

## Early Years Long Term Plan

Year 1 rotational EYFS plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Theme</b>	Weather and seasons	Snap, Crackle and Pop!	People Who Help Us	Keeping Healthy	Transport and Travel	On the Farm
<b>Possible texts</b>	<ul style="list-style-type: none"> <li>Sunny days by Deborah Kerbel and Miki Sato</li> <li>I like the rain by Sarah Nelson and Rachel Oldfield</li> <li>Hello World! Weather by Jill McDonald.</li> <li>The Windy Day by Anna Milbourne and Elena Temporin</li> <li>Snow is falling by Franklyn Branley</li> <li>Is it warm enough for ice cream by Violet Peto.</li> <li>We're going on a leaf hunt by Steve Metzger</li> </ul>	<ul style="list-style-type: none"> <li>Sensory story of George's Marvellous Medicine (slimmed down version).</li> <li>We're going on a bear hunt (characteristics of materials).</li> </ul>	<ul style="list-style-type: none"> <li>Thank you Helpers</li> <li>Whose hat is this?</li> <li>A selection of books on particular jobs – doctor, firefighter, police, teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Grow Strong! A book about healthy habits.</li> <li>Supertato</li> <li>Handa's surprise</li> </ul>	<ul style="list-style-type: none"> <li>We all go travelling by</li> <li>The Naughty Bus</li> <li>The Train Ride.</li> </ul>	<ul style="list-style-type: none"> <li>Old Macdonald</li> <li>Noisy Farm</li> <li>Wake up time on Bumble Farm</li> <li>A squash and a Squeeze</li> </ul>
<b>Activities/topics to teach</b>	<p><b>Understanding the World:</b> Exploring the use of umbrella's and clothing for weather/seasons and labelling, create sensory weather stations /areas in class (watering cans, fake snow, ice etc), exploring extreme weather conditions making tornado in jar, taking photos of different weathers, nature walk and exploring plants discussing what plants need to grow linking to weather, explore what happens when materials get wet, explore hot and cold</p>	<p><b>Understanding the World:</b> Sink or float, magnets experiments, friction with rolling balls down ramps, volcano with bicarb and vinegar and lemonade/coke with mentos and salt, changes in properties – ice and water, toasting bread etc, items that dissolve – salt, sugar, coffee, bath bombs etc, explore different materials and sorting – soft, hard etc. <b>PSED:</b> Working in pairs/groups and discussing</p>	<p><b>Understanding the World:</b> Trips to different places people work – shop, fire station, post office, hospital etc., have people in from different professions to model practises/equipment and answer questions, <b>PSED:</b> Turn taking and role playing with peer's different professions, teeth brushing and handwashing to help dentist/doctors, have a class helper each day.</p>	<p><b>Understanding the World:</b> Labelling and identifying different foods, introduce healthy balanced plate, healthy/non healthy, food you should eat a lot of and a little, food tasting, learning about what parts of our bodies need e.g. calcium milk and yoghurts/cheese for bones etc. <b>PSED:</b> Practising healthy habits and hygiene – hand washing including experiments such as pepper and fairy liquid, bread with germs, teeth brushing and visit from a dentist? <b>Literacy:</b> Share non-fiction books about doctors, dentist, healthy eating and exercise etc. Use symbols to make a poster on keeping healthy,</p>	<p><b>Understanding the World:</b> To draw roads and maps for the vehicles to drive on, friction with cars down ramps, looking at pictures of old and new cars, trip – on a bus, minibus, train, ride on cars/scooters etc on playground, road safety, taking photos of transport. <b>PSED:</b> Sitting next to each other on transport, taking turns to push the other in a toy vehicle, sharing car, garage and</p>	<p><b>Understanding the World:</b> Learn how plants grow, sorting and identifying different kinds of foods. Food tasting, baby and parent animals, identifying characteristics of different animals. Vurlands farm trip? Kingston Maurward animal farm trip? <b>PSED:</b> Small world play sharing items together, taking turns on ride on tractor and wheelbarrow, discussing what animals and food we like/dislike, making animal homes together in</p>

