

**A Voluntary Academy** 





### **EYFS Long Term Planning**

	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
Theme Area of Learning	My Favourite things	Let's Celebrate!	To infinity and beyond!	All creatures great and small	Once upon a time	A Royal Adventure!
Personal, Social and Emotional Development  Personal, Social and Emotional Development (continued)	Transition in to Nursery- building relationships with Key workers and other children.  1 1 Adjusting to new rules and routines.  1 1-3 1&3 Sharing and turn taking in provision 1 Becoming familiar with the new nursery environment. 1&3 1&3 Banding system introduced.	Continuing with developing independence in nursery – accessing resources and banding system.  1-3 18-2  Continue to develop relationships with staff and children.  1 182  Circle times – promoting turn taking and listening skills. Christmas circle times and discussions.	Continuing with developing independence in nursery – accessing resources and banding system.  1-3 18-2 Continue to develop relationships with staff and children.  What did you do at a Christmas time discussions  Circle times – promoting turn taking and listening skills.  Space and aliens speaking and listening-what would you take to	Continuing with developing independence in nursery – accessing resources and banding system.  1-3 182 What animals live on the farm?  1 1 182 Caring for animals and being gentle- create a minibeast hotel and worm house.  1-3 1-3 1-3  Circle times – promoting turn taking and listening skills.	Circle times – promoting turn taking and listening skills.  3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Circle times – promoting turn taking and listening skills.  3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1



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	EYFS Long Term Planning							
	4	1 182	the moon? Children to		the wolf nice? Why			
			talk about their		not?			
	Discussing likes and	Feelings discussion –	favourite toy or object.					
	dislikes.	happy sad and cross.	183		3 1 1			
	1 182	1 182	1 1					
	Families discussions.	Performance in the						
	4 440	Nativity with a						
	1 182	Reception – confidence						
		in front of a group.						
		3 1						
Communication	Key Vocab: friends,	Key Vocab: birthday,	Key Vocab: space,	Key Vocab: farm	Key Vocab: woods,	Key Vocab: Queen,		
& Language	family, home, house,	party, celebration,	rocket, astronaut, stars,	animal names and baby	basket, baking words	Knight, castle, dragon,		
	body parts, feelings,	bonfire night, firework	alien – describing words	animal names,	– roll, cutter, flour,	fire, words fro		
	like and dislike.	noise words – bang,	for aliens – slimy, green,	minibeast names.	eggs, butter, families	describing dragons –		
		pop, fizz, Christmas,	strange.	Caterpillar, cocoon,	recap – brother,	fierce, dangerous.		
	Well Comms focus-	Jesus, Mary, Joseph		egg, butterfly.	sister, mum, dad,	Describing the queen		
	- Understanding 'in',	Nativity, sparkle, glitter,	Well Comms focus –		grandma, grandad,	and her knickers –		
	'on' and 'under' at	shine.	-Understanding 'who'	Well Comms focus –.	porridge, hot, cold.	smart, frilly, expensive,		
	the simplest level		- Sorting things that go	- Understanding 'why'		gold, woolly.		
	- Learning to remember	Well Comms focus –	together and	questions	Well Comms focus			
	and then say the	-Using 'under' in a	being able to name the	-Learning to remember	-Learning the	Well Comms focus-		
	names of two things	simple game	category	and then say the	meaning of 'why'	-Understanding 'same'		
	- Learning to play with	- Beginning to use	-Understanding and	names of three things	continued	and 'different'		
	a friend	'what' and 'where'	using pronouns:	-Understanding and	-Understanding 'first'	-Taking turns in a small		
	-Learning the meaning	- Understanding what	'he' and 'she'	using 'where',	and 'last'	group		
	of 'where'	things are for;	- Understanding	'who' and 'what'	-Using comparatives:	-Listening to stories to		
	-To encourage the use	categorising into groups	'behind' and 'in front'	questions	'bigger',	understand		
	of three-word	-Using simple	- Understanding and	-Understanding 'many'	'longer' and 'smaller'	'what', 'where' and		
	sentences	plurals/plural forms	using verbs in the	and 'few'	-Understanding	'why' questions		
		- Understanding and	past tense ; I jumped, I	-Understanding 'long'	opposites: 'wet'/'dry'	-Learning the meaning		
		responding	hopped, I ran.	and 'short'		of 'when'		



