p> <p></p> <p><b>Week 2</b> – shape – make shapes – people + loop of string, make shapes with bodies. Make pictures out of</p>	<p><b>Week 1</b> – number problems</p> <p></p> <p><b>Week 2</b> – composition- a number can be partitioned into different pairs of numbers (throw 10 x 2 sided counters &amp; see how they fall e.g. 6 red, 4 blue...)</p> <p></p> <p><b>Week 3</b> – counting- numeral meanings,</p>



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<p><b>Mathematics (Continued)</b></p>	<ul style="list-style-type: none"> <li>• Number nursery rhymes </li> </ul> <p><b>Weeks 6-7</b></p> <ul style="list-style-type: none"> <li>• Reciting numbers to 10 (backwards &amp; forwards)</li> <li>• Number nursery rhymes </li> </ul>	<p><b>Week 3</b> – Two counting to two, the twoness of two. Make a ‘two tray’. </p> <p><b>Week 4</b> – Three Introduction to the number 3, 3 is one more than 2. Make a 3 tray... </p> <p><b>Week 5</b> – Four Meet 4, count to 4, 4 tray etc, compare quantities etc </p> <p><b>Week 6</b> – Five – 5 is bigger than 4, counting to 5, putting blocks together in order of size(1 block, 2 blocks... 5 tray </p> <p><b>Week 7</b> – How to count 1-1 correspondence 1-2 cardinality 1-3 stable order</p>	<p></p> <p><b>Week 3</b> – positional language: 1st understanding it, 2nd – using it (giving instructions to friend, explaining position of item...) </p> <p><b>Week 4</b> – comparison – comparing groups of objects – which has more/less. Sort &amp; compare collections </p> <p><b>Week 5</b> – counting – cardinality - count out required number from larger group. Drop objects into tin – children counting. Put lid on tin – how many were there?... </p> <p><b>Week 6</b> - pattern – see a pattern (e.g. red cube, blue cube, red cube...) continue an AB pattern,</p>	<p>none added/taken away) </p> <p><b>Week 4</b> – comparison – which groups are the same/have equal numbers? convert two unequal groups into two that have the same number, e.g. ‘There are 6 apples in one bag and 2 in another; can we make the bags equal?’ </p> <p><b>Week 5</b> counting - matching numeral to quantity – representing numbers – fingers marks, spot numerals in the environment </p>	<p>shapes. Describe shapes </p> <p><b>Week 3</b> – counting (composition). E.g explore all the different ways 5 could look (not just the arrangement on as dice...), same with 10... </p> <p><b>Week 4</b> – comparison &amp; reasoning – opportunities to apply understanding – e.g. box with 5 sweets, another with 2 sweets – which would they pick &amp; why? </p> <p><b>Week 5</b> – number problems </p> <p><b>Week 6</b> – pattern – using counters,</p>	<p>matching number to quantity, representing numbers </p> <p><b>Week 4</b> – 2D recap &amp; 3D shapes – introduction </p> <p><b>Week 5</b> – counting – stable order – recognising &amp; putting numerals into correct order </p> <p><b>Week 6</b> –pattern - look at in their environment- fabric, wallpaper, wrapping paper...growing patterns – e.g. numicon. design own wrapping paper </p> <p><b>Week 7</b> re-cap </p>
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<p><b>Mathematics (Continued)</b></p>		<p>1&amp;3 1-3 1-3</p>	<p>make own AB pattern, spot error in an AB pattern</p> <p>1-3 1-3 1-3</p> <p><b>Week 7</b> – measures – long/short, longest, shortest, longer than, shorter than</p> <p>1-3 1-3 1-3</p>	<p><b>Week 6</b> – pattern – look at ABC patterns. Make patterns that continue in circle, go around the edge of a peg board...make patterns with variety of objects.</p> <p>1-3 1-3</p> <p><b>Week 7</b> – measures - heavy/light, heaviest/lightest, heavier/lighter than</p> <p>1-3 1-3</p>	<p>buttons, other objects – children to form AB pattern – then record (apple/orange/apple/orange – record green dot orange dot...)</p> <p>1-3 1-3 1-3</p> <p><b>Week 7</b> - pictograms – counting, more less.</p> <p>1-3 1-3 1&amp;2</p>	
<p><b>The World</b></p>	<p>Identifying the weather each day during group time sessions. Adults modelling how to observe and decide what the weather is like.</p> <p>1-3 1&amp;2</p> <p>Discussions about leaves falling towards the end of term</p>	<p>Baking cupcakes – birthday link – cakes for teddy’s party.</p> <p>1-3 1&amp;2</p> <p>Discussing weather changes – cold, frosty. Exploring frozen spider webs and looking for changes outside – leaves falling etc</p> <p>1&amp;2 1 1&amp;2</p>	<p>Fruit Skewers –link to healthy eating, discussion on where fruit comes from, our favourite fruit and describing the tastes</p> <p>1&amp;2 1 1&amp;2</p> <p>Trying space food and talking about what is different to earth food.</p> <p>1-3 1&amp;2</p>	<p>Caterpillar life cycle – observing and talking about the growth and change.</p> <p>1 1 1&amp;2</p> <p>Observing mini beasts in tuff spots and natural environment – slugs, snails, ladybirds etc.</p> <p>1 1 2</p> <p>Visit to farm</p>	<p>Making flap jacks</p> <p>1-3 1&amp;2</p> <p>Trying porridge with different toppings discussions about likes and dislikes and how the toppings change the porridge – e.g. blue berries bursting etc.</p> <p>1&amp;2 1 1&amp;2</p>	<p>Making crown biscuits for garden party</p> <p>1-3 1&amp;2</p> <p>Sandwich making for garden party</p> <p>1-3 1&amp;2</p> <p>Discussing flowers we have grown and the changes to the outdoor environment.</p>