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	<p>items and sort. Identify animals that live in hot and cold places and why due to their characteristics.</p> <p><b>PSED:</b> Circle time discuss weather each day looking out the window and choosing symbol, choosing feelings to express how a weather/season makes them feel, taking turns and sharing weather items e.g. umbrella, sharing sensory trays, trying to identify how some animals may feel in certain weathers.</p> <p><b>Literacy:</b> Sensory stories made for suggested books. Share weather non-fiction books. Listen to weather forecasts, singing weather related nursery rhymes, create a non-fiction weather book with drawings, photos of different weather.</p> <p><b>Communication and language:</b> Listening games to different weather and identifying, communicating senses felt in different weather, themed role play areas e.g. beach to encourage different vocabulary used, exploring clothing and discussing what should be worn in what weather and why.</p> <p><b>Expressive arts and design:</b> ice painting, creating windsocks, windmills, kites, blown pictures (straw), cutting snowflakes, collage rainbows, creating/listening to music to describe each season/weather, create</p>	<p>what you find, sharing items, how does it feel?</p> <p><b>Literacy:</b> Reading instructions for an experiment using communicate in print, writing labels for 'potions' in bottles, following recipes, re-enacting story and acting as characters.</p> <p><b>Communication and language:</b> Using 'I want' strip/PECs to communicate ingredients/materials for their experiment, using a range of vocab to describe how items feel, smell etc, scientific vocab – melt, float, sink, dissolve, listening to instructions and how to be safe, attention autism.</p> <p><b>Expressive arts and design:</b> Painting with magnets, different materials, make different ramps from materials, create their own bath bombs, volcanoes from papier mache, making boats that float.</p> <p><b>Physical development:</b> Pouring liquids materials, filling up containers, mixing, different ways of travel – under, over, around etc, climbing on apparatus.</p> <p><b>Mathematics:</b> Counting number of spoons/cups to go into a recipe, capacity, measuring, tall and short (experiment explosions), big and small, recording results in tally chart, pictogram? Patterns.</p>	<p><b>Literacy:</b> Create sensory stories for the suggested books, creating a class People who help us books with chn dressing up and labelling themselves/matching symbols to create sentence, role play mark making e.g. doctor notes, food order etc., reading non-fiction texts around different jobs.</p> <p><b>Communication and language:</b> Using a range of different vocab in role play areas (vets, firefighter, police, builder, doctor etc.), practising phoning 999 in emergencies, talking about what they would like to be when they grow up and why, listening and responding to visitors in different professions.</p> <p><b>Expressive arts and design:</b> Create their own helmets/uniform, creating scenes for role play – fires with collages/junk materials, houses from clay, designing wrapping paper for parcel deliveries.</p> <p><b>Physical development:</b> Role play being postman, carrying parcels around the playground, using bikes to deliver them, running to get water to fill up</p>	<p>follow instructions to brush teeth and wash hands properly, create a set of instructions to keep healthy, reading and following healthy recipes.</p> <p><b>Communication and language:</b> Learn vocab around keeping healthy – different food groups, body parts, dental and hand hygiene, follow verbal instructions to keep healthy e.g. personal hygiene and signs for this. Discuss personal visits to a dentist/doctors and how it made you feel etc. Shopping game in small groups and shopping memory game.</p> <p><b>Expressive arts and design:</b> Create a mouth using marshmallows for teeth, create teeth using bottle ends and painting white, create fruit and vegetables through painting, chalks/pastels/playdough/clay/papier mache etc. Giuseppe Arcimboldo inspired art using real foods to create faces and taking photos, food printing. Role play dentist/doctor role play, singing healthy eating songs.</p> <p><b>Physical development:</b> Cutting/peeling and grating a variety of fruits and vegetables to make salads and healthy snacks, taking part in a range of exercises to get heart rate up, circuits, following action cards.</p> <p><b>Mathematics:</b> Use a mirror to count teeth, timers to brush teeth, do exercises for, counting number of heart beats in a certain time, understanding time of the day to carry out activities that keep us healthy e.g. sleep, breakfast, brushing teeth, bath etc. Patterns with different foods.</p>	<p>train track etc, holding hands and walking together when crossing the roads, sharing sponges and water for car wash, going on transport hunts and working together.</p> <p><b>Literacy:</b> Sensory stories of suggested books and role play e.g. bus in beans etc, create own story of what the bus does/goes using photos of real life play or symbols, over writing, sorting vehicle items into initial sounds, phonic sounds written on cars and make cvc words with them.