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		<u>EYF</u> :	S Long Term Plar	nning		
	182 1 182	correctly to questions requiring a 'yes'/'no' answer	18.2 1 18.2	-Understanding and using four-word sentences	-Understanding and using pronouns: 'his' and 'her' -Linking sentences using 'because'	-Learning the meaning of 'after' -Understanding sentences containing 'either' and 'or'
Literacy	Key Texts: That's not my books. Guess how much I love you. Maisie Goes to Nursery.  Nursery rhymes, action songs and number songs sung throughout each day.  1.3 3  Phonics- Phase one Letters and Sounds – early listening skills.  2 weeks: aspect 1  2 weeks: aspect 2  2 weeks: aspect 3  1 week recap	Key Texts: Spot's Birthday, I love my birthday – Giles Andreae , Dear Santa – Rod Campbell, The First Christmas – Rod Campbell.  Nursery rhymes, action songs and number songs sung throughout each day.  1.3 3  Phonics – RWI Nursery programme begins  Nursery Rhyme (MTYT) Fred Talk Games	Key Texts: Whatever Next, Pop up Peekaboo – Space! QPootle 5  Nursery rhymes, action songs and number songs sung throughout each day.  Phonics – RWI Nursery programme continues  Nursery Rhyme (MTYT)  Fred Talk Games Teaching picture cards – 5 per week.  Mark making/writing opportunities:	Key Texts: On the Farm  - Axel Shefler, Rod Campbell – Noisey Farm, Hungry Caterpillar. Farm non fiction texts.  Nursery rhymes, action songs and number songs sung throughout each day.  Phonics – RWI Nursery programme continues  • Nursery Rhyme (MTYT)  • Fred Talk Games  • Teaching picture cards – 5 per week.	Key Texts:. Goldilocks, Gingerbread Man, The Three Little Pigs.  Nursery rhymes, action songs and number songs sung throughout each day.  Phonics – RWI Nursery programme continues  Nursery Rhyme (MTYT) Fred Talk Games Teaching picture cards – 5 per week.	Key Texts: There's a dragon in your book – Tom Fletcher. Little Princess Books. The Queen's Knickers.  Nursery rhymes, action songs and number songs sung throughout each day.  Phonics – RWI Nursery programme continues  Nursery Rhyme (MTYT)  Fred Talk Games Teaching picture cards – 5 per week.



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#### **EYFS Long Term Planning**







# Mark making/writing opportunities:

Scramble travs 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.







Teaching picture cards – 5 per week.





Mark making/writing opportunities:

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

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 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









# Mark making/writing opportunities:

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







#### RWI set one sounds taught to those who are ready

# Mark making/writing opportunities:

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

\*January and Easter new starters to continue with this programme

RWI set one sounds taught to those who are ready- school starters

# Mark making/writing opportunities:

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

own.

