



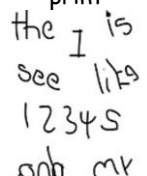
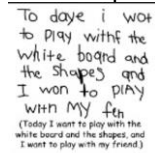
EYFS Long Term Plan

EYFS Area of Learning	NC Links	Autumn 1 Marvelous Me	Autumn 2 Sparkle and Shine	Spring 1 I am an Inventor	Spring 2 Once Upon a Time...	Summer 1 Bugs and Buds!	Summer 2 Outdoor Adventures
Seasonal Changes throughout	Values	Relationships	Relationships	Respect	Respect	Resilience	Resilience
Enrichment Activities		Tour of new school and surroundings Tribal week	Make pumpkin soup Make gingerbread Xmas lunch Xmas show Xmas jumper day Panto	Make vegetable spring rolls Maths week- money Church visit	Baking- tea party Theatre group	Fruit kebabs Exploring pond Theatre trip (EYFS and KS1)	Earthclass Sports Day School trip Music Festival Farmers market Fieldwork week
Celebrations/ Awareness Days		Halloween British politics week Jeans for Genes day Black History Month	Diwali Bonfire Night Remembrance Children in Need Christmas	New Year Valentine's Day Chinese New Year Science week	Shrove Tuesday Easter World Book Day St. Patrick's Day Mothers' Day Autism Acceptance	Ramadan Eid-al-Fitr St. George's Day	Fathers Day Windrush day Bastille Refugee Week
Safeguarding (link to PSED)	PSHE	Stranger danger	Firework safety Road Safety Anti-bullying	Safer Internet Day	Mental-health week	Environmental safety	Healthy body/Health mind week
Key Texts		Colour Monster Goes to School by <i>Anna Llenas</i> Rainbow Fish by <i>Marcus Pfister</i> Owl Babies by <i>Martin Waddell</i> Sharing a Shell by <i>Julia Donaldson</i>	The Best Diwali Ever by <i>Sonali Shah</i> Leaf Man by <i>Lois Ehlert</i> Pumpkin Soup by <i>Helen Cooper</i> Gingerbread Man author - <i>Usborne books, Lesky Sims</i>	What We'll Build- <i>Oliver Jeffers</i> Whatever Next by <i>Jill Murphy</i> Sophia Sparks By <i>Elanor Best</i> Mr Gumpy's Outing by <i>John Burningham</i> Ada Twist, Scientist by <i>Andrea Beaty</i>	The Great Nursery Rhyme Disaster by <i>David Conway</i> Goldilocks author - <i>Usborne books, Lesky Sims</i> Billy Goats Gruff author - <i>Usborne books, Lesky Sims</i> Jack and The Beanstalk author -	Super worm by <i>Julia Donaldson</i> Oliver's Veg by <i>Alison Bartlett and Vivian French</i> The Tiny Seed by <i>Eric Carle</i> Hungry Caterpillar by <i>Eric Carle</i>	We're Going on a Bear Hunt by <i>Michael Rosen</i> What Ladybird Heard by <i>Julia Donaldson</i> The Great Explorer by <i>Chris Judge</i> The Way Back Home by <i>Oliver Jeffers</i>

		Funny Bones by Allan Ahlberg	A stroll through the seasons - Kay Barnham The Jolly Christmas Postman by Janet Ahlberg	On Sudden Hill by Linda Sarah Izzy Gizmo the Invention Convention by Pip Jones	Usborne books, Lesky Sims Ugly Duckling	The Very Ugly Bug by Pichon, Liz Sam Plants a Sunflower by Petty Kate, The Bug Collector by Alex G Griffiths,	Dear Teacher by Paris Rosenthal
Communication and Language C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, circle times, Christmas production, assemblies and interventions		Oracy- naming areas of classroom and school Settling in activities Making friends Children talking about experiences that are familiar to them Listening and responding to stories Following instructions	Oracy- being a good listener Listening and responding to stories Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Oracy- asking questions Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.	Oracy- responding to questions Describe events in detail - time connectives Discovering Passions Understand how to listen carefully and why listening is important. Sustained focus when listening	Oracy- grammatically correct sentences to describe appearance and feelings Develop back-and-forth conversations; remembering what the other person has said and responding appropriately Comment on and ask questions about favourite things, discussing with others in a group Ask, and find out, about the environment and nature	Oracy- using connectives 'and' 'but' 'because' Share feelings, worries, concerns about moving to Year One and listen to those of others with empathy Ask relevant questions of their new teachers Make predictions about what might happen next • e.g. life cycle, year one Share facts they know and ask questions about topics we have learnt Tell their own stories to an adult and act them out as group
	Nursery Rhymes	Miss Polly Had a Dolly Head shoulders knees and toes I can sing a rainbow 5 Little peas	I went to the animal fair Old McDonald Happy and you know it	Music Man Humpty Dumpty A Sailor went to sea	Ugly Duckling Grand Old Duck of York Hickory Dickory Dock	Worm at the bottom of the garden Ants go marching There was an old lady	Wheels on the bus Going to the zoo She'll be coming round the mountain

