

EYFS Long Term Plan 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Marvellous Me 	Let's Celebrate 	Once upon a time... Traditional tales 	Are we nearly there yet? 	All Things Great and Small 	Prehistoric Earth 
General Themes and Opportunities (These may be altered depending on the children's interests)	Starting School My family My friends Seasons – Autumn Self-change Self-care People Who Help Us Harvest Festival	Celebrating Autumn Special Celebrations and festivals Bonfire Night Diwali Children in Need Hannukah Christmas UTW – RE/people	Traditional Tales Seasons – Winter and into Spring	Around the World – countries/cultures/ UTW – RE/history/geography Vehicles Methods of transport Seasons – Spring Easter	Seasons - Summer Nature Growth and change Environmental care Reduce, Reuse, Recycle Life cycles Minibeasts	Seasons – Summer/reflect on seasonal changes throughout year Transition Dinosaurs
Key Texts	The Owl Babies Rainbow Fish The Gigantic Turnip Pumpkin Soup Non-fiction texts about autumn/harvest/people who help us	Assorted non-fiction texts related to above celebrations Nativity texts The Jolly Christmas Postman	(Make connections to The Enormous Turnip) The Jolly Postman Goldilocks and the Three Bears Jack and the Beanstalk Hansel and Gretel	The Naughty Bus The Train Ride Emma Jane's Aeroplane Non-fiction texts – atlases, maps, travel guides, vehicles	The Very Hungry Caterpillar and other Eric Carle stories What the Ladybird Heard Yucky Worms Non-fiction texts – life cycles, minibeasts, planting	Dear Dinosaur Harry and the Bucketful of Dinosaurs Non-fiction texts related to dinosaurs

Creativity, Excellence, Resilience

Trip Opportunities	Visits to the church – welcome service and Harvest service.	Visit to the church – Advent service.		Visits to the church – Lent prayer stations and Easter service. Bus/train journey to Canterbury – The Beaney.		Visit to the church – end of year service. Trip - Sandwich Bay Bird Observatory
Parent Sharing Opportunities	Phonics Workshop. Parent consultations – Book and WOW moment sharing.	Opportunities for Book and WOW moment sharing. Write Dance Parent Workshop – links between physical development and writing Christmas Nativity Play.	Writing Workshop Parent consultations – Book and WOW moment sharing.	Maths Workshop - followed by parents joining a carousel of Maths activities at a later date in class. Opportunities for Book and WOW moment sharing.	Opportunities for Book and WOW moment sharing.	Sports Day. Summer Fair. Written Annual Report. Opportunities for Book and WOW moment sharing.
Other			Forest School	Forest School	Forest School	Forest School
Communication and Language Listening, Attention and Understanding Speaking	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, circle times, Jigsaw/PSHE sessions, continuous and linked provision sessions, story sessions, singing and worships.					
Personal, Social and Emotional Development	<u>Jigsaw PSHE - Being Me in my World</u> 1. Who Me 2. Self-identity	<u>Jigsaw PSHE – Celebrating Difference</u> 1. Identifying talents	<u>Jigsaw PSHE – Dreams and Goals</u> 1. Challenges and Perseverance	<u>Jigsaw PSHE – Healthy Me</u> 1. Exercising bodies 2. Physical activity	<u>Jigsaw PSHE – Relationships</u> 1. Family life 2. Friendships	<u>Jigsaw PSHE – Changing Me</u> 1. Bodies

