

Long Term Plan EYFS 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Goodbye Autumn, Hello Winter	Our wonderful world/journeys	Once upon a time	Ready, steady, grow	Wonderful wildlife
Possible Books	Supertato Owl Babies Little Red Hen (Harvest) Little Red Hen makes a pizza Feelings stories Rainbow fish Polar Bear, Polar Bear, what do you hear? Brown Bear, Brown Bear, What do you see? Peace at last!	Room on the Broom Gingerbread man Christmas stories Stickman	We're going a bear hunt Winter stories A little bit of winter Come and visit the moon The train ride The Chinese New Year	3 bears 3 little pigs 3 Billy Goats Gruff Mr Wolf's pancakes Once upon a time Each peach pear plum	Jack and the beanstalk Hungry caterpillar Oliver's vegetables Handa's Surprise My bean diary	Gruffalo Elmer Dear Zoo Dear Farm Tiddler Very busy spider 9 ducks nine Rumble in the Jungle Farmer Duck Giraffes cant dance
Events and festivals	Settling into school and routines Autumn Harvest Festival Visit from Fresh Dental	Winter Christmas Christmas Play Fireworks Divali/ Christingle Remembrance	Winter Chinese New Year Shrove Tuesday Easter Fire engine visit New children in F1	Spring Mother's Day	St George's Day New children in F1	Sports Day Transition Father's Day Pennywell farm trip
Possible activity	Make Bread/ pizza Our senses Feelings	Autumn changes/ investigating pumpkins etc	Ice Winter Making pancakes	Making porridge Materials for houses	Chicks Gardening Healthy eating	Caterpillars minibeasts Tadpoles Gardening Farms/animals
Stay and Play theme	Bread/Harvest	Christmas	Number day	Traditional story link	Healthy eating	End of year celebration
Understanding the World	PC 30-50 Knows some of the things that make them unique, and can talk about some of the similarities and	PC 30-50 Remembers and talks about significant events in their own experience.	PC 30-50 Shows interest in different occupations and ways of life.	TW30-50 Can talk about some of the things they have observed such as plants, animals,	TW30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.	TW30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.

	<p>differences in relation to friends or family. 40-60 Enjoys joining in with family customs and routines. ELG—Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends PC 40-60 <p>Enjoys joining in with family customs and routines. ELG—Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>ELG—Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions UW 30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 40-60 Looks closely at similarities, differences, patterns and change ELG—Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals</p>	<p>natural and found objects. Developing an understanding of growth, decay and changes over time. 40-60 Looks closely at similarities, differences, patterns and change ELG—Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Developing an understanding of growth, decay and changes over time. <ul style="list-style-type: none"> • Shows care and concern for living things and the environment. 40-60 Looks closely at similarities, differences, patterns and change ELG—Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Developing an understanding of growth, decay and changes over time. <ul style="list-style-type: none"> • Shows care and concern for living things and the environment. 40-60 Looks closely at similarities, differences, patterns and change ELG—Children know about similarities and differences in relation to places, objects, materials living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>
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Physical development	<p>PD 30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Shows some understanding the good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>			<p>HSC 40-60 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>HSC 40-60 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ELG—Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
Maths Rec	<p>White Rose Maths Autumn Number to 5 Sorting Comparing groups Change within 5 Time</p>		<p>White Rose Maths Spring Number bonds to 5 Number to 10 Addition to 10 Shape and space</p>		<p>White Rose Maths Summer Exploring patterns Count on and back Numbers to 20 Numerical patterns measure</p>	
Literacy 30-50	<p>Writing: Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places</p>			<p>Reading:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. 		

		<ul style="list-style-type: none"> • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	
Literacy 40-60	<p>Writing:</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>ELG—Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>ELG—Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	
Communication and Language	<p>30-50 Speaking:</p> <ul style="list-style-type: none"> • Uses simple sentences (e.g. 'Mummy gonna work.') • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Beginning to use word endings (e.g. going, cats). 	<p>30-50 Listening and Attention:</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus 	<p>30-50 Understanding:</p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts (e.g. big/little).

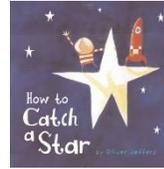
Communication and Language	<p>40-60 Speaking:</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>ELG—Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>		<p>40-60 Listening and Attention:</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p>ELG—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p>		<p>40-60 Understanding:</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence • Understands humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props. <p>ELG—Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	
Phonics F1	Letters and Sounds Phase 1 RWI set 1	Letters and Sounds Phase 1 RWI set 1	Letters and Sounds Phase 1 RWI set 1	Letters and Sounds Phase 1 RWI set 1	Letters and Sounds Phase 1 RWI set 1	Letters and Sounds Phase 1 RWI set 1
Phonics F2	Letters and Sounds Phase 1 RWI set 1	Letters and Sounds Phase 1 RWI Set 1	RWI set 1 and 2	RWI set 1 and 2	RWI set 1 and 2	RWI set 1 and 2
Characteristics of effective learning stories	Playing and exploring		Active learning		Creating and thinking critically	
	I like exploring finding out about around me like	 and the world Percy the	I join in and concentrate like	 Lola.	I can think of new solve problems like	 Mrs Armitage. ideas and Mrs

I like to pretend and Elmer.



play like

I keep trying like in 'How to Catch a



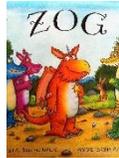
the boy Star'.

I make links like George.



Curious

I will have a go at something new like Zog.



I am proud of my achievements like Smartest Giant in



The Town.

I can choose ways to do Winnie the



different things like Witch.