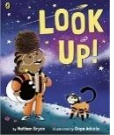
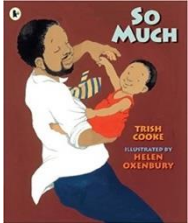
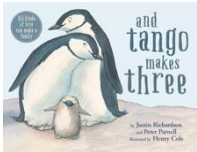
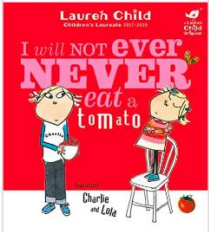
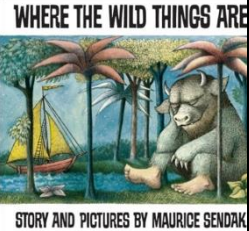

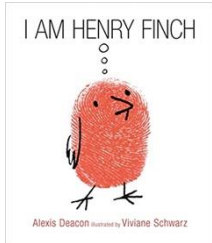
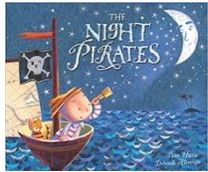
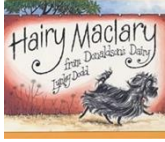
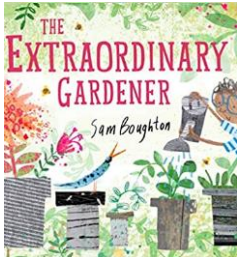
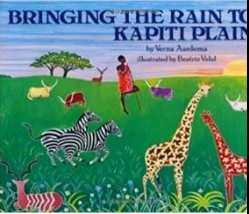
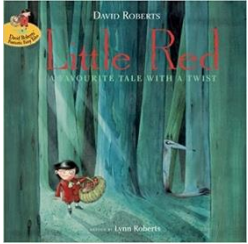


**Henley-in-Arden CE Primary School**  
**EYFS Long Term Plan**

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	8 Weeks	7 Week		7 Weeks	7 Weeks	4 Weeks	7 Weeks
	Marvellous Me	Celebrating Difference	Winter Wonderland	Our Traditions	Dreams and Goals	The World	Lights Camera Action
Memorable Moments	Animal man visit	Visit to the local church. Nativity play Writing to care home		Trip to Chinese Restaurant	Church visit - Easter	Attwell Farm Park trip	Sports Day
Weekly Themes	<ul style="list-style-type: none"> <li>Settling in / baseline</li> <li>Marvellous me</li> <li>Space</li> <li>Exploring maps</li> <li>Seasons</li> <li>Autumn treasures</li> </ul>	<ul style="list-style-type: none"> <li>Home sweet home</li> <li>My timeline</li> <li>I am unique</li> <li>Mini mindfulness</li> <li>Weather</li> <li>Pirates</li> <li>The First Christmas</li> <li>Beliefs</li> </ul>		<ul style="list-style-type: none"> <li>Zoo</li> <li>Diverse families</li> <li>Outdoor adventures</li> <li>Pets</li> <li>Winter wildlife</li> <li>Vets and animal shelter</li> <li>Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>Shops and Greengrocers</li> <li>Cooking and nutrition</li> <li>Nature</li> <li>Springtime magic</li> <li>Occupations</li> <li>Growing</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Jungle</li> <li>Around the world</li> <li>Sandcastle science</li> <li>On the Farm</li> </ul>	<ul style="list-style-type: none"> <li>Dragons</li> <li>Magic</li> <li>Summer senses</li> <li>Traditional tales</li> <li>Moving on</li> <li>endings and new beginnings</li> </ul>
Key Texts	Look Up! <i>Nathan Byron and Dano Adelo</i> 	So much <i>Trish Cooke and Helen Oxenbury</i>  I am Henry Finch - <i>Finch Alexis</i>		And Tango Makes Three <i>Justin Richardson &amp; Peter Parnell</i>  Hairy McClary <i>Donaldson's Dairy Lynley Dodd</i>	I will not ever never eat a tomato <i>Laureh Child</i> 	Where the Wild Things Are <i>Maurice Sendak</i> 	The Magic Paint Brush <i>Julia Donaldson and Joel Stewart</i> 