Creativity, Excellence, Resilience

Self-Regulation Managing Self Building Relationships	<ol style="list-style-type: none"> 3. Understanding feelings 4. Being in a classroom 5. Being gentle 6. Rights and responsibilities 	<ol style="list-style-type: none"> 2. Being special 3. Families 4. Where we live 5. Making friends 6. Standing up for yourself 	<ol style="list-style-type: none"> 2. Goal-setting 3. Overcoming obstacles 4. Seeking help 5. Jobs 6. Achieving goals 	<ol style="list-style-type: none"> 3. Healthy food 4. Sleep 5. Keeping clean 6. Safety 	<ol style="list-style-type: none"> 3. Breaking friendships 4. Falling out 5. Dealing with bullying 6. Being a good friend 	<ol style="list-style-type: none"> 2. Respecting my body 3. Growing up 4. Growth and change 5. Fun and fears 6. Celebrations
Physical Development Gross Motor Skills through Art sessions (Write Dance), P.E. Fine Motor Skills through morning activities, dough disco sessions, continuous and linked provision activities and interventions as appropriate	<u>Greenacre P.E. scheme – Agility</u> <ul style="list-style-type: none"> • To explore and discover spatial awareness. • To explore different types of travelling within a specific area and being aware of others. • To explore using arms and legs to help development movement within a specific area and in different directions. • To develop coordination and agility to run skilfully, change directions and move within space. 	<u>Greenacre P.E. scheme – Jumping</u> <ul style="list-style-type: none"> • To explore how to jump and land safely on the ground or off an object. • To develop how to jump vertically/forward, in different directions and making different shapes with control. • To develop coordination when trying to link running and jumping together. 	<u>Greenacre P.E. scheme – Balance</u> <ul style="list-style-type: none"> • To explore different ways to hold a static balance using hands and feet, either standing or seated. • To explore different ways to balance with a partner. • To explore different ways to balance using small body parts. • To explore different ways to balance using large body parts. • To learn how to balance with different equipment. 	<u>Greenacre P.E. scheme – Play</u> <ul style="list-style-type: none"> • To explore how the body moves through dance. • To find different ways to move around by playing games. • To develop a variety of ways to move. • To understand personal strengths and weaknesses through play. • To be artistic and imaginative through basic gymnastics. To understand the importance of exercise. 	<u>Greenacre P.E. scheme – Coordination</u> <ul style="list-style-type: none"> • To explore using hand and sports equipment, either individually or with a partner. • To develop hand/eye coordination using equipment. • To develop foot/eye coordination using equipment. • To explore and develop the use of coordination using unilateral movements (one limb) and bilateral movements (both limbs working together). 	<u>Greenacre P.E. scheme – Target and Tennis – skills from agility and target will be taught throughout Tennis lessons</u> <ul style="list-style-type: none"> • To develop aiming and accuracy when working as a team to roll the ball to a target/through a tunnel/kicking a football towards a goal/aiming into a basketball hoop/putting with a golf club/returning a ball using a racket. • To explore the underarm throw

						<p>when aiming towards a target/passing and throwing with a partner.</p> <ul style="list-style-type: none"> To use the overhead throw to develop aiming in different directions and heights.
<p>Literacy (including phonics)</p> <p>Word Reading</p>	<p>Phase 2 graphemes - s,a,t,p,i,n,m,d,g,o,c,k ck,e,u,r,h,b,f,l</p> <p>Tricky words – is, I, the</p>	<p>Phase 2 graphemes - ff,ll,ss,j,v,w,x,y z,zz,qu,ch,sh,th,ng,nk</p> <p>Tricky words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>Words with /s/ added at the end, Words ending in s /z/ and with s /z/ added at the end</p>	<p>Phase 3 graphemes - ai,ee,igh,oa,oo,oo,ar,or ur,ow,oi,ear,air,er,words with double letters – dd,mm,tt,bb,rr,gg,pp,ff</p> <p>Tricky words – was, you, they, my, by, all, are, sure, pure</p>	<p>Review Phase 3 - ai ee igh oa oo ar or ur oo ow oi ear er air, words with double letters, words with two or more digraphs, longer words</p> <p>Words ending in “ing”, compound words, longer words</p> <p>Words with s in the middle /z/ s, words ending –s, words with –es at end /z/</p> <p>Tricky words - review all taught so far, secure spelling</p>	<p>Phase 4 - Short vowels - CVCC words, CCVC words, CCVCC, CCCVC, CCCVCC words, longer words, compound words, root words ending in ing, ed /t/, ed /id/ /ed/, est</p> <p>Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4 - Long vowel sounds – CVCC, CCVC, CCCVC, CCV, CCVCC words</p> <p>Phase 4 words ending –s /s/</p> <p>Phase 4 words ending –s /z/</p> <p>Phase 4 words ending –es</p> <p>Root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Root words ending in: –er, –est</p> <p>longer words</p> <p>Tricky words - review all taught</p>

Creativity, Excellence, Resilience

Writing, including Handwriting	<ul style="list-style-type: none"> • Drawing, scribbling, wavy scribbles or mock handwriting • Letter like forms or mock letters • Letter formation linked to taught Little Wandle letter sounds 	<ul style="list-style-type: none"> • Drawing, scribbling, wavy scribbles or mock handwriting • Letter like forms or mock letters, • Beginning word and phrase writing • Letter formation linked to taught Little Wandle letter sounds 	<ul style="list-style-type: none"> • Transitional writing, invented or phonetic spelling, • Beginning word and phrase writing • Letter formation – Curly Caterpillar letter family 	<ul style="list-style-type: none"> • Transitional writing, invented or phonetic spelling, • Beginning word and phrase writing • Letter formation – Long legged-giraffe letter family 	<ul style="list-style-type: none"> • Invented or phonetic spelling, • Beginning word and phrase writing, • Conventional spelling and sentence writing • One-armed robot letter family 	<p>so far, secure spelling</p> <ul style="list-style-type: none"> • Invented or phonetic spelling, beginning word and phrase writing, • Conventional spelling and sentence writing • Zig-zag monster letter family
Comprehension	<ul style="list-style-type: none"> • Holding a book, turning the pages and indicating an understanding of pictures and print • Telling a story to friends • Talking about events and characters in books • Making suggestions about what might happen next in a story 	<ul style="list-style-type: none"> • Holding a book, turn the pages and indicating an understanding of pictures and print • Telling a story to friends 	<ul style="list-style-type: none"> • Talking about the events and characters in books. • Making predictions about what might happen next in a story. • Talking about our favourite books. • Using vocabulary and events from stories in our play. • Re-reading books to build up our confidence, fluency and understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> • Talking about events and characters in books • Making suggestions about what might happen next in a story • Talking about their favourite book • Using vocabulary and events from stories in their play • Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently

