

Whickham Parochial Church of England Primary School – EYFS Long Term Plan



Our curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

Early Years Foundation Stage Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/Themes	Ourselves *New school *All about me *Me and my family *The body.	Festivals and Celebrations *Diwali *Harvest *Birthdays *Guy Fawkes *Advent and Christmas *Customs and traditions	The World Around us. *Looking at our local area *Looking at different countries around the world *Customs and beliefs	Spring time and growing *Mini beasts *Life cycles *Plants and flowers *How humans and animals grow and change	People who help us *Jobs children do at home *Who helps them at school? *Who helps them keep safe and healthy? *Who helps them get food?	Summer time * Weather * Sun safety *Healthy eating
Possible texts/core texts	Giraffes can't dance The Three Little Pigs Why I should brush my teeth?	Each Peach Pear Plum The Enormous Turnip Kipper's Birthday	Peepo Katie In London The Proudest Blue	The Very Hungry Caterpillar Jasper's Beanstalk The Tiny Seed	A Superhero like you Supertato Conkers the Chameleon Superworm	The Snail and the Whale Little Red Riding Hood Clean Up
	We also use a selection on non-fiction books, poetry, nursery rhymes and songs linked to each theme/topic.					
Phonics – See separate phonics planning	See Phonics scheme by the end of the year children need to be able to say a sound for each letter in the alphabet and at least 10 digraphs eg sh, th, ch, ng, ee, oo, ai, oa, oi, ow					
Communication and language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					

	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Follow instructions (settling in, putting my things away) Model talk routines through the day</p>	<p>Compare different festivals Begin to talk about why things happen using new vocabulary learnt. Talk for writing Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.</p>	<p>Describe features of traditional stories. Express their ideas and feelings about their experiences. Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year) Learn rhymes, poems and songs. Talk about similarities and differences between things in the past and now</p>	<p>Know different features of texts. Talk confidently about why things happen using new vocabulary learnt. Engage in meaningful conversations with others. Recite poems and songs Learn and recite, poems and songs Talk for writing Articulate a life cycle Listen to and engage in and talk about selected non-fiction Articulate ideas and thoughts into well-formed sentences And ask questions to find out more</p>	<p>Use vocabulary learnt to have a conversation with others. Engage in meaningful conversations with others. Learn and recite, poems and songs. Talk for writing Listen to, engage in and talk about non-fiction Using the iPad to take a photograph Describe events in some detail: trip, people who have helped them</p>	<p>Sequence familiar rhymes and to be able to say what happens next in a story. Use the words they know appropriately to organise themselves and their play Talk about the experiences I have had at different points in the school year</p>
<p>Personal and Social Development</p>	<p><u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking</p>	<p><u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p>	<p><u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p><u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend</p>	<p><u>SCARF: Being my best</u> Bouncing back when things go wring: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise</p>	<p><u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p>

	<p>about how to feel with 'not so good feelings', know some self-care techniques)</p> <p>Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Handwashing</p> <p>Class rules:</p> <p>Behavioural expectations in the class/boundaries set</p> <p>Class rules</p>	<p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own socks and shoes on</p>		<p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money</p> <p>Looking after money (2)</p>	<p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p>Transition into Year 1</p> <p>Year 1 readiness</p>
<p>Physical – Fine and gross motor</p>	<p>Use climbing equipment safely and competently.</p> <p>Begin to negotiate space effectively.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p>	<p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Use climbing equipment safely and competently.</p> <p>Negotiate space effectively.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand.</p>	<p>Show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>Balance and coordinate safely.</p> <p>Negotiate space effectively.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Holding Small Items / Button Clothing/zips</p>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p> <p>perform teacher led warmups</p>	<p>Use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>Threading, cutting, weaving, playdough, Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle.</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p> <p>Follow the rules of a game</p>	<p>Show good control and co-ordination in large and small movements.</p> <p>Threading, cutting, weaving, playdough.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Running skills</p>

	Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Cutting with Scissors			Agility Sports day
Writing	Includes mark making in their play- roleplay areas, construction etc Write their own names and names of family members Write from left to right Make letter shapes to represent sounds Lists		Writes to communicate meaning in their play e.g. lists, cards, menus, labels. Label life-cycle and plants Hear and say the initial sounds in words Links sounds to letters and can segment and blend cvc words To form letters with increasing accuracy Write captions and be able to re-read them		To begin to use capital letters and full stops Write sentences which can be read by others Write recognisable letters, most of which are correctly formed Writing for a purpose- post cards, recounts	
Reading	Handle books correctly and follow print left to right, top to bottom Locate the title Segment and blend words orally Recognise words that rhyme Show a preference for a book, song or rhyme.	Link some sounds to letters Blend and segment to read vc and cv words Match spoken word to written word (1 to 1 cor) Read some Phase 2 words including some tricky words Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes	Locate and recall the title Read with 1-1 correspondence Read some common irregular words (Phase2/3) Link most sounds to letters Read simple words by blending sounds and check reading makes sense Show interest and answer simple questions about the text Use words to check reading makes sense	Link all sounds to letters Read and decode regular words Read and understand simple sentences Read all Phase 2 words Read some of Phase 3 words Demonstrate understanding when talking about what they have read Repeat words or phrases to check understanding	Read phase 3 words (decodable and tricky) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with phonic knowledge by sound blending (ELG) Re-read books showing increased accuracy and fluency Notice if reading does not makes sense Think about what they already know to help them with reading Say rhymes by heart Know that illustrations can help me make sense of my reading	Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)

