



St Werburgh's & St Columba's Primary School

EYFS Long Term Plan 2022/2023



FOUNDATION STAGE	Autumn 1 Getting to know You	Autumn 2 Into the Woods	Spring 1 We are Explorers!	Spring 2 Going on a Journey	Summer 1 In the Garden	Summer 2 Heroes
Literacy Reading for Pleasure Inspirational Texts Pathways	Baseline Assessments Marvellous Me Room on a Broom Reading - Hear and say initial sound in words. - Link sounds to letters. - Use vocabulary that is influenced by experiencing of books. Writing - Marks being used to represent meaning. - Begin to use identifiable letters when mark making. - Begin to write labels.	The Gingerbread Man Stickman Christmas Story Reading -Segmenting and blending. -Begin to read words. -Enjoy increasing range of books. Writing -Use clearly identifiable letters in sequence. -Begin to break speech into words. -Write labels and captions. -Write CVC words.	Poles Apart Non Fiction texts Reading -Begin to read simple sentences. -Know sounds for all letters of the alphabet. Know sounds of some digraphs. Writing -Write labels and captions. -Break speech into words. Begin to write a simple sentence using CVC words. Begin to write words with digraphs.	Naughty Bus Easter Story Reading -Decode regular words. -Read and understand simple sentences. -demonstrate understanding of what has been read to them. Writing -Write simple sentences. -Write words that match spoken sounds. -Apply taught digraphs.	Silly Doggy Non Fiction Texts Jack & the Beanstalk Hungry Caterpillar Reading -Demonstrate understanding of what they have read. -Read some common irregular words. -Read and understand simple sentences. -Decode regular words. Writing -Write simple sentences. -Write words that match spoken sounds. -spell some common irregular words. _ use digraphs and trigraphs.	Supertato People Who Help Us Reading -Read own written sentences out loud. -Read and understand simple sentences with taught graphemes. Writing -Write simple sentences using taught phonics sounds. -Write phonetically plausible words. -Spell some common irregular words. -Awareness of capital letter and full stop.
Maths	Once baseline assessments are complete: Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, 		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. <ul style="list-style-type: none"> • continue to develop 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 consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. <ul style="list-style-type: none"> • counting larger sets as well as counting actions and sounds • explore how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes 	

	<ul style="list-style-type: none"> • develop conceptual subitising skills by making different arrangements of numbers within 5 • spot smaller numbers 'hiding' inside larger numbers • 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 • explore different ways of matching, sorting, comparing and pattern making. 		<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as '5 and a bit' • 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 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 • name and explore features of 2D/3d shape • continue, create, recreate and talk about patterns. 		<ul style="list-style-type: none"> • 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 • compare mass and capacity. • Explore measure of length, height and time. 	
Understanding the World	People, Culture & Communities -Talk about different members of their family. -Name and describe people who are familiar to them. The Natural World -Explore the natural world around them (forest school) -Describe what they see, hear, feel when outside	People, Culture & Communities -Recognise that people have different beliefs and celebrate special times in different ways. The Natural World -Draw information from a simple map. -Recognise some environments that are different to the ones they live.	People, Culture & Communities -Recognise some similarities and differences between life in this country and life in other countries. The Natural World -Understand the effect of changing seasons on the natural world around them. -Know similarities and differences between contrasting environments. (ELG) -Understanding changing states of matter (ELG)	The Natural World -Recognise some environments that are different to the ones they live. -Draw information from a simple map. Past & Present -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past (Amelia Earhart)	People, Culture & Communities -Describe their immediate environment using non-fiction texts and maps The Natural World -Make observations and draw pictures of animals and plants (ELG)	People, Culture & Communities -Talk about lives of those around them and their roles in society. -Understand that some places are special to members of their community (RE) -Know similarities and differences between different religions and communities (RE)
Expressive Arts & Design	-make a wand -observational drawing of themselves using a variety of media. -observational drawing of pumpkin. -Building models using a variety of media. -sing songs and rhymes.	-Firework art. -Poppy making -Playdough Gingerbread. -Christmas celebration art. -Nativity acting and singing.	-Create small world habitats. -Animal tracks and printing. -Observational paintings and drawings. -Building vehicles. -Role play explorations. -Junk model buses.	-Create small world journeys and places. -Outdoor building large vehicles. -Vehicle printing.	-clay mini beasts. -Collages of plants and flowers. -Observational drawings of flowers.	-Superhero vegetable. -Make capes and power bands. -Role play people who help us eg doctors, firefighters.

RE The Way, The Truth & The Life	God's World	God's Family	Getting to know Jesus	Joy and Sorrow	New Life	The Church
PSED Ten:Ten	Created and Loved by God		Created to Love Others		Created to Live in Community	
Celebrations & Events	Harvest	Bonfire Night Christmas Diwali	Chinese New Year Mothering Sunday St Werburgh's Day	Easter	St. Columba's Day	What I've achieved since starting school Moving on to Year 1
Physical Development	Explore a variety of outdoor equipment, climbing frame, bikes, hoops, balls.		Movement games and spatial awareness.	Agility, Balance and coordination.	Field Events Sports Day	Explore a variety of games equipment, bats, balls, beanbags, targets.