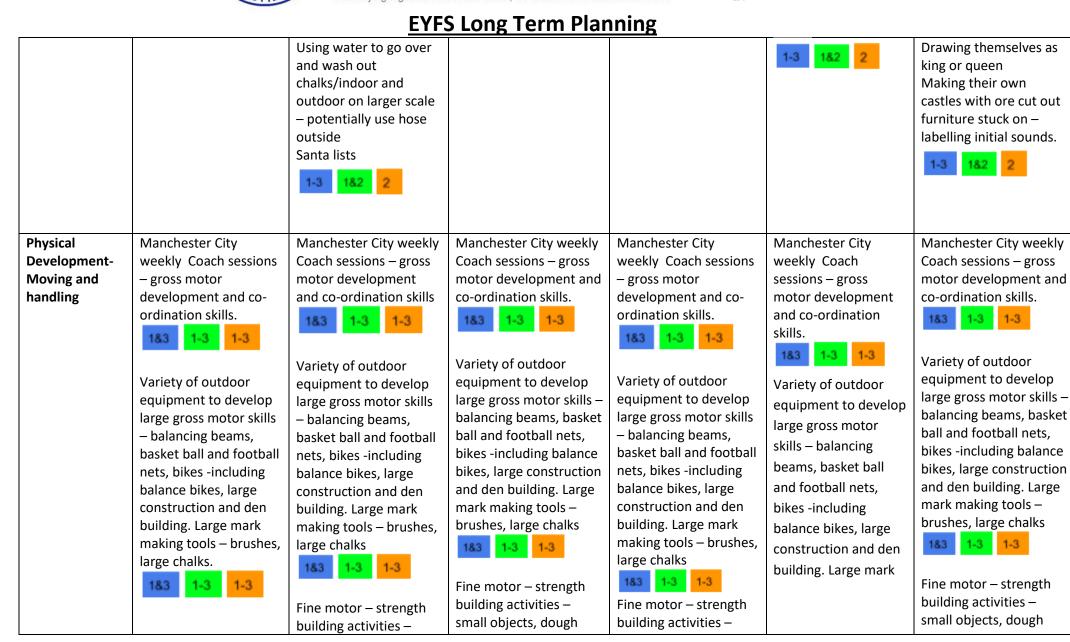
initial sounds of their



CORPUSCHRISTI

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			S Long Term Plar		T	I
	Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing.  1-3  182  3  Free mark making – connections between movements and marks Palm grasp/digital grasp expected.  1-3  182  183	small objects, dough activities, tweezers, threading, squeezing  1.3 182 3  Circles and lines focus – palm grasp/ digital grasp expected  1.3 182 183	activities, tweezers, threading, squeezing  1-3 182 3  Making patterns and different shapes using mark making tools. Digital grasp expected  1-3 182 183	small objects, dough activities, tweezers, threading, squeezing  1-3  182  Making patterns and different shapes using mark making tools.  Digital grasp  1-3  182  183	making tools — brushes, large chalks  183 1-3 1-3  Fine motor — strength building activities — small objects, dough activities, tweezers, threading, squeezing  1-3 182 3  Tracing activities encouraged to further develop pencil control  183 182 283  Copying name and letters. Digital /Tripod grasp expected  183 182 283	activities, tweezers, threading, squeezing  1-3  1&2  3  Letter formation and naming writing – tripo grip focus.  1&3  1&2  2
Physical Development- Health and self- care.	Toilet training – promoting independence and good toilet habits – hand washing and flushing.	Toilet training continued  3 2 3  Putting own coats and wellies on  3 2 3	Toilet training and good toileting habits continued.  3 2 3  Hand washing – germs	Toilet training and good toileting habits continued  3 2 3  Hand washing after touching animals, going for mini beast hunts.	Hand washing after baking – gingerbread man link  3 3 2  Using equipment safely – baking,	Sports day- effect of physical activities on ou bodies, ice pops and cool down.  1-3  182  1-3



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		<u>EYF</u>	S Long Term Plar	nning		
	Trying new things – exploring the new nursery environment safely – not running inside, not throwing etc.	Staying safe on bonfire night discussions  Hand washing -germs discussions  3 3 2	Healthy eating – fruit and veg keeping astronauts strong	Healthy eating  1 182	importance of not touching hot oven, cookie cutters etc.	
Physical Development- Health and self- care. (continued)	Putting own coats and wellies on					
Mathematics	Weeks 1-2 (in each of these 2 weekly blocks – recapping aspects 0f MDn22-36)  Reciting numbers to 3 (backwards & forwards)  Number nursery rhymes  183 1-3 Weeks 3-4  Reciting numbers to 5 (backwards & forwards)	Week 1 – Meet one Each week use numberblocks video + NCETM notes  18.3 1-3 1-3  Week 2 – Another one meet 2, two is more than one. (find single objects, shapes & then get another onedo one jump, clap, click – and then another one.)  18.3 1-3 1-3	Week 1 – 2D shapes – sorting (colour/size), spot shapes in pictures & environment. properties – sides, corners, straight, curved  1.3 1-3 1-3 Week 2 – counting – given number of objects – tagging each object with 1 number word, begin to show number by making marks	Week 1 – counting – subitising  1-3 1-3 2 Week 2 – shape – cut square into 4 pieces – children to make back into square, rectangle into 2 piecestangrams  183 1-3 1-3 Week 3 – counting – conservation. Number in a group stays same – even if group rearranged (as long as	Week 1 – counting (composition) – part- whole. Identifying smaller numbers within a number, combing to make the whole. Representing numbers  1.3 1-3 1-3 Week 2 – shape – make shapes – people + loop of string, make shapes with bodies. Make pictures out of	Week 1 – number problems  1-3 1-3 1-3 Week 2 – compositiona number can be partitioned into different pairs of numbers (throw 10 x 2 sided counters & see how they fall e.g. 6 red, 4 blue)  1-3 1-3 1-3 Week 3 – countingnumeral meanings,



