




## Hetton Lyons Primary Long Term Plan – EYFS

		Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Possible Themes</b>  <i>Potential interests/ Lines of Enquiry</i>	<b>Incredible Me!</b>	<b>In the Dark</b>	<b>The World and Me</b>	<b>We are the future!</b>	<b>Castles and Ready, Steady.... Grow!</b>	<b>Wonderful World</b>	
	<i>My family</i>	<i>Bonfire night</i>	<i>Lunar New Year</i>	<i>People in the community</i>	<i>Minibeasts</i>		
	<i>Homes</i>	<i>Diwali</i>	<i>Where do I live?</i>	<i>The Royal family</i>	<i>Dinosaurs</i>		
	<i>Friendships</i>	<i>Night and day</i>	<i>Hetton</i>	<i>Emergency services</i>			
	<i>Significant people</i>	<i>Winter</i>	<i>Clothing</i>	<i>Emergency vehicles</i>	<i>Castles</i>		
	<i>Autumn</i>	<i>Christmas</i>	<i>Climates</i>	<i>Growing</i>			
	<i>Harvest</i>		<i>Environment</i>	<i>Plants</i>			
				<i>Animals</i>			
				<i>Easter</i>			

<div>Focus Texts</div> <div>Possible supporting texts</div>		All are Welcome	Binny’s Diwali	The Lambton Worm	How to Babysit a Grandad	Jack and the Beanstalk	The Growing Story
		Super Duper You			Tidy	Paper Dolls	Jasper’s Beanstalk
		The Family Book	Hovis the Hedgehog	What a Waste	Cops and Robbers		The Very Hungry Caterpillar
		Families, Families, Families	Peace at Last	There’s a Map on My Lap!	Stuck	There Was An Old Dragon Who Swallowed a Knight	Dinosaurs A-Z
		Tango makes three	Night Monkey, Day Monkey	Henry’s Map	The Perfect Fit		Tad
		Titch	Mouse Paint	The World Around Me		My Very First Castles Book	Slow Down
		Leaf Man	Wow said the Owl	In Every House, on Every Street		In the Castle	
		The Little Red Hen	One Winter’s Day	Mr Wolf’s Pancakes		What the Ladybird Heard	
			Stickman				
			The Jolly Christmas Postman				
PSED	These areas of focus have been split for extra focus but will be ongoing)	Familiarity with school rules – know that they keep us happy and safe		Show resilience and perseverance in the face of challenge.	Show understanding of own feelings and those of others and begin to regulate their behaviour accordingly.	Think about the perspectives of others	Show sensitivity to own and to others’ feelings
Self-regulation		Talk about how to stay safe				Manage own needs.	Display confidence to try new activities and show
Managing self		Value self as individual and special					
Building relationships		Build constructive and respectful relationships.				Show understanding	independence,

		<p>Understand how to be good friend</p> <p>Know what to do if they are feeling worried about something.</p> <p>Express feelings and consider the feelings of others and regulate behaviour accordingly</p> <p>Work and play cooperatively and take turns with others</p> <p>Give focused attention to what their peers and the teachers say.</p>		<p>socially and emotionally.</p> <p>Display confidence to try new activities</p> <p>Manage own basic hygiene and personal needs.</p>	<p>Set and work towards simple goals</p> <p>Display confidence to try new activities.</p> <p>Explain the reasons for rules and know right from wrong</p> <p>Manage own behaviour</p> <p>Talk about what is fair and what is not fair</p>	<p>of own feelings and those of others and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Be confident to try new activities and be able to explore different ways of doing things</p> <p>Be able to explain the reasons for rules and know right from wrong</p>	<p>resilience, and perseverance in the faces of challenge</p> <p>Give focused attention to what adults says, responding appropriately even when engaged in activity</p> <p>Show an ability to follow instructions involving several ideas or actions</p>
	<p>PSHE/RSE Citizenship</p> <p><i>Friday's Are</i></p>	<p>New beginnings, classroom rules and class charter</p> <p>Personal Hygiene</p> <p>Family </p> <p>Goals</p>	<p>Remembrance</p> <p>Charity/ supporting the community (CIN)</p> <p>Anti-bullying week </p>				

			Rule of Law Dental Hygiene Road safety				
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 The red flag demarcates lessons which link directly to RSE

<b>C &amp; L</b>  <i>Listening, Attention and Understanding</i>  <i>Speaking</i>  <i>*Poetry Basket sharing</i>  <i>*Topic Vocabulary</i>  <i>*Daily stories</i>		Listen carefully and why listening is important	Ask questions to find out more and to check they understand what has been said to them	Articulate ideas and thoughts in well-formed sentences	Describe events in some detail	Use talk to help work out problems and organise thinking	Describe events in some detail and talk about observations of the natural world and growing observations
		Know and talk about the school rules and how they help to keep us happy and safe	Begin developing social phrases and engage in story times	Connect idea or action to another using a range of connectives	Use talk to help work out problems and organise thinking and activities	Know and explain how things work and why they might happen	Listen to and talk about stories to build familiarity and understanding
		Engage in story times			Use talk to explain how things work and why they might happen	regarding the environment/ sustainability	
		Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	Make comments about what they have heard and ask questions to clarify their understanding	Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, (with modelling and support)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate	Know and talk about what can have a positive impact on the environment	Engage in fiction and non-fiction books and talk about what they have read and what has been read to them
		To be able to talk about and describe themselves and their families.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers			Know and be able to use the new vocabulary taught in Topic in discussions and play	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
		Know and be able to use the new vocabulary taught in Topic in discussions and play	Use vocabulary taught in Topic in discussions and play		Know and use the new vocabulary taught in Topic in	Know and talk about the different people who help us in the community	To know vocabulary