Creativity, Excellence, Resilience

						introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.
Maths (taken from NCETM materials and White Rose Maths) Number Numerical Patterns	<ul style="list-style-type: none"> • Subitising and counting • Composition of numbers within 5 • Comparing sets of objects 	<ul style="list-style-type: none"> • Subitising and counting • Composition of numbers within 5 • Comparing sets of objects 	<ul style="list-style-type: none"> • Developing subitising, counting and composition of numbers within, and beyond 5 • Identifying two equal or unequal sets • Connecting quantities to numerals 	<ul style="list-style-type: none"> • Developing subitising, counting and composition of numbers within, and beyond 5 • Identifying two equal or unequal sets • Connecting quantities to numerals 	<ul style="list-style-type: none"> • Consolidate counting skills • Counting to larger numbers • Practising a range of counting strategies • Consolidating knowledge of number facts 	<ul style="list-style-type: none"> • Consolidate counting skills • Counting to larger numbers • Practising a range of counting strategies • Consolidating knowledge of number facts
White Rose Maths materials	<ul style="list-style-type: none"> • Getting to Know You and Just Like Me – comparison of size, mass and capacity, exploring pattern 	<ul style="list-style-type: none"> • It's Me 1,2,3 – representing, comparing, composing number, circles and triangles, positional language • Light and Dark – one more and less, 4 sided shapes and time. 	<ul style="list-style-type: none"> • Alive in 5 – introducing zero, comparing, composing numbers to 5, comparing mass and capacity • Growing 6, 7, 8 – combining two amounts, making pairs, length and height, time. 	<ul style="list-style-type: none"> • Building 9 and 10 - counting to 9 and 10, comparing 9 and 10, number bonds to 10, 3D shapes, spatial awareness, patterns • Consolidation 	<ul style="list-style-type: none"> • To 20 and beyond – build numbers beyond 10, count patterns to 10, spatial reasoning, match, rotate, manipulate • First, then, now – adding more, taking away, spatial reasoning, composing and decomposing numbers 	<ul style="list-style-type: none"> • Find my pattern – doubling, sharing, grouping, even and odd numbers, spatial reasoning, visualising and building. • On the move – deepening understanding, patterns and relationships, spatial mapping, mapping

Creativity, Excellence, Resilience

Understanding the World	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time – Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays
Past and Present						
People, Culture and Communities	Geography - Seasons – identifying natural changes across the seasons	History – special times and events for family or friends – Bonfire Night, Diwali, Christmas	History – special times and events for family or friends – Chinese New Year (Text: The Great Race)	History – similarities and differences between now and in the past – related to vehicles and transport	R.E. – World Faith stories which stories are special and why?	History - Compare through photographs how they have changed since being a baby – also links to PSED this term
The Natural World	Geography/Science – using senses to explore the Natural World	History - Celebrate Remembrance Day and learn about the reason why it is celebrated. (Text: Where the Poppies Now Grow)	Geography - locate China on a globe/google earth	History – Look at how their family has changed over time – themselves, grandparents, or events in their past going on holiday etc. Geography link – look at maps, globe	Geography - Seasons – identifying natural changes across the seasons	Geography - Languages Day - similarities and differences between life in this country and life in other countries
	Science – Pumpkin soup – observational change related to vegetables	History – Nativity – understanding familiar stories set in a time before the children were born.	Geography - Seasons – identifying natural changes across the seasons	Geography - Describe some other environments e.g. story settings in books.	Geography - Talk about the impact of human action on the seas e.g. plastic pollution (Text: Someone Swallowed Stanley, Dear Greenpeace, The Mess we made)	R.E. – World Faith stories which stories are special and why?
	Science - Explore some of the functions of different parts of my body and how they work – hearing, sight, taste, smell and touch. (Text: Funnybones)	Science – gingerbread men – link to Traditional Tales next term	Geography/Science – using senses to explore the Natural World	Geography - Seasons – identifying natural changes across the seasons	Geography - Explore our local environment and what grows here that of another county (Text: Handa’s Surprise)	Science – Healthy Eating and self-care – link to people who help us, such as
	R.E. – Creation – Why is the word ‘God’ so important to Christians Including	R.E. – Old Testament stories – which stories are special and why?	Science – Exploring changing states – water into ice, porridge.	Geography – talking about the lives of people around them and their roles in society – visits from key people in the	Geography/Science – using senses to explore the Natural World	
	School and Christian Values					