<p>Maths - see Separate Medium Term plans</p>	<p>Match and sort Compare amounts Compare size, mass and capacity Exploring pattern Representing, comparing and composition of 1,2 and 3 Circles and triangles Positional language Representing numbers to 5 One more and one less Shapes with 4 sides Time</p>		<p>Introducing zero Representing, comparing, composition 4&5 6,7,8 Making pairs Comparing mass & capacity Length & height Combing two groups Time 9&10 and Comparing numbers to 10 Number bonds to 10 3D shape Pattern</p>	<p>Counting beyond 10 / Counting patterns beyond 10 Spatial reasoning, match, rotate, manipulate & compose and decompose Adding more / number stories Taking away Doubling Sharing & Grouping Even and Odd Deepening Understanding & Patterns and Relationships Spatial Reasoning Visualise and Build & Mapping</p>		
<p>Understanding the World</p>	<p>Talk about how they have changed since they were a baby. Talk about special times and significant events in their own experiences and family and friends</p>	<p>What special days do we celebrate? Find out about autumn term festivals: Harvest, Advent, Christmas, Diwali. Talk about how Hindus celebrate Diwali. Talk about members of their family and community. Talk about family customs and routines.</p>	<p>Find out about our local area- Whickham Talk about how to take care of our environment Compare Whickham to a contrasting environment- (sponsored child) Shares stories about the past and shares stories that are set in different part of the world' To know that people in other countries may speak different have different beliefs and transitions To know that people around the world have different religions</p>	<p>Talk about the life cycle of plants and animals and what they need to survive. Explore a range of habitats, looking at why the animal lives like that. Know that humans and other animals can grow.</p>	<p>Know that adults do a variety of jobs. Know that the emergency services exist and what they do. Talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). Select appropriate materials according to their properties. Name and identify a range of different materials and to know how they are used in familiar environments.</p>	<p>Know that some foods are unhealthy. Sort healthy and unhealthy foods. Signs of summer and talk about how summer is different\same as the other seasons.</p>

Technology	Use technological devices e.g.iPad, bee-bots Experiment with technological toys		Know that they can retrieve information from the internet	Use the internet with adult supervision to retrieve information Draw, record and take videos on screen		
Expressive Arts and Design.	Join in with songs Mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children’s creations and record them explaining what they did. Explore sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Role Play of The Nativity Making a stick man using natural objects Drama conventions through literacy	Explore and recreate Aboriginal art. Learn a range of songs from around the world. Use paints, pastels and other resources to create observational drawings. Making lanterns, Chinese writing, puppet making, Chinese music and composition Making models from recycled materials: link to keeping our sea clean	Use a range of resources to create own props to aid role play. Plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. Use a range of props to support and enhance role play. Identify and select resources and tools to achieve a particular outcome. Mother’s Day crafts Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants Andy Goldsworthy natural art Flowers-Sun flowers (Van Gogh	Use role play to show how ‘People who Help Us’. Selects appropriate resources and adapts work where necessary. Know the different uses and purposes of a range of media and materials. Safely construct with a purpose and evaluate their designs. Explore how colour can be changed Produce a piece of artwork using an artists style as a stimulus e.g. Van Gogh Starry Night: Talk about a famous artist.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Describe ways of safely using and exploring a variety of materials. Select tools and techniques needed to shape, assemble and join materials they are using. Use clay to make a coil pot (link to the curled shell in Sharing a Shell) Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures.
RE-Understanding Christianity	Why is the word ‘God’ so important for Christians? The word God is a name.	Why do Christians perform nativity plays at Christmas?	Being special: where do we belong? Retell religious stories, making	Why do Christians put a cross in an Easter Garden? Christians remember Jesus’ last week at Easter.	Which places are special and why? Talk about somewhere that is special to	Which stories are special and why? Talk about some religious stories

	<p>Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it.</p>	<p>Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.</p>	<p>themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Identify some significant features of sacred places Recognise a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world.</p>	<p>Recognise some religious vocabulary, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Qur'an Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do Talk about what Jesus teaches about saying 'Thank you', and why it is good to thank and be thanked.</p>
<p>Themes and topics in all areas which are continuous throughout the year.</p>	<p>Seasons—days, months, events Celebrations—birthdays and festivals Loving, caring and sharing Staying healthy— exercise and food.</p>					