			Know vocabulary related to celebrations and understand the different ways people celebrate		discussions and play  Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary	(Police, fire brigade, Dr and Nurses)	related to life cycles and observations of the natural world.
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	Fine Motor skills will be continually developed and promoted through ongoing activities, including: -Threading -Cutting -Weaving -Playdough manipulation –Scissor skills – Use of tweezers – Peg boards – Pipettes in the water – Jugs in the water – Tearing paper – Busy finger activities						
<div>PD</div> <div>Fine motor skills</div>		Draw lines and circles using gross motor movements  Hold pencil/ paintbrush beyond whole hand grasp  Pencil Grip  Taking shoes off and putting them on  Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand	Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control  Free drawing  Holding Small Items  Button Clothing / zips	Hold pencil effectively with comfortable grip  Forms recognisable letters, mostly correctly formed	Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors  Start to cut along a curved line, like a circle	Form letters correctly  Cut a shape out using scissors  Draw diagonal lines, like in a triangle /  Draw pictures that are recognisable  Build things with smaller linking blocks, such as Duplo or Lego  Accurate colouring
	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.						
		Different ways of moving – rolling, crawling, walking, jumping, running, hopping, skipping  Climbing  Balancing		Negotiating space  Move energetically  Move to music		Using equipment with safety  Follow the rules of a game  Joining in with a game  Changing speed and negotiating	

Gross motor skills		Negotiating space  Travelling with confidence		Balancing with developed confidence  Begin to practise ball skills – rolling, throwing, catching, kicking  Travelling in different ways  Jumping and landing  Developing awareness of space  Using equipment with safety		space  Sports day	
	P.E		Real PE: Cog 1	Real PE: Cog 2	Real PE: Cog 3	Real PE: Cog 4	Real PE: Cog 5
Literacy  Comprehension  Word Reading  Writing	English Reading	Little Wandle, Phase 2  s a t p l n m d g o c k c k e u r h b f l  is I the	Little Wandle, Phase 2  ff ll ss j v w x y z zz qu ch sh the 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)  put* pul*I full* as and has his her go no to into	Little Wandle, Phase 3  ai ee igh oa oo oo ar or ur ow oi ear air er  Words with double letters  Longer words  was you they my by all are sure pure	Little Wandle, Phase 3  Review phase 3  - Longer words, including those with double letters  - Words with -s /z/ in the middle  - Words with -es /z/ at the end  - Words with -s /s/ and /z/ at the end	Little Wandle, Phase 4  Short vowels with adjacent consonants  - CVCC CCVC CCVCC CCCVCC  - Longer words and compound words  - Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est	Little Wandle, Phase 4  Phase 3 long vowel graphemes with adjacent consonants  - CVCC CCVC CCCVC CCV CCVCC  - Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est  - Longer words and



			<i>she push* he of we me be</i>		<i>Review all tricky words taught so far</i>	- Longer words and compound words  <i>said so have like some come love do were here little says there when what one out today</i>	compound words
	<b>From Au1, week 4, all children will read 3 x a week. The sessions practise these key reading skills;</b> 1 – decoding 2 – prosody 3 – comprehension						
	English Writing	Dominant hand  Developing grip  Mark making  Giving meaning to marks and labelling  Name writing  Writing initial sounds  Use initial sounds to label  Spell words by identifying individual phonemes  Phase words	Name writing  Labelling  Communicating ideas for writing  Keeping a caption/ sentence in head  Spell words by identifying individual phonemes  Simple captions/ sentences recording  Phase words	Keeping a caption/ sentence in head  Simple sentences  Labelling Penshaw Monument  List for visiting another climate  Phase words	Labelling a castle/ maps  Beginning to record narratives  Phase words	Re-read what they have written to check that it makes sense.  Writing about Emergency Services  Retell, using time vocab (crime scene)  Character description  Beginning to use full stops, capital letters	Sentences using a range of phase words that are spelt correctly  Developing use of full stops, capital letters and finger spaces.  Using familiar texts as a model for writing own stories.

