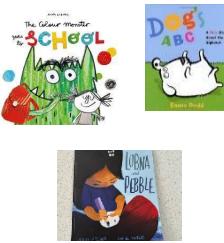


EYFS Long term plan

Year A

[Link to KS1 Long Term Plan](#)

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Our Great Island	Fire Fire!	Fantasy Worlds		People who help us	Oh, I do love to be beside the seaside
Assessment and Tracking	Reception Baseline Assessment Phonics Seesaw app and exercise books Explorers journal Rainbow challenges	Phonics Half termly on track check Seesaw app and exercise books Explorers journal Rainbow challenges	Phonics Half termly on track check Seesaw app and exercise books Explorers journal Rainbow challenges	Phonics Half termly on track check Seesaw app and exercise books Explorers journal Rainbow challenges	Phonics Half termly on track check Seesaw app and exercise books Explorers journal Rainbow challenges	Phonics Early learning goals Seesaw app and exercise books Explorers journal Rainbow challenges
Core Texts	The Colour Monster Goes to School Dogs ABC <u>Lubna and the Pebble</u> 	The Friendship Bench What the Ladybird heard at Christmas The Christmas Story 	 The Magic Bed Dragon Post A collection of 	The Magic Bed Dragon Post  Fairy Tales 	<u>Send for a Superhero</u> <u>Izzy Gizzmo</u> <u>Julian is a Mermaid</u> 	<u>Leo and the Octopus</u> <u>The Sea Saw</u> <u>Stella and the Seagull</u> 
Big Question	The Colour Monster	The Friendship Bench	The Magic Bed	Dragon Post	Send for a superhero	Leo the Octopus

(Spirituality Link)	Goes to School How do you feel when you go to a new place, like school?	How can we be kind to one another?	Where is your special Place?	How can we take care of animals and keep them safe? What else do we need to look after in the world?	How do you feel when you see someone or something doing something they shouldn't?	Are all people the same? What things do you like or don't like?
Extra Reading	Colour Monster All are Welcome Maisy Goes to London A walk in London	The Best Diwali ever Little Glo We're going on a leaf hunt The great Fire of London	The Hungry Catapillar Dear Zoo	Lulu Loves Flowers Jaspers Beanstalk	Clean Up The Lion Inside	Monkey Puzzle Tiddler
Songs and Rhymes	Oranges and Lemons Humpty Dumpty The Grand Old Duke of York If you're happy and you know it	Londons Burning Fire engine song (tune of frere Jacques) Twinkl Twinkl	Itsy Winsy Spider Little Miss Muffet Baa baa Black Sheep	Hey Diddle Diddle Ten in the Bed Old Mac Donald	Miss Polly had a dolly Monkeys on the bed The Wheels on the bus	Ring a Ring a Rosie A sailor went to sea, sea, sea. 1,2,3,4,5, once I caught a fish alive Row, Row, Row your boat
Role Play Ideas	Home Corner London Tube station Village Shop	Fire Station Christmas role play Christmas Post Office	Winter Wonderland Castle	Magical Forest Goldilocks and the 3 Bears House Florist	Police Station/Ambulance Station Doctors/Vets Farm	Beach Ice cream shop Jewellery making workshop (shells etc)
Visits/Visitors	Autumn walk Church for Harvest	Fire Brigade/station Nativity	Castle Visit Clitheroe Castle Knights and Dragons	Enchanted Forest Williamson Park Butterfly House and Mini Zoo - Habitats Workshop	Community Day – inviting members of the police, nurses, doctors, dentists, vets, postmen etc.	Fleetwood – Victorian Seaside Ice cream van/shop Whole school production
Communication and Language	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	Demonstrates good listening through increased interaction. Starts to interact with more confidence	Showing an understanding of a broader vocabulary.	Initiates interactions and shows an understanding of more complex questions.	Begins to express own opinions and justify them. Begins to articulate their own thoughts and uses talk for a range of	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions

	Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc	vocabulary		purposes	and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
--	--	------------	--	----------	--