</p> <p><b>Communication and language:</b> 'I want' and PECs exchange for wanted vehicles, encourage to identify what transport they are seeing on trip, colours etc., listening to vehicle sounds.</p> <p><b>Expressive arts and design:</b> Sing transport songs with instruments, role play different transport areas e.g. bus and bus stop, train station, airport etc, papier mache hot air balloon, creating vehicles from boxes/junk modelling</p> <p><b>Physical development:</b> moving like different transport, slow and fast,</p>	<p>groups, playing animal bingo/snap with a partner.</p> <p><b>Literacy:</b> Sensory stories of the suggested books, labelling pictures of animals, drawing animals and writing underneath, creating symbols for I see sentences.</p> <p><b>Communication and language:</b> Listening games around the animals that live on a farm, learning the signs for different animals and food, naming animals in small world play, use animal story stones.</p> <p><b>Expressive arts and design:</b> Creating a farm with junk material/wooden/duplo blocks, singing animal songs with puppets/musical instruments, clay animals, collage animal masks.</p> <p><b>Physical development:</b> Playdough mats to make animals and farm scenes, moving like different animals, colouring animal pictures, washing animal toys, digging/planting seeds/vegetables.</p> <p><b>Mathematics:</b> Counting songs with animals e.g. 5 little ducks, using small world animals in counting/sharing activities, sorting and matching animals, ordering sizes of animals, patterns with animals.</p>
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	<p>weather sensory bottles, make rain sticks, sun catchers, sing rain songs, make wind chimes.</p> <p><b>Physical development:</b> Jumping in puddles, dressing into different clothing for the season/weather, parachute, rain dance, set up a weather trail for the children e.g. blue streamers to go under for rain etc. to make the chn move in different ways, hanging up washing on a washing line with pegs, playdough weather mats, creating weather scenes.</p> <p><b>Mathematics:</b> Counting jumps in puddles, weather related counting activities e.g. cotton wool as clouds, leaves from Autumn etc., pictogram of children’s favourite weather, heavy and light with containers filled up from rain, capacity of rain in containers, measure shadows, drawing around shape shadows, times of the day and recording weather.</p>		<p>containers and moving to ‘put out fire’, use card to move in different ways/actions, block construction (builder).</p> <p><b>Mathematics:</b> Heavy and light with parcels (delivery driver/postman), long and short with hoses (firefighter), tall and short with constructions (builders), counting patients, people on bus (role play), sorting and matching labels/addresses, counting emergency vehicles, use telephone to dial phone numbers in emergencies.</p>		<p>different directions, traffic light game, practising crossing the road – trip, threading beads, pushing together duplo to make long and short trains.</p> <p><b>Mathematics:</b> Make 10 frames with buses for passengers, make paper chain trains and explore longest/shortest train, taking away passengers and addition to add them on, number bonds, counting and sorting different vehicles.</p>	
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Year 2 rotational EYFS plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Theme</b>	All About Me	Where We Live	Around the World	Colour	In the Garden	At the seaside
<b>Possible texts</b>	<ul style="list-style-type: none"> <li>• My Mum is Fantastic</li> <li>• My Dad is brilliant</li> <li>• Monkey Puzzle</li> <li>• The Family Book by Todd Parr.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Little Pigs</li> <li>• Goldilocks and the three bears</li> <li>• The Tiger Who Came to Tea.</li> </ul>	<ul style="list-style-type: none"> <li>• We’re Going on a Polar Bear Hunt</li> <li>• Animal Boogie</li> <li>• Gift for Amma.</li> </ul>	<ul style="list-style-type: none"> <li>• Wow said the Owl</li> <li>• Colour Monster</li> <li>• The Mixed up Chameleon</li> </ul>	<ul style="list-style-type: none"> <li>• The Hungry Caterpillar</li> <li>• Super worm</li> <li>• The Tiny Seed</li> <li>• The Crunching munching caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing a Shell</li> <li>• Rainbow Fish</li> <li>• Commotion in the Ocean.</li> </ul>