						and finger spaces.  Phase words.	
<b>Mathematics</b>  <i>Number</i>  <i>Numerical Patterns</i>	Maths	<b>Getting to know you (2 weeks - baseline)</b> Establish maths through routines (tens frame buses, 100 days in school, calendar activities)  <b>Match, Sort &amp; Compare (2 weeks)</b> <ul style="list-style-type: none"> <li>• Match objects</li> <li>• Match pictures and objects</li> <li>• Identify a set</li> <li>• Sort objects to a type</li> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <b>Talk about measure and patterns (2 weeks)</b> <ul style="list-style-type: none"> <li>• Compare size</li> <li>• Compare mass</li> <li>• Compare capacity</li> </ul>	<b>It's Me 1, 2, 3 (2 weeks)</b> <ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul> <b>Circles and triangles (1 week)</b> <ul style="list-style-type: none"> <li>• Identify and name circles and triangles</li> <li>• Compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul> <b>1, 2, 3, 4, 5 (2 weeks)</b>	<b>Alive in 5 (2 weeks)</b> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find 0 to 5</li> <li>• Subitise 0 to 5</li> <li>• Represent 0 to 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <b>Mass and Capacity (1 week)</b> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity</li> </ul>	<b>Building 9 and 10 (3 weeks)</b> <ul style="list-style-type: none"> <li>• Find 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Represent 9 and 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 parts)</li> <li>• Make arrangements of 10</li> <li>• Bonds to 10 (3 parts)</li> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> </ul>	<b>To 20 and beyond (2 weeks)</b> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10-13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> </ul> <b>How many now? (1 week)</b> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> </ul>	<b>Sharing and grouping (2 weeks)</b> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul> <b>Visualise, build and map (3 weeks)</b> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore simple patterns</li> <li>• Copy and continue simple patterns</li> <li>• Create simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Find 4 and 5</li> <li>• Subitise 4 and 5</li> <li>• Represent 4 and 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 4 and 5</li> <li>• Composition of 1-5</li> </ul> <p><b>Shapes with 4 sides (1 week)</b></p> <ul style="list-style-type: none"> <li>• Identify and name shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>	<p><b>Growing 6, 7, 8 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 6, 7 and 8</li> <li>• Represent 6, 7, and 8</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs-odd and even</li> <li>• Double to 8 (find a double)</li> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul> <p><b>Length, Height and Time (1 week)</b></p> <ul style="list-style-type: none"> <li>• Explore length</li> <li>• Compare length</li> <li>• Explore height</li> </ul>	<ul style="list-style-type: none"> <li>• Explore even and odd</li> </ul> <p><b>Explore 3D shapes (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Use 3D shapes for tasks</li> <li>• 3D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Take away</li> <li>• How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Select shapes for a purpose</li> <li>• Rotate shapes</li> <li>• Manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose shapes</li> <li>• Decompose shapes</li> <li>• Copy 2D shape pictures</li> <li>• Find 2D shapes within 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul> <p><b>Make connections (1 week)</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding</li> <li>• Patterns and relationships</li> </ul>
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				<ul style="list-style-type: none"> <li>• Compare height</li> <li>• Talk about time</li> <li>• Order and sequence time</li> </ul>			
<b>Understanding the World</b>  <i>Past and Present</i>  <i>People, Culture and Communities</i>  <i>The Natural World</i>	Science  Geography  History  R.E	Studying our family and ourselves  How have I changed?  People in my community  School grounds  Autumn walk  Photos of people in school that can help me  Autumn changes  Explore senses  Harvest as a special time	Diwali, dancing and cooking (4th November)  Cooking and decorating sparkler sticks – melting chocolate  Categorising day/ night activities  Exploring light and dark  Exploring shadows  Visit to the cenotaph  Maps of the local area  Why is	Lunar New Year  My local area  The weather  Digi maps of Hetton  Local area walk  My route to school  Other local sculptures  Why is the word 'God' so special to Christians?  Old photos of Hetton	People in the community  Road safety  Library/ post office visit  Police  Medical  Fire service  Dental  Easter  Why is Easter special to Christians?	Who is the King?  What is a castle? Who lives here?  New life - plants and growing  Jasper's Beanstalk - days of the week  Ordering events  Planting beans  Which places are special and why?	Flower hunt - labelling and drawing  Frozen dinosaurs - freezing and melting  Sort and classify minibeast pictures  Minibeast Hunt  Observing caterpillars  Which stories are special and why?

			<p><b>Christmas special for Christians?</b></p> <ul style="list-style-type: none"> <li>– The special baby Jesus</li> <li>– Ways Christians celebrate e.g. colours in the church, Advent Ring</li> </ul>				
<p><b>Expressive Arts and Design</b></p> <p><i>Creating with Materials</i></p> <p><i>Being imaginative and Expressive</i></p>	<p>Art and Design</p> <p>Design Technology</p>	<p>Line drawing of self</p> <p>Self portraits - exploring colour mixing</p> <p>Create your home - joining 2D materials to represent</p>	<p>Andy Goldsworthy – sculptures from nature/land art - autumn pictures</p> <p>Using colour for a purpose - nocturnal animals</p> <p>Printing - Christmas cards</p> <p>Clay</p>	<p>3D construction</p> <p>Chinese dragon - printing body</p> <p>Pancake day - 13th February 2024</p>	<p><b>Artist</b></p> <p>Create vehicles with free running wheels</p>	<p>Spring art - flowers.</p> <p>Artist</p> <p>3D construction - farm (link with mapping)</p> <p>T Shirt printing/ painting/ sequins</p>	<p>Observational drawing - flowers</p> <p>Eric Carle - collage</p> <p>Rubbings - fossils</p>