Personal, Social and Emotional Development	<p>Begins to develop confidence and cooperation.</p> <p>Begins to develop confidence with peers and sustained interest in play.</p> <p>Manages coat, toilet with help, and cutlery with support.</p> <p>Shows friendly behaviour, contributing to increasingly positive play and relationships.</p> <p>Begins to respond to adults well.</p>	<p>Shows an increasing ability to share, recognise emotions of self and show good manners.</p> <p>Builds own confidence with adults. Responds increasingly well to positive and negative experiences.</p> <p>Manages jumper and toilet independently. Initiates play, recognises some emotions better and follows instructions.</p>	<p>Begins to find ways to resolve conflicts.</p> <p>Cooperates increasingly with routines.</p> <p>Develops confidence in new situations.</p> <p>Understands classroom expectations.</p> <p>Identifies when they require support or help.</p> <p>Starts to play in a group more effectively.</p>	<p>Starts to consider the feelings of others.</p> <p>Has a growing positive self-image.</p> <p>Shows increased understanding of behaviour Expectations and why the Expectations exist.</p> <p>Increasingly able to share, take turns and respond positively to other children.</p>	<p>Begins to understand how others might be feeling – to show empathy.</p> <p>Shows increased confidence and resilience and this can include supporting peers.</p> <p>Starts to understand the needs of other children and their own feelings.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>
--	--	---	---	--	--	--

						importance of healthy food choices. Work and play cooperatively and take turns with others.
						Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development	<p>Shows an increasing awareness of what their own body can do. Engages with physical play.</p> <p>Begins to make marks and shapes using simple equipment.</p>	<p>Becomes increasingly aware of the space around them and what they can do in the space.</p> <p>Uses a wider range of equipment to make more refined shapes and marks, models and construction.</p>	<p>Refines the way they move in the space around them.</p> <p>Adds more detail to shapes and objects created as control increases</p>	<p>Shows more confidence and proficiency in their movements and in using objects and equipment.</p> <p>Shows increased control with a range of tools to create more complex shapes, objects and writing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>	
Literacy	<p>Shows an interest in reading, often choosing a book to look at themselves or with friends.</p> <p>Has the confidence to mark make using their physical skills to increase control over tools and equipment.</p> <p>Makes marks as part of</p>	<p>Listens to a story and can give simple details about the story.</p> <p>Starts to use some of the events in their own play.</p> <p>Makes marks consistently as part of their play and can talk about the meaning of their marks.</p>	<p>Answers questions about the content of a book and shows an interest in reading by themselves.</p> <p>Starts to understand sentence structure.</p> <p>Shows some phonic awareness.</p> <p>Is good at oral</p>	<p>Shows a preference for a book, story type, genre, author.</p> <p>Chooses to read to friends.</p> <p>Likes to join in with reading in class.</p> <p>Composes a sentence well with some sentence structure</p>	<p>Answers more complex questions about books and stories.</p> <p>Writes recognisable letters and words and reads back what has been written.</p> <p>Fluently reads words and sentences containing Set 1 letters and Red Words.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand</p>

	<p>their play.</p> <p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Begins to link graphemes and phonemes.</p>	<p>Links phonemes to every letter of the alphabet and begins to blend them in words.</p> <p>Reads Set 1 red words (RWI).</p> <p>Introduce Red Ditty Sheets (RWI)</p>	<p>rehearsal.</p> <p>Begin to read with some fluency CVC (Word time words) and captions and recognises some digraphs.</p> <p>Identifies rhymes.</p> <p>Reads Set 1 red words (RWI).</p> <p>Red Ditty Sheets/Books (RWI)</p>	<p>more consistently used.</p> <p>Shows more phonic awareness.</p> <p>Demonstrates physical control.</p> <p>Begins to apply knowledge of long vowels in their reading of sentences.</p> <p>Reads Set 1/2 red words (RWI).</p> <p>Red Ditty Books (RWI)</p>	<p>Completes rhyming strings.</p> <p>Reads Set 1/2 red words (RWI).</p> <p>Red Ditty Books/Green Books (RWI)</p>	<p>recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Reads Set 1/2 red words (RWI).</p> <p>Green Books (RWI)</p>
Phonics	<p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Beginning to link graphemes and phonemes.</p> <p>Teach Set 1 sounds m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j</p>	<p>letter of the alphabet and beginning to blend them in words.</p> <p>Teach Set 1 sounds v, y, w, x, z</p> <p>Recognise all Set 1 sounds plus sh, ch, th,</p> <p>Review Set 1 sounds Teach remaining Set 1 digraphs qu, ng, nk, qu, ff, ll, ss, zz</p>	<p>Fluently reads CVC word time (1.1 – 1.7) cards and captions.</p> <p>Identifies rhymes.</p> <p>Teach Set 2 sounds ay, ee, igh, ow, oo, oo, ar, air, ir, ou, oy.</p> <p>Set 1 red words (RWI).</p>	<p>Beginning to apply knowledge of long vowels in their reading of sentences.</p> <p>Review set 1 and 2 sounds</p> <p>Set 1 red words (RWI).</p> <p>Set 2 red words (RWI).</p>	<p>Fluently reads words and sentences containing Set 1 and Set 2 letters and Red words.</p> <p>Completes rhyming strings</p> <p>Review set 1 and 2 sounds</p> <p>Teach set 3 sounds</p> <p>Set 2 red words (RWI).</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Review set 1 and 2 sounds</p> <p>Teach set 3 sounds</p> <p>Set 2 red words (RWI).</p> <p>Read words consistent with their phonic knowledge by</p>