## EYFS Long Term Planning

	<p>1 2 1-3 Conker and seed exploration and discussion.</p> <p>1 1&amp;3 2&amp;3</p>	<p>Freezing – ice exploration</p> <p>1 2 1-3</p>	<p>Understanding that only rockets can go to space – not planes or cars etc.</p> <p>1 1 2</p>	<p>Learning the names of farm animals. Match mummy and baby animals. Learning the noises farm animals make</p> <p>1 1 1&amp;2</p> <p>Discussing weather changes and environment changes – warmer, plant seeds to watch grow.</p> <p>1-3 1&amp;2</p>	<p>Baking gingerbread people</p> <p>1-3 1&amp;2</p> <p>Weather changes – hot/ warm. Holiday discussions. Comparing to the colder months – do you remember when we had our hats and gloves on? Why don't we wear them now?</p> <p>1&amp;3 1&amp;3 1-3</p>	<p>1&amp;2 1 1&amp;2</p>
<p><b>People and Communities</b></p>	<p>Families discussions – who is in your family?</p> <p>1 1 1&amp;2</p> <p>Favourite things discussions</p> <p>1 1 1&amp;2</p>	<p>Discussions about Xmas preparations at home – putting up the Xmas tree, wrapping presents, writing cards, church</p> <p>1-3 1-3</p> <p>Learning nativity story</p> <p>3 1 1&amp;2</p>	<p>What happened at Christmas time? What did you do? How did you celebrate?</p> <p>1 1 1&amp;2</p> <p>Introduce words Astronaut and rocket, what does an Astronaut do? Simple explanation – drives the rocket, explores the moon etc-link to occupations. Look at what an astronaut wears –</p>	<p>Discussions on role of the farmer – what happens on a farm?</p> <p>1 1 1&amp;2</p> <p>Talking about what we did during farm visit</p> <p>1&amp;2 1 1&amp;2</p> <p>Pets at home discussion- share photos of pets with key groups</p>	<p>Families discussions – links to three little pigs and the bears. If your family the same or different?</p> <p>1 1 1&amp;2</p> <p>Discussions about what happens when people in our family get poorly – how do we take care of them?</p>	<p>Transition discussions – visiting new classroom, asking questions, meeting new teacher.</p> <p>3 1-3 1-3</p> <p>My favourite thing about nursery is... I liked doing ??? at nursery.</p> <p>3 1-3 1-3</p> <p>I am excited about Reception because...</p>