		1,2,3,4,5 fish alive	London Bridge Pat-a-cake 5 little men in a flying saucer 5 Little speckled frogs	Apples and Bananas 10 in the bed Little Miss Muffet Sing a song of six pence 5 cheeky monkeys	Jack and Jill Hey Diddle Diddle Queen of hearts	Baby bumble bee Mary Mary Quite contrary Mulberry bush	Mondays child Incy wincy spider
PSED	PSHE	KAPOW- Self Regulation- My Feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	KAPOW- Building Relationships- Special Relationships Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	KAPOW- Managing Self- Taking on challenges Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.	KAPOW- Self Regulation- Listening and following instructions Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	KAPOW- Building Relationships- My family and friends Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	KAPOW- Managing Self- My Wellbeing Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices
Physical Development	PE	<u>Fine motor-</u> 4 finger grip	<u>Fine motor-</u> 4 finger grip	<u>Fine motor-</u> static tripod grip	<u>Fine motor-</u> static tripod grip	<u>Fine motor-</u> dynamic tripod grip 	<u>Fine motor-</u> dynamic tripod grip 

		 Access to playdough, pegs, threading, fine motor games, tools, scissors (variety) in CI <u>Gross motor-</u> Access to scooters and outdoor equipment during CI BEAM Coach- Games	 Access to playdough, pegs, threading, fine motor games, tools, scissors (variety) in CI <u>Gross motor-</u> Access to scooters and outdoor equipment during CI BEAM Coach- Games	 Access to playdough, pegs, threading, fine motor games, tools, scissors (variety) in CI <u>Gross motor-</u> Access to scooters and outdoor equipment during CI Dance Coach- Gymnastics	 Access to playdough, pegs, threading, fine motor games, tools, scissors (variety) in CI <u>Gross motor-</u> Access to scooters and outdoor equipment during CI Football Coach-	Access to playdough, pegs, threading, fine motor games, tools, scissors (variety) in CI <u>Gross motor-</u> Access to scooters and outdoor equipment during CI Cricket Coach-	Access to playdough, pegs, threading, fine motor games, tools, scissors (variety) in CI <u>Gross motor-</u> Access to scooters and outdoor equipment during CI Balance bikeability Earthclass Coach-
Literacy Phonics- Little Wandles		Phase 2 s a t p i n m d g o c k c k e u r h b f l Tricky words- is I the	Phase 2 ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Phase 3 ai ee igh oa oo oo ar ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Tricky words-or was you they my by all are sure pure	Phase 3 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Phase 3: er air words with double letters longer words words with two or more digraphs words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Tricky words- review all so far with spelling	Phase 4 short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words- said so have like some come love do were here little says there when what one out today	Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es root word ending in: -ing, - ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es Tricky words- review all so far with spelling
Literacy Reading		Rhythm and rhyme	Segmenting and blending simple words	Segment and blend more confidently.	Retell stories in their own words.	Explore information texts	Explore information texts