		Set 1 red words (RWI).				sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Maths	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p> <p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p> <p>Subitises to five. Counts</p>	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p> <p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p> <p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p> <p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p> <p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>	<p>Counts objects and selects the numeral card (1–5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p> <p>Uses five frames and talks about the significance of the formation.</p> <p>Counts the total number of objects in two groups.</p> <p>Starts to understand one more and one less.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>

world	<p>family and the people around them, describing features about them.</p> <p>Knows features of their own environment.</p> <p>Notices features of the immediate environment.</p>	<p>passage of time and understands significant events in their own timeline.</p> <p>Knows that there are different and significant celebrations.</p> <p>Starts to talk about changes like the weather.</p>	<p>events outside their own timeline.</p> <p>Understands 'different'.</p> <p>Knows there are locations beyond their own and that these are represented in different ways.</p> <p>Starts to show curiosity and wonder when involved in investigations.</p>	<p>personal significance.</p> <p>Starts to understand 'similarity'.</p> <p>Shows some understanding of difference.</p>	<p>time-specific vocabulary.</p> <p>Identifies some features of personal significance and some features that others find significant.</p> <p>Starts to talk about the passage of time in relation to changes.</p> <p>Knows some features of a different environment and what makes it different.</p>	<p>the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps.</p>
-------	---	--	---	--	--	--

						<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p>Uses what they know and what they like to be musical and to create role play.</p> <p>Begins to show an understanding and enjoyment of music and arts.</p> <p>Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Devises their own role play with greater sophistication.</p> <p>Music becomes more melodic and meaningful.</p> <p>Talks about music, what it sounds like and what it makes them think of.</p> <p>Makes creations that are more clearly representational and have a more easily identifiable purpose.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time</p>			

					with music.	
Religious Education/Studies	1.1: Harvest: Jewish Sukkot God and creation 1.2	God and creation 1.2 EYFS – Christmas	The Church 2.5 Includes FS unit (Special Places) Includes NCFU (Places of Worship)	The Church 2.5 Includes FS unit (Special Places) Includes NCFU (Places of Worship)	2.6 Ascension and Pentecost. https://questful-re.org.uk/unit-2-6-ascension-and-pentecost/ EYFS 8: Friendship What makes a good friend? https://questful-re.org.uk/eyfs-8-friendship/	2.3 Jesus: Why did Jesus welcome everyone? https://questful-re.org.uk/unit-2-3-jesus/ FS Unit – special people. https://questful-re.org.uk/eyfs-3-special-people/
Key Dates	Harvest Festival	Diwali Bonfire Night Remembrance Day Christmas	Lunar New Year	World Book Day Pancake Day Mother's Day Easter		Father's Day

EYFS	
Characteristics of effective learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
Overarching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>

Communication and Language	<p>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>
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
Physical Development	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>
Understanding the world	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In</p>

	<p>addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>
Expressive arts and design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p><i>Throughout:</i> <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>