



EYFS Long Term Plan

Long Term Plan EYFS 2024 – 2025

(Topics are an initial guide for areas of learning. Topics/areas of focus may change based on children's interests and observation throughout the year).

Autumn A Marvellous me Transition	Autumn B Celebrations Festivals/Celebrations/Community helpers	Spring A Amazing Animals	Spring B Amazing animals and plants	Summer A Awesome people and places	Summer B Awesome people and places
Transition, me, family, friends, our school, People who help us in school, school expectations, emotions Harvest Diwali	Self-care, doctors and clinics, Local area, Celebration Bonfire night, Winter, Remembrance day, Hanukkah, Christmas	Dinosaurs, cold world animal animals, pets, farm animals bears, camouflage, habitats https://dinosaurs.lgfl.org.uk/eyfs.html	Jungles and deserts, habitats Life cycles, minibeasts, growth, plants, flowers, weather, night and day,	Emergency services. Space, aliens imagination monsters. Builders and fixers knights, kings/queens, prince/princesses Fairy tales, traditional tales,, pirates, dragons, fairies,	Holidays and travel. camping. Types of transport, travelling, country comparisons to UK, different cultures, maps https://eyfs.info/resources/topic-support/transport-r7/
Forest School: Forest school will take place at different times of the year. Forest school develops self-esteem, independence, problem solving and creativity. The children will grow in self-confidence, develop their physical, emotional, cognitive and social skills. It covers all areas of our curriculum.					
CAL					
Start conversations with an adult/friend Use talk to organise themselves and their play Know rhymes and talk about stories they enjoy	Listen to and talk about stories to build familiarity and understanding			Develop a deep understanding of texts Repeat stories using refrains and in own words	

Remember and talk about what happens in a story Understand why questions Understands how to listen carefully and why listening is important Follow instructions Develop social phrases Engage in story times and non-fiction books	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Maintain longer concentration Being to use communication to solve problems Use conjunctions in speech Asks questions for clarification Understand why questions and answer appropriately	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Describe events in some detail Give appropriate attention and two channelled attention Awareness of listeners' Listen to and talk about selected non-fiction Develop new knowledge and vocabulary from non-fiction
Skills to progress and continue developing throughout the year: Use of manners, articulate their ideas and thoughts in well-formed sentences, learn new vocabulary and use in context, use of language in imaginative play, learn rhymes, poems and sing songs.		
PSED		
Transition into reception Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling Play with one or more other children, extending and elaborating play ideas. Become more outgoing with unfamiliar adults and children Showing more confidence in taking risks, trying new things or new social situations See themselves as a valuable individual. Recognises that they belong to different communities and social groups and communicates freely about own home and community JIGSAW: Au1 – BM (Being Me in My World) 'Who am I and how do I fit?'	Working as a team Express feelings and be considerate of others' needs Begin to independently find solutions to conflicts and rivalries Build constructive and respectful relationships Proactive in seeking adult support and articulate needs and wants Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Talks about their own and others' feelings and behaviour and its consequences Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable condition JIGSAW: Sp 1 - (Dreams and Goals) Aspirations, how to	Transition into Year 1 Collaborative learning Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others Manage their own needs Negotiating and finding a compromise Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people JIGSAW: Su 1 - RL (Relationships) Building positive, healthy relationships Su 2 - CM (Changing Me) Coping positively with change

Au2 - Autumn 2: CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	achieve goals and understanding the emotions that go with this Sp 2 - HM (Healthy Me) Being and keeping safe and healthy	
PD		
Fine Motor: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start eating independently and learning how to use a knife and fork Begin to select equipment for desired effect Gross Motor: Balancing, riding bikes/scooters/trikes, waving streamers, making large marks Moving in a variety of ways e.g. dancing, running, skipping Negotiating space Health and well-being: Independently manage fastening, dressing etc. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Being to be aware of what it means to be healthy PE: Au1 – Balls skills Au2-Dance (unit 1)	Fine Motor: Use one-handed tools with increasing accuracy such as cutting along a pre-drawn line, drawing around a shape, forming some letters correctly. Use a range of tools and equipment effectively Gross Motor: Revise and refine movements such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Combine different movements with ease and fluency. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Health and well-being: Know and talk about in importance of regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene PE: Sp1 – Gymnastics Spr 2-Games (unit 1)	Fine motor: Form letters correctly Reducing letter size Correct pencil grip Develop the foundations of a handwriting style which is fast, accurate and efficient. Use tools and equipment to achieve desired purpose and knowing how to adapt resources where necessary Gross motor: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Health and well-being: Keeping safe in different contexts Importance of managing animals and hand hygiene Animal diet PE: Su1 – Dance (unit 2) Su2- Games (unit 2)