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#### **EYFS Long Term Planning**

 Number nursery rhymes

**Mathematics** 

(Continued)



1&2

Weeks 6-7

 Reciting numbers to 10 (backwards & forwards)

 Number nursery rhymes





Week 3 - Two counting to two, the twoness of two. Make a 'two tray'.





Week 4 – Three Introduction to the number 3, 3 is one more than 2. Make a 3 tray...





Week 5 - Four Meet 4, count to 4, 4 tray etc, compare quantities etc





**Week 6** – Five – 5 is bigger than 4, counting to 5, putting blocks together in order of size(1 block, 2 blocks... 5 tray



Week 7 - How to count 1-1 correspondence 1-2 cardinality 1-3 stable order



1-3 1&2

Week 3 - positional language: 1st understanding it, 2nd using it (giving instructions to friend, explaining position of item...)





Week 4 - comparison comparing groups of objects – which has more/less. Sort & compare collections





Week 5 - counting cardinality - count out required number from larger group. Drop objects into tin children counting. Put lid on tin – how many were there?...



Week 6 - pattern - see a pattern (e.g. red cube, blue cube. red cube...) continue an AB pattern,

none added/taken away)





Week 4 - 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?'





Week 5 counting matching numeral to quantity – representing numbers – fingers marks, spot numerals in the environment



shapes. Describe shapes





Week 3 - counting (composition). E.g explore all the different ways 5 could look (not just the arrangement on as dice...), same with 10...



Week 4 – comparison & reasoning opportunities to apply understanding - e.g. box with 5 sweets, another with 2 sweets - which would they pick & why?



Week 5 – number problems



Week 6 - pattern using counters,

matching number to quantity, representing numbers



Week 4 - 2D recap & 3D shapes – introduction





Week 5 - counting stable order recognising & putting numerals into correct order







Week 6 –pattern - look at in their environmentfabric, wallpaper, wrapping paper...growing patterns - e.g. numicon. design own wrapping paper





Week 7 re-cap









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		EYF	S Long Term Plai	nning		
Mathematics (Continued)		183 1-3	make own AB pattern, spot error in an AB pattern  1-3 1-3 1-3 Week 7 – measures – long/short, longest, shortest, longer than, shorter than  1-3 1-3 1-3 1-3	Week 6 – pattern – look at ABC patterns. Make patterns that continue in circle, go around the edge of a peg boardmake patterns with variety of objects.  1-3 1-3 Week 7 – measures - heavy/light, heaviest/lightest, heavier/lighter than	buttons, other objects  - children to form AB pattern – then record (apple/orange/ apple/orange – record green dot orange dot)  1-3 1-3 1-3 Week 7 - pictograms  - counting, more less.	
The World	Identifying the weather each day during group time sessions. Adults modelling how to observe and decide what the weather is like.  Discussions about leaves falling towards the end of term	Baking cupcakes – birthday link – cakes for teddy's party.  1-3 182  Discussing weather changes – cold, frosty. Exploring frozen spider webs and looking for changes outside – leaves falling etc  182 1 182	Fruit Skewers –link to healthy eating, discussion on where fruit comes from, our favourite fruit and describing the tastes  18.2 1 18.2  Trying space food and talking about what is different to earth food.	Caterpillar life cycle – observing and talking about the growth and change.  1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Trying porridge with different toppings discussions about likes and dislikes and how the toppings change the porridge – e.g. blue berries bursting etc.	Making crown biscuits for garden party  1-3  182  Sandwich making for garden party  1-3  182  Discussing flowers we have grown and the changes to the outdoor environment.