## Henley-in-Arden CE Primary School

### EYFS Long Term Plan

		<p style="text-align: center;">The Night Pirates - Pete Harris and Deborah Allwright</p>  <p style="text-align: center;">The Polar Express - Whole School Sequence</p> 		<p style="text-align: center;">The Extraordinary Gardener Sam Boughton</p> 	<p style="text-align: center;">Bringing the Rain to Kapati Plain</p> 	<p style="text-align: center;">Little Red Lynn Roberts and David Robert</p> 
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<b>Personal, Social &amp; Emotional Development</b>	<p>Be taught the 'Protective behaviours' curriculum to learn how to keep themselves safe in a range of situations</p> <p>Undertake work on 'Being Me' and 'Celebrating Difference' topic taken from Jigsaw scheme</p> <p>Engage in discussions in 'Circle Time'</p>	<p>Undertake work on 'Dreams and Goals' and 'Relationships' topic taken from Jigsaw scheme</p> <p>Diversity</p> <p>Engage in discussions in 'Circle Time'</p>	<p>Undertake work on 'Relationships' and 'Changing Me' topic taken from Jigsaw scheme</p> <p>Moving on – endings and new beginnings</p> <p>Engage in discussions in 'Circle Time'</p>
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## Henley-in-Arden CE Primary School

### EYFS Long Term Plan

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	8 Weeks	7 Week		7 Weeks	7 Weeks	4 Weeks	7 Weeks
	Marvellous Me	Celebrating Difference	Winter Wonderland	Our Traditions	Dreams and Goals	The World	Lights Camera Action
<b>Communication and Language</b>	<p>Listening and attention skills</p> <p>Asking and answering 'what' questions</p> <p>1:1 discussions (talk partners)</p> <p>Retelling the story 'Marvellous me.'</p>	<p>Joining in with repeated refrains in stories</p> <p>Asking and answering 'who' questions'</p> <p>1:1 discussions (talk partners)</p> <p>Retelling a story</p>	<p>Discussing key events in a story</p> <p>Asking and answering 'when' questions</p> <p>Small group discussions</p> <p>Using present tense.</p>	<p>Identifying main characters in a story</p> <p>Asking and answering 'where' questions</p> <p>Small group discussions</p> <p>Using connectives to join ideas</p>	<p>Linking events in a story to own experiences</p> <p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p>	<p>Sequence story/real life events in detail</p> <p>Hot seating</p> <p>Whole class discussions</p> <p>Using future tense</p>	
<b>Physical Development</b>	<p><b>Gross Motor</b> Different ways of moving Changing speed and direction Throwing, catching, kicking Pushing, patting, rolling</p> <p><b>Fine Motor</b> Dough Disco Tripod Grip Writing position Using cotton buds/paintbrushes to form letters</p>	<p><b>Gross Motor</b> Olympic Dance Different ways of moving Changing direction Moving in time to music Exploring different ways of moving</p> <p><b>Fine Motor</b> Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters Doing up zips</p>	<p><b>Gross Motor</b> Gymnastics Balancing Travelling confidently Jumping and landing</p> <p><b>Fine Motor</b> Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters Using a knife and fork to cut</p>	<p><b>Gross Motor</b> Tennis Throwing and catching Hand-eye co-ordination Balancing an object</p> <p><b>Fine Motor</b> Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters</p>	<p><b>Gross Motor</b> Athletics Marching/running Throwing overarm/underarm Jumping</p> <p><b>Fine Motor</b> Pattern making Capital letter formation A-M Using small tools Doing up buttons</p>	<p><b>Gross Motor</b> Multi-skills Balancing Agility Throwing a ball</p> <p><b>Fine Motor</b> Sewing Capital letter formation N-Z Doing up laces</p>	