Literacy

<u>Focus text ideas:</u> Book of Names and Who lives here both by Julia Donaldsons A place called HOME BY Kate Baker In every house on every Street by Jess Hitchman Stories about Families, grandparents and great grandparents. Eat up Gemma by Sarah Hayes Harvest Days by Kate Depalma. Rama and Sita the story of Diwali by Malachy Doyle Diwali by Hanna Eliot My first Heroes Black History by Maya Angelou Goldilocks and the 3 bears (Maths)	<u>Focus text ideas:</u> Harvest Days by Kate Depalma. Rama and Sita the story of Diwali by Malachy Doyle Diwali by Hanna Eliot My first Heroes Black History by Maya Angelou The Jolly Postman or other people's letters by J&A Ahlberg Christmas story books Laura's christmas star Christmas present by John Burningham This is the Star by Joyce Dunbar The Nativity play by Nick Butterworth	<u>Focus text ideas:</u> Where The Wild Things Are We're going on a bear hunt The Tiger Who Came to Tea Whatever next Room on the Broom Dear Zoo Harry's bucketful of dinosaurs Dear Dinosaur Dinosaur Roar! We're going on a bear hunt Rumble in The Jungle Monkey puzzle Non-fiction dinosaur/animal books In the Jungle by Becca Heddle The Little Red Hen Three billy goats gruff and other traditional tales	<u>Focus text ideas:</u> Farmer duck Pig in the pond The Very Hungry Caterpillar The Bad-tempered Ladybird Jack and the Beanstalk Brown bear, brown bear, what can i see? Mr Wolf's Pancakes by Jan Fearnley A squash and a squeeze by JD The Golden Egg by A.J. Wood Non-fiction texts Ramadan and Eid al-fitr by Sara Khan Easter by Gail Gibbons	<u>Focus text ideas:</u> Titch by Pat Hutchins Dig Dig Digging by Margaret Mayo Dogs in space by Vix Southgate. n the Moon by Anna Milbourne How to catch a star by oliver Jeffers Engines, Engines An indian counting rhyme by Lisa Bruce An African princess by Lyne Edmonds. The Gruffalo Cinderella, The Gingerbread Man and other traditional tales + other cultures	<u>Focus text ideas:</u> Handa's Surprise Gift from Amma The Train Ride Somewhere in Australia Through my window My granny went to market Huge boy <i>and</i> Gregory Cool by Caroline Binch All Aboard the BoBo Road Non-fiction texts Naughty bus Children around the world by Verna Wilkins
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				Three little pigs	
Name writing and reading List writing, labelling Mark making and ascribe meaning to marks Identify, read and write some single phonemes Hear and say initial sounds in words Writing simple CVC words Blending and segmenting Handle books appropriately Listening and recalling events in stories Looks at books independently		Blend and segment sounds in simple words Begin to recognise/write digraphs Begin to read and write simple common exception words Read simple phrases Write identifiable letters Write simple CVC, CVCC and CCVC words Attempts to write short sentences/phrases Read words and simple sentences		Form lowercase and capital letters correctly Read simple sentences Apply phonics knowledge to decode and write words Confidently read and write common exception words Talk about what they have read Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Begin to spell some words correctly Re-read what they have written to check that it makes sense. Re-read books to build fluency	
Mathematics Following the LTP overview of White Rose Mathematics					
Formal maths teaching to begin in week 4. Matching and sorting Comparing amounts, size, mass and capacity Exploration of pattern Representing numbers 1 – 5 Comparing numbers 1 – 3 Composition of numbers 1 – 3 One more and one less 1 - 5 Counting objects, actions and sounds Subitising Circles, triangles, squares and rectangles Positional language Spatial awareness Time (morning, night, daily routines)		Introducing 0 Representing numbers 5 - 10 Comparing numbers to 5 then 10 Composition of numbers 5 – 10 Subitising Making pairs Combining two groups Bonds to 10 Comparing mass and capacity Length and height Time (sequencing events, language of time) 3d shapes		Building numbers beyond 10 Counting beyond 10 Addition Subtraction Doubling Sharing and grouping Odd and even Deepening understanding of problem solving Spatial reasoning (match, rotate, manipulate compose, decompose, visualise, build and mapping) Finding 2D shapes within 3D shapes Patterns (complex patterns, repeating patterns, creating own rules) Mapping using positional language Patterns and relationships with number	