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#### EVEC Long Torm Dlanning

		<u>EYFS</u>	<u>S Long Term Plar</u>	nning		
	Conker and seed exploration and discussion.	Freezing – ice exploration  1 2 1-3	Understanding that only rockets can go to space – not planes or cars etc.	Learning the names of farm animals. Match mummy and baby animals. Learning the noises farm animals make  1 1 1&2  Discussing weather changes and environment changes – warmer, plant seeds to watch grow.	Baking gingerbread people  1-3  182  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?  183  183  1-3	18.2 1 18.2
People and Communities	Families discussions – who is in your family?  1 182  Favourite things discussions 1 182	Discussions about Xmas preparations at home – putting up the Xmas tree, wrapping presents, writing cards, church  1-3  1-3  Learning nativity story  182	What happened at Christmas time? What did you do? How did you celebrate?  1 1 182  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 –	Discussions on role of the farmer – what happens on a farm?  1 1 182  Talking about what we did during farm visit  182 1 182  Pets at home discussion- share photos of pets with key groups	Families discussions – links to three little pigs and the bears. If your family the same or different?  1 1 182  Discussions about what happens when people in our family get poorly – how do we take care of them?	Transition discussions – visiting new classroom, asking questions, meeting new teacher.  3 1-3 1-3  My favourite thing about nursery is I liked doing ??? at nursery.  3 1-3 1-3  I am excited about Reception because



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#### EVEC Long Torm Dlanning

		EYF	S Long Term Plar	nning		
		Birthdays discussions – link to spots birthday	discuss differences between our clothes and theirs.	183 183 1-3  PDSA visit – pets	183 183 1-3	183 182
		Bonfire night discussions – keeping safe and how we celebrate.	1-3 1-3 1-3	Learning about Easter and celebrations for Easter.		
Technology	Free drawing using interactive whiteboards – linking movement to marks	iPad introduction and modelling – children to apply drawing skills to simple paint programmes including cbeebies and 2 simple.	Taking photos using camera and iPads – children to explore taking and viewing pictures freely in provision	Adults modelling searching for animal pictures using the IPADs and computers children to make suggestions of different farm animals	Identifying equipment used to bake, allow children to use electric whisk (supported and guided) show the children the oven and discuss safety	Recap learning over the year – children to have access to and enjoy exploring iPads to take photos and play games  283 3 183
Technology (continued)	Listening centre introduced and modelled  182 1 Phones added to maths area and role play.	1-3 1 183	1.3 183 183 Walkie Talkies for space role play outdoors 183 283	1-3 3 1	iPad interactive games – puzzles, problem solving activities	Walkie talkies and phones provided for child Initiated play.  283 3 1  Children to access large scale games using the interactive whiteboards
Expressive Arts	Self portraits – painting	Sponge birthday cakes (3D)	Aliens playdough	Paper plate animals – selection of different	Clay porridge bowls – children can make	- turn taking and using the pens.  283 3 183  Cardboard tube fire breathing dragons

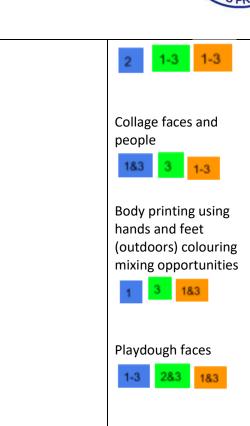


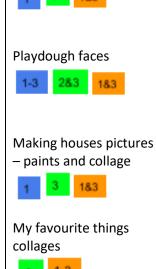
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#### /FS Long Term Planning



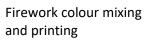


M	5	'Journe	eying tog	gether
				<u>EY</u>
	1	3 1	1&3	
	Playdo	ough o	cakes	
	1&3	3	1-3	
	Decora	ating	balloo	ns
	and bu	ınting	g for Te	eddy'
	birthd	ay pa	rty.	
		3 4	100	

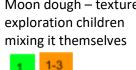






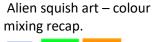


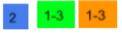




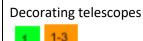




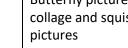


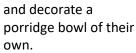




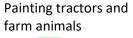












animals to creat using

paints and collage.