## EYFS Long Term Planning

		<p>Birthdays discussions – link to spots birthday 1 1 1&amp;2</p> <p>Bonfire night discussions – keeping safe and how we celebrate. 1 1 1-3</p>	<p>discuss differences between our clothes and theirs. 1-3 1-3 1-3</p>	<p>1&amp;3 1&amp;3 1-3</p> <p>PDSA visit – pets 1&amp;3 1&amp;3 1-3</p> <p>Learning about Easter and celebrations for Easter. 3 1 1&amp;2</p>	<p>1&amp;3 1&amp;3 1-3</p>	<p>1&amp;3 1&amp;2</p>
<p><b>Technology</b></p>	<p>Free drawing using interactive whiteboards – linking movement to marks 1&amp;2 1 1&amp;3</p> <p>Listening centre introduced and modelled 1&amp;2 1</p> <p>Phones added to maths area and role play. 2</p>	<p>iPad introduction and modelling – children to apply drawing skills to simple paint programmes including cbeebies and 2 simple. 1-3 1 1&amp;3</p>	<p>Taking photos using camera and iPads – children to explore taking and viewing pictures freely in provision 1-3 1&amp;3 1&amp;3</p> <p>Walkie Talkies for space role play outdoors 1&amp;3 2&amp;3</p>	<p>Adults modelling searching for animal pictures using the IPADS and computers children to make suggestions of different farm animals 1-3 3 1</p>	<p>Identifying equipment used to bake, allow children to use electric whisk (supported and guided) show the children the oven and discuss safety... 1&amp;3 1</p> <p>iPad interactive games – puzzles, problem solving activities 1-3 3 1&amp;3</p>	<p>Recap learning over the year – children to have access to and enjoy exploring iPads to take photos and play games 2&amp;3 3 1&amp;3</p> <p>Walkie talkies and phones provided for child Initiated play. 2&amp;3 3 1</p> <p>Children to access large scale games using the interactive whiteboards – turn taking and using the pens. 2&amp;3 3 1&amp;3</p>
<p><b>Expressive Arts</b></p>	<p>Self portraits – painting</p>	<p>Sponge birthday cakes (3D)</p>	<p>Aliens playdough</p>	<p>Paper plate animals – selection of different</p>	<p>Clay porridge bowls – children can make</p>	<p>Cardboard tube fire breathing dragons</p>



### EYFS Long Term Planning

	<p> </p> <p>Collage faces and people  </p> <p>Body printing using hands and feet (outdoors) colouring mixing opportunities  </p> <p>Playdough faces  </p> <p>Making houses pictures – paints and collage  </p> <p>My favourite things collages  </p>	<p> </p> <p>Playdough cakes  </p> <p>Decorating balloons and bunting for Teddy's birthday party.  </p> <p>Printing wrapping paper – fruit printing, printing pads etc.  </p> <p>Making party hats for teddy's birthday  </p> <p>Collage cakes (2D)  </p> <p>Firework colour mixing and printing</p>	<p> </p> <p>Moon dough – texture exploration children mixing it themselves  </p> <p>Rocket pictures – shapes and collage  </p> <p>Alien squish art – colour mixing recap.  </p> <p>Star collages  </p> <p>Decorating telescopes  </p> <p>Painting aliens, rockets, space pictures.  </p>	<p>animals to create using paints and collage.  </p> <p>Painting tractors and farm animals  </p> <p>Sheep pictures in a field – mixed media  </p> <p>Tractor collages  </p> <p>Tractor junk modelling  </p> <p>Caterpillar printing pictures  </p> <p>Butterfly pictures – collage and squish pictures</p>	<p>and decorate a porridge bowl of their own.  </p> <p>Painting characters from all stories  </p> <p>Porridge bowl pictures – collage and mixed media  </p> <p>Collage/ paper plate bears, pigs, wolves, Goldilocks  </p> <p>3D little pigs houses – decorating boxes and adding roof  </p>	<p> </p> <p>Dragon egg playdough and dragon making playdough  </p> <p>Painting dragons and knights pictures  </p> <p>Knight shields – foil and collage  </p> <p>Knickers decorating- paper templates mixed media and painting actual pants using fabric paint.  </p> <p>Painting queens portrait  </p>
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## EYFS Long Term Planning