		Using pictures and drama to retell stories Listening to stories Understand print carries meaning (labels in environment, timetable etc) Understand we read L to R and F to B Little Wandles reading groups	containing known sounds Sequencing events from stories Little Wandles reading groups Reading for pleasure Begin to match upper case letters to lower case	Spot known diagraphs within words Talk about stories they have read Sequence events and retell familiar stories Read simple sentences and some known tricky words Little Wandles reading groups Reading for pleasure	Use story lines and narratives within play Read simple sentences and most known tricky words Little Wandles reading groups Reading for pleasure	Read sentences and tricky words. Re-read with increased fluency. Little Wandles reading groups Reading for pleasure	Read a whole book consistent with their phonic knowledge Make predictions Little Wandles reading groups Reading for pleasure
Literacy Writing		Mark making- some letter strings  6. Letter Strings (Progresses from left to right and top to bottom when the child 'reads' his writing.) Name writing 'WHO' and 'WHAT' words- colourful semantics	Name writing with capital letter at the beginning Writing some letters to write 'words' (some sounds accurate)- letter groups  7. Letter Groups (The groups have spaces in between to resemble words.) 'WHAT DOING' words- colourful semantics	Writing lists and labels - Environment print  8. Environmental Print (Child copies print found in the room, often without knowing what the words are.) 'WHAT LIKE' words- colourful semantics Begin to write captions with WHO, WHAT and WHAT DOING words.	Writing phonetically plausible lists and labels- beginning sounds  9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.) Begin to write captions and/or sentences with WHO, WHAT and WHAT DOING words.	Write simple captions and/or sentences. Early inventive spelling  10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.) Start to use basic punctuation (capital letter, finger space and full stop) with support	Write simple sentences Inventive spelling  11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.) Using simple punctuation more consistently
Mathematics Mastery of Number		Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements • make different arrangements of numbers within 5 and talk about what they can see • spot smaller numbers 'hiding' inside larger numbers		Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5		Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame	

		connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <u>White Rose Maths</u> - pattern and circles, squares, triangles and rectangles		• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <u>White Rose Maths</u> - length and height, mass and capacity.		• compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <u>White Rose Maths</u> - 3D shape, pattern	
Understanding of the World	Hist	Family tree Timeline of life Old and new toys Home corner roleplay		Alexander Graham Bell- telephone Inventions of toys- old and new Invention lab in roleplay	Significant individual from my lifetime e.g The Queen/King Castles then and now		Building a timeline of our time at Sutton Valence and our lifetime so far Creating memory books looking back at the past year
	Sci	Animals incl humans Body parts- human Doctors/Hospital roleplay	Animals incl humans Farm animals Baby animals Vet role play	Exploring materials Material hunt Invention lab in roleplay		Bug hunts Growing Life cycle of plant	Animals incl humans Wild animals
	Geog		Land and sea Where do we live?	Outdoor roleplay-shop Chinese new year- learn about Chinese culture	Maps St Patricks day- explore Irish traditions		Bastille day- learn about France and French culture Refugee and Windrush days-

							explore other cultures
	RE	Which stories are special and why?	Which people are special and why? Diwali- explore Hindu celebration	What places are special and why?	What times are special and why?	Being special- where do we belong? Ramadan- explore Muslim celebration	What is special about our world?
	Comp			Using digital devices How technology changed over time	Using digital devices- beebots		
Expressive Art and Design	Music	I've got a grumpy face The Sorcerer's Apprentice	Witch, Witch! Row, row, row your boat	Bird spotting Shake my sillies out!	Up and Down Five fine bumble bees	Down there under the sea It's so quiet	Slap, Clap, Clap Bow, bow, bow Belinda
	Art Access art	How can we explore materials and marks?		How can we build worlds?		How can we use our bodies to make art?	
	DT Kapow		Hedgehog hibernation boxes Make Diwali lamps from clay	Build a boat that will float Junk modelling in roleplay- inventors lab		Flower threading	
Parent engagement		Parent drops ins Phonics/reading workshops Meet the teacher Home visits Parents evening	Parent drops ins Phonics/reading workshops McMillan coffee morning Reports	Parent drops ins Safer internet day Parents Evening	Parent drops ins Maths workshop Reports	Parent drops ins Parents evening	Parent drops ins Reports
Assessments		Baseline Speechlink Tracking DM 3/4 Little Wandles Phonics	Neli Tracking DM 3/4 Little Wandles Phonics Maths assessment	Tracking Reception Little Wandles Phonics Maths assessment	Tracking Reception Little Wandles Phonics Maths assessment	Tracking ELG Little Wandles Phonics Maths assessment	Tracking ELG Little Wandles Phonics Maths assessment

		Maths assessment					
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