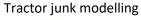




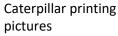






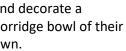


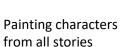




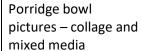


Butterfly pictures -
collage and squish
pictures

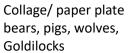




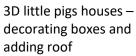










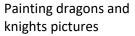






Dragon egg playdough and dragon making playdough







Knight shields - foil and collage



Knickers decoratingpaper templates mixed media and painting actual pants using fabric paint.



Painting queens portrait





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#### **EYFS Long Term Planning**

Name/initial sound decorating - mixed media

2&3 1&3

Role play – home corner Prams and babies outside and picnic items

Songs - hello song morning routine and body parts link Nursery Rhymes wind the bobbin up, head shoulder knees and toes, Miss Polly had a dolly.

Fire work art - chalks. collages, rocket pictures

Christmas crafts – salt dough decorations etc



1&3

Role play- birthday party items added to home corner

Outdoor – post office including bikes -Christmas cards and presents delivery.



**Songs** – nativity songs for performance with Reception. Happy Birthday song.

Christmas songs.

Alien head bands

1-3

Alien collages

1-3 2&3 1&3

paper plate aliens



Foil painting



Rocket small world set up, moon landing scene.





Role play – large boxes added outside to decorate and turn in to rockets, alien headbands can be added outside once created. Links to Whatever next retelling.

**Songs** – five little men in a flying saucer, jack and Jill, if you're happy and



Mini beast rock painting



Bee puppet making

1-3



Snail shell decorating



Farm small world scene added.

Role play – outdoors – nails of hay and straw, animal masks and tractors (bikes)

1-3

Songs – old Mac Donald's had a farm, Giant ginger bread men pictures outdoor, drawing around each other and decorating

Gingerbread finger puppets



Collage gingerbread

men

2&3 1&3

Ginger scented playdough

Pig making playdough small bricks and sticks to prompt story telling.

Bears playdough

Small world scenes -Goldilocks and three bears/Three pigs

Crown and knight helmet decorating



Foil knights



Biscuit decorating



Bunting decorating



Castle small world scene



Role play – Crowns and masks added, washing line of knickers.



Songs - I'm a little tea pot, five cheeky



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		<u>LII</u>	S Long Term Pla	<u>iiiiiig</u>		
		Nursery Rhymes continued- twinkle twinkle little star, Pat a cake, row row row your boat. Five current buns.  Nativity performance  183 1-3 3	you know it, Polly put the kettle on.  1&3  1-3  3	Five Little Ducks, Baa, baa Black Sheep, hungry caterpillar song, Spring chicken song  183 1-3 3 .	puppets and story telling tuff spot  1-3  Role play – 3 pigs building site and story prompts – masks, headbands. Porridge bowls and Goldilocks masks added to indoor home corner.  183  1-3  3  Songs – hickory dickory dock, wheels on the bus, If you're happy and you know it. Five speckled frogs.	monkeys, little bo peep, hey diddle diddle.  Performance during garden party for parents using instruments  183 1-3 3
'Wow'event	Family celebration afternoon  1-3  1-3  1-3	Christmas Party  1-3  1-3  1-3	Planetarium visit - wonderdome.co.uk. Space craft afternoon	Smith hills farm visit  1-3  1-3  1-3	Traditional tales dress up and activity afternoon (e.g. making gingerbread men, baking bread etc)  1-3 1-3 1-3	Royal Tea Party  1-3  1-3  1-3



**A Voluntary Academy** 

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#### **EYFS Long Term Planning**

#### **Characteristics of Effective Learning**

#### Playing and exploring

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

#### **Active Learning**

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

#### Creating and thinking critically

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