## Henley-in-Arden CE Primary School

### EYFS Long Term Plan

<b>Literacy</b>	<p>Introduce Phase 2 sounds</p> <p>Identifying initial sounds</p> <p>Tricky words</p> <p>Drawing &amp; labelling</p> <p>Ordering letters of my name</p> <p>Writing my name</p>	<p>Continuing Phase 2 sounds and introduce Phase 3 sounds</p> <p>Identifying initial sounds</p> <p>Tricky words</p> <p>Writing initial sounds</p> <p>Writing CVC words</p>	<p>Phase 3 sounds</p> <p>Tricky words</p> <p>Reading simple phrases and sentences</p> <p>Writing CVCC words</p> <p>Writing captions</p> <p>Writing lists</p>	<p>Reading simple phrases and sentences</p> <p>Tricky words</p> <p>Writing phrases</p> <p>I can see sentences</p>	<p>Using Phase 2 and 3 sounds independently in reading and writing</p> <p>Writing letters</p> <p>Writing rhymes</p> <p>Writing poems</p>	<p>Continuing Phase 3 sounds</p> <p>TEACH Phase 4 sounds (where required)</p> <p>Writing instructions</p> <p>Writing predictions</p> <p>Writing descriptions</p>
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<b>Mathematics</b>	<p><b>Cardinality &amp; Counting</b></p> <p>1.1 Accurate counting of sets of objects 1-5 NB S1 episodes 9 &amp; 10 (1:1 correspondence, cardinality)</p> <p>1.2 Subitising 1-3 NB S1 episodes 1-4 (Introducing 1, 2 and 3)</p> <p>1.3 Numeral Recognition to 5</p> <p><b>Composition</b></p> <p>1.1 Conceptual subitising - noticing numbers within numbers</p> <p><b>Comparison</b></p> <p>1.1 Compare sets 1-5 using vocab of more / fewer / most / fewest</p> <p><b>Measures</b></p> <p>1.1 Height &amp; 1.2 Length (teach in same week)</p> <p><b>Shape/Space</b></p>	<p><b>Cardinality &amp; Counting</b></p> <p>2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 (teach over 2 weeks)</p> <p>2.2 Subitising 1-5 NB S1 episodes 6 &amp; 7 (Introducing 4 and 5)</p> <p><b>Composition</b></p> <p>2.1 Applied conceptual subitising NB S1 episode 11 (Stampolines)</p> <p>2.2 Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me)</p> <p><b>Comparison</b></p> <p>2.1 Compare numbers using vocab of more/less</p>	<p><b>Cardinality &amp; Counting</b></p> <p>3.1 Counting backwards 10-1 &amp; ordering numbers 10-1</p> <p><b>Composition</b></p> <p>3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes)</p> <p><b>Comparison</b></p> <p>3.1 Find 1 less using sets of objects on tens frame and on a number track</p> <p><b>Shape/Space</b></p> <p>3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</p> <p>3.2 3D shapes and their properties</p> <p><b>Pattern</b></p>	<p><b>Composition</b></p> <p>4.1 Recall number bonds for numbers 1-5</p> <p>4.2 Partitioning and recombining sets of objects 6-9 including on part whole model and tens frame NB S2 episodes 1-5 (Introducing 6-10)</p> <p>4.3 Systematic approach to splitting and recombining 10 including on tens frame and part whole model</p> <p><b>Measures</b></p> <p>4.1 Mass</p> <p><b>Shape/Space</b></p> <p>4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p><b>Numerical Patterns</b></p> <p>4.1 Staircase patterns linked to finding 1 more/1 less using a</p>	<p><b>Cardinality &amp; Counting</b></p> <p>5.1 Counting beyond 10 noticing pattern in ones</p> <p><b>Composition</b></p> <p>5.1 recall some number bonds for 10 NB S2 Episode 13 (Blast Off!)</p> <p><b>Numerical Patterns</b></p> <p>5.1 Odds &amp; Evens NB S2 episode 11 (Odds &amp; Evens)</p> <p>5.2 Symmetry/reflections – link to doubles</p> <p>5.3 Share fairly (link to comparison), Use part whole model to partition numbers where both parts are the same (link to Composition) and Look at halving as inverse of doubles NB S2 episode 9 (Double Trouble)</p>	<p><b>Cardinality &amp; Counting</b></p> <p>6.1 Counting beyond 20 noticing pattern in tens</p> <p><b>Composition</b></p> <p>6.1 Recall and apply number bonds for 4, 5 and 10 including doubles</p> <p><b>Measures</b></p> <p>6.1 Capacity</p> <p>6.2 Time – sequence of events</p> <p><b>Shape/Space</b></p> <p>6.1 Relationships between shapes</p> <p><b>Pattern</b></p> <p>6.1 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p> <p><b>Possible Extension</b></p> <p>Sharing between more than two including on a part whole model NB S2 episode 8 (Counting Sheep)</p>
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## Henley-in-Arden CE Primary School