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<p><b>Activities/topics to teach</b></p>	<p><b>Understanding the World:</b> learning about the human lifecycle and the changes we grow through, what we used to be able to do and what we can do now, learn body parts and what they do to help us.  <b>PSED:</b> Children to identify their family, who is special to them, who makes them feel happy, looking in mirror to make expressions and identify feelings, looking at baby pictures compared to now and see how much they have changed.  <b>Literacy:</b> Labelling body parts on a diagram, create a book about their family with symbols, labels, sentences underneath pictures, practise writing their name and names of others special to them, reading activities around the suggested books.  <b>Communication and language:</b> Listening games to hear different adult/children's voices, communicating who is in their family, singing finger family song, participating in body action songs and identifying body parts such as head and shoulders, if you're happy and you know it etc.  <b>Expressive arts and design:</b> Self-portraits using mirrors, Picasso style portraits, cutting up photos of ourselves and sticking in different ways, paint emotion stones, using food and collage materials to create self-portraits.  <b>Physical development:</b> Explore different parts of their body using balancing and movements, use playdough to create faces, face lacing cards, operation game,</p>	<p><b>Understanding the World:</b> Walk around the local area to explore different houses and features, explore maps, look at photos of houses around the world, discuss differences, similarities, explore different materials and properties, explore different appliances/furniture and things you would do in each room of the house.  <b>PSED:</b> Sharing photos of pupil's front doors/road to where they live. Who lives here? Safety in the home – kitchen hazards, electrics, Clever Never Goes, jobs in the home and children to each take a responsibility in class.  <b>Literacy:</b> Sensory stories on the suggested books, create their own story books based on the books, ordering the stories, acting out different stories, answering who, what and where questions about the stories, labelling objects/characters from the stories.  <b>Communication and language:</b> learn vocabulary around houses e.g. bungalow and discuss pictures of different houses and talk with a partner on walk during a local visit about what they see.  <b>Expressive arts and design:</b> creating houses from junk modelling, clay, blocks, cereal boxes to make a</p>	<p><b>Understanding the World:</b> Explore a range of animals/houses/cultures from different countries over the world e.g. Africa and Polar regions. Looking at clothing, jewellery, transport etc. Compare and contrast, looking at maps and globes.  <b>PSED:</b> Discuss what you have learnt about a different country, take turns to explore the objects and talk about what you like/dislike and why. Looking at photos of people from different countries and/or photos from their environment and discussing how they are feeling and why. Learn to say hello in different languages.  <b>Literacy:</b> Sensory stories of suggested books, ordering pictures from a story, re-enacting scenes from a story, using symbols/writing words under drawings, labelling fruit and vegetables.  <b>Communication and language:</b> Role play areas, tell stories involving puppets and props, books, rhymes and songs from other countries, small world play using different vocab from other countries.  <b>Expressive arts and design:</b> Explore</p>	<p><b>Understanding the World:</b> Rainbows, taking photos, creating rainbows with prisms, explore colour paddles, make kaleidoscopes, colour hunts outside with plants etc. Holi festival and activities/art around this.  <b>PSED:</b> Zones of regulation colours, identifying which colour they are feeling etc, colour Monster story with emotions.  <b>Literacy:</b> Sensory story of suggested books, writing sounds/names in rainbow colours, ordering the stories, acting out the characters, creating their own book with a twist e.g. the colour cat.  <b>Communication and language:</b> learning the signalong to the colours, communicating the coloured pens/plates/paints etc. they would like to use, communicating how they are feeling using zone of relevance and how to move to a different colour.  <b>Expressive arts and design:</b> Exploring painting colours and mixing, painting rainbows, collage rainbows, cut out chameleon templates and create textured chameleons with coloured sand/rice etc. Learn Colours all around us song and I can sing a</p>	<p><b>Understanding the World:</b> Lifecycles, what plants need to grow, planting seeds, bulbs etc., have caterpillars to watch them grow, tadpoles, mini beasts. Trip to the woods to explore mini beasts and wildlife.  <b>PSED:</b> Going on bug hunts/wildlife hunts together and talking about what they see and hear. Watering and looking after plants as a class, learning how to take care of our environment – recycling etc.  <b>Literacy:</b> Sensory stories of suggested books, create little booklets of lifecycles with symbols, writing underneath each picture, ordering pictures of lifecycle from story, create I see sentences using photos.  <b>Communication and language:</b> Learn signs and names of a variety of animals, bugs and plants, use senses to describe how it looks, feels, tastes, sounds and smells, listening games to identify different animals, garden centre role play.  <b>Expressive arts and design:</b> mud painting, flower crowns, natural materials to create collages, make paint brushes from natural materials, wands, create flowers from tissue paper and pipe cleaners, printing flowers.</p>	<p><b>Understanding the World:</b> Making ice lollies, learning about plants that survive in sand, draw sea creatures/items and scenes on paint program, identifying different fish and sea creatures and learning about what they eat, their features, explore sand with water, trip to the beach and look at rock pools, look at fish counters in supermarket and describe the fish.  <b>PSED:</b> Use suggested stories to introduce how to be a good friend, the importance of sharing, discussing how the characters felt in different parts of the story and suggesting why a character acted the way they did. Keeping safe in the sun and water safety.  <b>Literacy:</b> Writing messages in bottles, sharing suggested sensory books and answering questions about the story, ordering pictures from story, labelling underneath pictures for characters etc., matching labels to pictures, using symbols to write I see sentences of a seaside scene. Write I feel, I smell, I hear etc. sentences about the seaside and objects.  <b>Communication and language:</b> Sharing story sacks, listening to the sounds at the seaside e.g. waves, seagulls etc. and see if they can identify it, sharing items from the seaside like shells</p>
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	<p>Simon says, follow the leader, musical statues.</p> <p><b>Mathematics:</b> draw around each other and measure how tall we are, length of body parts, who is the tallest/shortest? Pictogram of eye/hair colour/show size, counting our teeth and people in our family etc.</p>	<p>village/town. Create habitats for animals/bugs.</p> <p><b>Physical development:</b> cutting skills to cut out pictures from catalogues of appliances/furniture and sticking into rooms of a house, carrying out jobs we do at home e.g. sweeping, mopping, carrying laundry baskets, pegging washing on a line.</p> <p><b>Mathematics:</b> Reading door numbers, size – big, small, tall, short when looking at different buildings, tally chart, pictograms of different types of houses, counting windows, doors etc.</p>	<p>instruments from around the world, African weaving, Japanese flags, African masks, aboriginal art. make clay pots.</p> <p><b>Physical development:</b> Dancing to songs around the world, learning yoga and tai chi, simple origami? Using chopsticks, getting dressed in different clothing around the world, carrying things in a basket/on their head.</p> <p><b>Mathematics:</b> Role play shops from other countries, exploring foreign coins, Mehndi and rangoli patterns from India/ Tangrams from China, learn to count to 10 in another language and sing songs.</p>	<p>rainbow. Use instruments to play along.</p> <p><b>Physical development:</b> Parachute games identifying the colours, move in a variety of ways and use coloured scarves/ribbons, travel to different coloured spotters, fine motor sorting coloured buttons/beads.</p> <p><b>Mathematics:</b> Patterns with repeating colours, matching, sorting and counting different coloured dinosaurs/gems/bears etc.</p>	<p><b>Physical development:</b> Make salt dough and make prints of leaves/flowers etc. in the salt dough, playdough to create flowers, cutting crass and herbs with scissors, fine motor threading leaves, scooping petals and leaves from water tray.</p> <p><b>Mathematics:</b> Counting bugs, pictogram/tally chart of different bugs, sorting plants into colours, creating 10 frame outside with natural objects, mud kitchen recipes, time with life cycles.</p>	<p>and taking turns to communicate how it feels/smells etc.</p> <p><b>Expressive arts and design:</b></p> <p><b>Physical development:</b> Make ice creams from playdough, digging with spades and making sandcastles, hydro learning to swim, threading shells onto a necklace, dancing to pirate music, fine motor cheerio’s on to octopus’ tentacles, using tweezers, sieve to find items in sand tray, transferring water with syringes/pipettes.</p> <p><b>Mathematics:</b> Small world play counting number of boats, shells, fish etc., size ordering of sea creatures, long and short pieces of seaweed, making long and short lines from pebbles/shells, magnetic fishing game with numbers, capacity half full, empty, counting underwater games on topmarks.</p>
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