	<p>Name/ initial sound decorating – mixed media</p> <p>1-3 2&amp;3 1&amp;3</p> <p>Role play – home corner Prams and babies outside and picnic items</p> <p><b>Songs</b> – hello song – morning routine and body parts link <b>Nursery Rhymes</b> – wind the bobbin up, head shoulder knees and toes, Miss Polly had a dolly.</p>	<p>Fire work art – chalks, collages, rocket pictures</p> <p>1-3 2&amp;3 1&amp;3</p> <p>Christmas crafts – salt dough decorations etc</p> <p>1 3 1&amp;3</p> <p>Role play- birthday party items added to home corner</p> <p>1 1-3</p> <p><b>Outdoor</b> – post office including bikes – Christmas cards and presents delivery.</p> <p>1 1-3</p> <p><b>Songs</b> – nativity songs for performance with Reception. Happy Birthday song.</p> <p>Christmas songs.</p>	<p>Alien head bands</p> <p>1 1-3</p> <p>Alien collages</p> <p>1-3 2&amp;3 1&amp;3</p> <p>paper plate aliens</p> <p>1-3 1</p> <p>Foil painting</p> <p>1 3 1&amp;3</p> <p>Rocket small world set up, moon landing scene.</p> <p>1-3 2&amp;3 1&amp;3</p> <p><b>Role play</b> – large boxes added outside to decorate and turn in to rockets, alien headbands can be added outside once created. Links to Whatever next retelling.</p> <p><b>Songs</b> – five little men in a flying saucer, jack and Jill, if you're happy and</p>	<p>1-3 1</p> <p>Mini beast rock painting</p> <p>1 1-3</p> <p>Bee puppet making</p> <p>1-3 1</p> <p>Snail shell decorating</p> <p>1-3 2&amp;3 1&amp;3</p> <p>Farm small world scene added.</p> <p>1 1-3</p> <p>Role play – outdoors – nails of hay and straw, animal masks and tractors ( bikes)</p> <p>1 1-3</p> <p><b>Songs</b> – old Mac Donald's had a farm,</p>	<p>Giant ginger bread men pictures – outdoor, drawing around each other and decorating</p> <p>1 3 1&amp;3</p> <p>Gingerbread finger puppets</p> <p>1-3 2&amp;3 1&amp;3</p> <p>Collage gingerbread men</p> <p>1-3 2&amp;3 1&amp;3</p> <p>Ginger scented playdough</p> <p>Pig making playdough – small bricks and sticks to prompt story telling. Bears playdough</p> <p>1-3 2&amp;3 1&amp;3</p> <p><b>Small world scenes</b> – Goldilocks and three bears/ Three pigs</p>	<p>Crown and knight helmet decorating</p> <p>1-3 2&amp;3 1&amp;3</p> <p>Foil knights</p> <p>1 3 1&amp;3</p> <p>Biscuit decorating</p> <p>1 3 1&amp;3</p> <p>Bunting decorating</p> <p>1 3 1&amp;3</p> <p>Castle small world scene</p> <p>1 1-3</p> <p>Role play – Crowns and masks added, washing line of knickers.</p> <p>1 1-3</p> <p>Songs - I'm a little tea pot, five cheeky</p>
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## EYFS Long Term Planning

		<p>Nursery Rhymes continued- twinkle twinkle little star, Pat a cake, row row row your boat. Five current buns.</p> <p><b>Nativity performance</b></p> <p>1&amp;3 1-3 3</p>	<p>you know it, Polly put the kettle on.</p> <p>1&amp;3 1-3 3</p>	<p>Five Little Ducks, Baa, baa Black Sheep, hungry caterpillar song, Spring chicken song</p> <p>1&amp;3 1-3 3</p>	<p>puppets and story telling tuff spot</p> <p>1 1-3</p> <p><b>Role play</b> – 3 pigs building site and story prompts – masks, headbands. Porridge bowls and Goldilocks masks added to indoor home corner.</p> <p>1&amp;3 1-3 3</p> <p><b>Songs</b> – hickory dickory dock, wheels on the bus, If you're happy and you know it. Five speckled frogs.</p> <p>1&amp;3 1-3 3</p>	<p>monkeys, little bo peep, hey diddle diddle.</p> <p><b>Performance during garden party for parents using instruments</b></p> <p>1&amp;3 1-3 3</p>
<b>'Wow'event</b>	<p>Family celebration afternoon</p> <p>1-3 1-3 1-3</p>	<p>Christmas Party</p> <p>1-3 1-3 1-3</p>	<p>Planetarium visit - wonderdome.co.uk. Space craft afternoon</p> <p>1-3 1-3 1-3</p>	<p>Smith hills farm visit</p> <p>1-3 1-3 1-3</p>	<p>Traditional tales dress up and activity afternoon (e.g. making gingerbread men, baking bread etc)</p> <p>1-3 1-3 1-3</p>	<p>Royal Tea Party</p> <p>1-3 1-3 1-3</p>



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## EYFS Long Term Planning

### Characteristics of Effective Learning

#### Playing and exploring

- 1) Finding out and exploring
- 2) Playing with what they know
- 3) Be willing to 'have a go'

#### Active Learning

- 1) Being involved and concentrating
- 2) Keeping on trying
- 3) Enjoying achieving what they set out to do

#### Creating and thinking critically

- 1) Having their own ideas
- 2) Making links
- 3) Choosing ways to do things

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