### EYFS Long Term Plan

	<p>1.1 2D shapes and their properties</p> <p style="text-align: center;"><b>Pattern</b></p> <p>1.1 Simple AB patterns 1.2 Identifying unit of repeat (teach in same week)</p>	<p>2.2 Find 1 more using sets of objects on tens frames and on a number track</p>	<p>3.1 More complex patterns – ABB, ABBC</p>	<p>mental numberline (link to Comparison) NB S2 episodes 6 &amp; 7 (Just add one &amp; 10 green bottles)</p>		<p style="color: #e91e63;">NB S2 episode 10 (The three threes)</p>
<b>Understanding the world</b>	<p>Starting school Feelings Where I live? How I've changed Families and communities Road Safety Body Parts Marvellous me Space Exploring maps Seasons -Autumn focus</p>	<p>Bonfire Night Diwali Day/Night <b>Hibernation</b> Home sweet home My timeline I am unique Mini mindfulness Weather Remembrance Day The Christmas Story Beliefs</p>	<p>Zoo Diverse families Outdoor adventures Freezing and Melting Habitats – Winter wildlife Vets and animal shelter Seasons - Winter Chinese New Year</p>	<p>Cooking and nutrition <b>Healthy Eating</b> Shops and Greengrocers <b>Growing</b> Life cycle of a plant/bean How to care for a plant Nature Spring The Christian Easter Story Occupations</p>	<p>Oral Hygiene On the Farm Farm Animals and their offspring Classifying living things Comparing UK and another country The Four Seasons Jungle Around the world Sandcastle science</p>	<p>Materials Magnets Floating and Sinking Safety in the Sun Recycling Dragons and Magic Summer senses Traditional tales Moving on - endings and new beginnings</p>
<b>RE</b>	<p>How can people show they belong together?</p>	<p>Why do Christians perform nativity plays at Christmas? Incarnation</p>	<p>Who are the people in sacred (special) stories and why might they still be important today?</p>	<p>Why do Christians put a cross in an Easter Garden? Salvation</p>	<p>How do people know how to treat each other?</p>	<p>Why is the word God so important to Christians? God / Creation</p>

## Henley-in-Arden CE Primary School

### EYFS Long Term Plan

<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• Singing favourite songs &amp; nursery rhymes. (Harvest)</li> <li>• Simple percussion and sound sequence</li> <li>• Painting and mixed media</li> <li>• Drawing a self portrait</li> </ul>	<ul style="list-style-type: none"> <li>• Singing favourite songs &amp; nursery rhymes.</li> <li>• Fireworks</li> <li>• My voice can...</li> <li>• Movement to music</li> <li>• Play the rhythm</li> <li>• Seasonal crafts - Easter</li> <li>• Salt dough</li> <li>• Junk models</li> </ul>	<ul style="list-style-type: none"> <li>• Singing favourite songs &amp; nursery rhymes.</li> <li>• Musical patterns and performing</li> <li>• The structure of a song</li> <li>• Percussion patterns</li> <li>• Chinese New Year</li> <li>• Making collages</li> <li>• L-brace join</li> </ul>	<ul style="list-style-type: none"> <li>• Singing favourite songs &amp; nursery rhymes. Playing instruments (Farm Time, Animal Songs &amp; Easter)</li> <li>• Change in notation and tempo</li> <li>• Join in with choreographed dances</li> <li>• Seasonal Craft – Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Singing favourite songs &amp; nursery rhymes. Playing instruments</li> <li>• Sound stories</li> <li>• Layering sounds</li> <li>• Sculpture and 3D</li> </ul>	<ul style="list-style-type: none"> <li>• Singing favourite songs &amp; nursery rhymes. Playing instruments (Jelly-)</li> <li>• Craft and Design</li> <li>• Performing stories and dances</li> <li>• Experimenting with musical structures</li> <li>• Bring stories to life!</li> </ul>
	DT Hibernation boxes	DT Sliding Santa chimney	DT Flower threading	DT Hanging egg decoration	DT Design seasonal salad	DT Make seasonal salad