Compassion, Trust, Generosity, Forgiveness, Service

Creativity, Excellence, Resilience

		<p>Incarnation – Why do Christians perform nativity plays at Christmas time</p> <p>R.E./History - Patron Saints - St. Andrew’s Day</p> <p>School and Christian Values</p>	<p>R.E. – New Testament stories – which stories are special and why?</p> <p>School and Christian Values</p>	<p>community such as fire engine, ambulance, police, breakdown, postman</p> <p>Geography - Begin to talk about the impact of some forms of travel on the environment.</p> <p>Science - Explore forces – push, pull, twist and magnetic. Explore how to use forces to make things move – cars, trains, planes.</p> <p>Science - Explore and investigate floating and sinking linked to boats</p> <p>Science for Easter – making chocolate nests and chocolate Easter moulds – exploring changes in chocolate – solid to liquid to solid again</p>	<p>Science – insect and animal life cycles - find minibeasts and create habitats for them, considering their needs.</p> <p>Science - Care for seeds to grow our own plants, e.g. sunflowers, cress, beans and describe their lifecycle. (Text: The Very Tiny Seed, Oliver’s Vegetables) – link back to Harvest Festival in the Autumn</p> <p>R.E./History - Patron Saints – St. George’s Day</p> <p>School and Christian Values</p>	<p>doctors, nurses, dentists, paramedics.</p> <p>School and Christian Values</p>
--	--	---	---	--	---	--

Creativity, Excellence, Resilience

				<p>R.E. - Salvation – Why do Christians put a cross in an Easter garden?</p> <p>R.E./History - Patron Saints – St. David’s Day, St. Patrick’s Day</p> <p>School and Christian Values</p>		
<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Music taught by music specialist – learning about the pulse ‘musical heartbeat’, moving and dancing in different ways, exploring different ways of using our voices</p> <p>Nativity</p> <p>Art/D.T.</p>	<p>Music taught by music specialist – confidently sing in unison, learning about tempo ‘speed of music’, dynamic ‘volume of music’, moving and dancing in different ways to demonstrate this</p> <p>Nativity</p> <p>Art/D.T. –</p>	<p>Music taught by music specialist – identifying high and low sounds, musical stories, listening to and repeating rhythms</p> <p>Art/D.T. –</p>	<p>Music taught by music specialist - musicianship skills, identifying how sounds are made and how musical instruments can be used in different ways, playing them with increasing control</p>	<p>Music taught by music specialist – handle and play a range of simple musical instruments, respond physically when listening to music, recognising different sound sources, use pictures as visual cues</p> <p>Take part in Potted Sports and Sports Day, talking and reflecting upon their performances.</p> <p>Art/D.T. –</p>	<p>Music taught by music specialist – contribute ideas for whole class compositions, understanding what music is used for listening out for voices, instruments, both, solo, large groups and accompaniments</p>

Creativity, Excellence, Resilience

	<p>Exploring colour – colour mixing. Making own paints from powder paints. Printing – rubbings of natural objects. Printing using harvest/seasonal fruits and vegetables. Observational drawing/painting – Harvest/seasonal fruits and vegetables. Textiles: weaving – through fences and palettes outside.</p>	<p>Exploring colour – colour mixing. Making own colour wheel. Follow this with a focus on the artist, Wassily Kandinsky – concentric circles. Sculpting - Clay thumb pots for Diva lamps – tools for adding detail. Joining – using glue sticks and tape/dispensers. PVA glue. Using different tools to apply glue with e.g. spatulas, brushes, fingers.</p>	<p>Joining – mixing and making glue. Using different tools to apply glue with e.g. spatulas, brushes, fingers. Printing – vehicle tracks. Animal prints and patterns. Collage – traditional tale story scenes – focus on Henri Matisse Textiles: weaving – weave boards in Early Morning Skills.</p>	<p>Art/D.T. – Designing, planning, constructing and evaluating – junk modelling vehicles. Printing – vehicle tracks. Animal prints and patterns. Incorporate textiles by printing on materials.</p>	<p>Art/D.T. – Sculpting - Clay – minibeasts/animals – with natural materials for detail. Joining – tying knots using different materials. Textiles: sewing – making bunting.</p>	<p>Painting – focus on Picasso – link to languages Day – cubism – representing different views of objects or figures Textiles: sewing – making bunting.</p>
--	--	---	---	--	--	--