Understanding of the World					
Science RE Geography History					
Name and talk about lives of people around them. Talk about themselves, likes and dislikes Talk about our families and how all families are different Understand that some places are special to members of the community Learning about our school and managing where things are How have I change since I was a baby?(transition from baby to school) Festivals around the world and how they are celebrated- Harvest Describe what they see, hear and feel outside Understand the effect of changing seasons – Autumn	People around us and their role How people help us People in history and how they have helped us – Mary Seacole etc. Healthy food How to have a healthy body Dental care and hygiene Looking after teeth/body Look at our local environment and where we live Recognise people have different beliefs and celebrate special times in different ways Festivals around the world and how they are celebrated – Christmas, Diwali, Hanukkah Describe what they see, hear and feel outside Understand the effect of changing seasons – Winter	People around us and their role How people help us Habitats Animals in the wild Animal diet Dinosaurs Mary Anning Changing states – melting icecaps/global warming Understand the past through settings and characters Similarities and differences in the world around them and contrasting settings Describe what they see, hear and feel outside Understand the effect of changing seasons – Winter /Spring	Describe the immediate physical and human environment Explore the natural world around them Understand the past through settings and characters. (shakespear) Observe the world around them Draw pictures of animals and plants Life cycles Environments and ecosystems Planting/growing What animals/plants need to survive Describe what they see, hear and feel outside Understand the effect of changing seasons – Spring	Past and present – similarities and differences Understand the past through settings and characters People in history and how they have helped us – Neil Armstrong etc. Understanding of different cultures and heritages through stories United Kingdom Royal family Castles in the UK Sporting events before and in our lifetime Planting/growing What animals /plants need to survive Observe the world around them Understand the effect of changing seasons - Summer	Travel Transport Explore children's culture/heritage Evolution of transport Similarities and differences of life in UK and other countries Similarities and differences of world around them and contrasting settings Map skills – Story Maps Planting/growing What animals /plants need to survive Observe the world around them Understand the effect of changing seasons - Summer

Celebrations/events throughout the year

Black history month Halloween Poetry day Harvest	Remembrance Day Bonfire night Children in Need Hanukkah Diwali Advent Christmas	New Year Chinese New Year Valentine's Day	Red Nose Day Ramadan/Eid Easter Mother's Day World Book Day Holi Science Week	May Day St George's Day Road Safety Week	Father's Day
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Skills - To be developed throughout the term:

- Observing • Sorting and grouping • Comparing • Sequencing • Classifying • Asking/answering questions • Enquiring • Investigating • Exploring and experimenting • Thinking • Listening • Solving problems
- Making decisions • Recording • Predicting and testing • Communicating • Reflecting • Evaluating • Describing

Expressive Arts and Design

Self portraits/houses Singing familiar songs with actions Dancing Colour monster design Autumn crafts	Representing real life roles within play. Rangoli patterns Diva lamps Making individual christmas cakes	Animal masks Dinosaur dance Footprint design Cooking bread	Observational drawings Explore artists such as Henri Matisse, The Snail 1953 Chocolate easter nests.	Monster junk modelling Castle building Making gingerbread men Designing and making crowns, shields etc. Explore artists such as Van Gogh Sunflower	Designing maps Building transport models Making flags Exploring food from different countries Cultural dances
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Start to make marks intentionally
Explore paint, using fingers, brushes and other tools
Engage in simple pretend play
Listen attentively, move to and talk about music, expressing their feelings and responses
Use an object to represent something else even though they are not similar in play
Make simple models which express their ideas.
Begin to experiment with joining materials – glue and tape

Sing in a group or on their own, increasingly matching the pitch and following the melody
Begin to explore colour
Develop storylines in their pretend play
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Draw with increasing complexity and detail e.g. a circle for a face and include features
Show emotions in artwork
Use their imagination as they consider what they can do with different materials

Explore colour and mixing – light and dark/tones
Explore, use and refine a variety of artistic effects to express their ideas and feelings
Return to and build on their previous learning, refining ideas and developing their ability to represent them
Create collaboratively, sharing ideas, resources and skills
Explore different materials freely, in order to develop their ideas about how to use them and what to make

Begin to explore colour for a purpose e.g. green for grass		Explore colour and mixing – making secondary colours		Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park	
Possible Stunning Starts/Trips/Events					
Friday walks Safety - walking in twos Detecting Autumn walk Our senses Maps <u>Knowledge</u> Blackberrys	Visits from local people who help us – nurse, doctor, vet, guide dogs etc. Friday walks Detecting Winter Old and New building. Circles and triangles. <u>Knowledge</u> Rose hips and hawthorns Acorns conkers	Dinosaurs – portals to the past Dino land Friday walks Detecting Winter Detecting Spring (changes) numbers Animals colours <u>Knowledge</u> Evergreen and deciduous	Garden centre Pond dipping Visitor from people with bugs Friday walks Detecting Spring bug find River shapes 2 D and 3 D tall and short <u>Knowledge</u> Blossom snow drops crocus daffodils blues bells	Teddy bear picnic Herring Green farm Going to see a house being built Friday walks Detecting Summer Number walk Memory stick Directions <u>Knowledge</u> poppies dandelions daisies	Teddy bear picnic Mead Open Farm Zoo lab Friday walks Summer Map of walk Odd and Even numbers <u>Knowledge</u> sunflowers nettles