

EYFS- Long term Plan Gayton Primary School.

EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts		The Gingerbread Man by Mara Alperin	I'm going to eat this ant by Chris Naylor-Ballesteros Aaaaarrrghh Spiders by Lydia Monks The Snowflake by Benji Davies	Blue Penguin by Petr Horacek The Emperors Egg Naughty Bus by Jan Oke	The Journey Home by Emma Levey	Silly Doggy by Adam Stower	Supertato by Sue Hendra
Theme		All about me	Autumnal changes Christmas	Brr it's cold Journeys we take	Journeys we take Spring Easter	Pets	Super heroes Castles
Inquiry Question		How have we changed?	What is changing around us?	What journeys do we take?	How have things changed now?	Can we all be great?	
Drivers	Personal Dev.	Key person role- getting to know each other	To develop confidence in speaking to others	Confident to speak about own needs and interests	To develop opinions	Confident to try new things	To be independent in choosing resources for own activities
	Environment-	Explore school grounds- woodland exploration	Look for mini-beasts in the environment. woodland exploration	Explore the environment in their surroundings woodland exploration	Visit RSPB for where birds live. Planting woodland exploration	Planting woodland exploration	Planting woodland exploration
	Democracy-	Listens to what others have to say.	Take steps to resolve conflicts.	Ask appropriate questions of others	Finding a compromise	Taking turns and play co-operatively	Taking account of others ideas
Personal, Social and Emotional Development		Me and relationships <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings 	Valuing difference <ul style="list-style-type: none"> I'm special, you're special Same and different Same and different families Same and different homes Kind and caring 	Keeping myself safe <ul style="list-style-type: none"> Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping Safe online People who keep me safe 	Rights and responsibilities <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money 	Being my best <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night's sleep 	Growing and changing <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Physical Development		Develop Spatial awareness Refining movement skills <ul style="list-style-type: none"> Running Walking Hopping Crawling Climbing Fine motor control <ul style="list-style-type: none"> Producing clockwise/ anticlockwise movements Vertical and horizontal lines 	Develop body coordination -Travelling Refining movement skills <ul style="list-style-type: none"> Rolling Skipping Hopping Running Crawling Fine motor control <ul style="list-style-type: none"> Produce waves, curls Zigzags Loops 	Develop body -Balance Refining movement skills <ul style="list-style-type: none"> climbing jumping crawling Develop core muscle strength Use a range of large and small apparatus- indoors and outdoors Combine different movements Fine motor control Developing correct letter formation	Develop body strength- Refining movement skills- <ul style="list-style-type: none"> running jumping crawling skipping Combine movements with fluency Use a range of large and small apparatus- indoors and outdoors Develop a range of ball skills – throwing, catching, passing Fine motor control Developing a handwriting style that is accurate	Develop body strength- Refining movement skills- <ul style="list-style-type: none"> running jumping crawling skipping Combine movements with fluency Use a range of large and small apparatus- indoors and outdoors Develop a range of ball skills – throwing, catching, passing, aiming, kicking Fine motor control	Develop body strength- Refining movement skills- <ul style="list-style-type: none"> running jumping crawling skipping Combine movements with fluency Use a range of large and small apparatus- indoors and outdoors Develop a range of ball skills – throwing, catching, passing, aiming, kicking, batting Fine motor control Developing a handwriting style that is accurate

	Health and well being <ul style="list-style-type: none"> • Healthy eating • Brushing teeth 	Health and well being <ul style="list-style-type: none"> • Regular physical activity 	Health and well being <ul style="list-style-type: none"> • Sensible amounts of 'screen time' • Being a safe pedestrian 	Health and well being <ul style="list-style-type: none"> • Regular exercise • Sleep routine 	Developing a handwriting style that is accurate Health and well being <ul style="list-style-type: none"> • Regular exercise 	Developing a handwriting style that is accurate and efficient. Health and well being <ul style="list-style-type: none"> • Regular exercise • Healthy eating
Communication and Language	Listening skills and activities <ul style="list-style-type: none"> • What is this? • Routines • Lola's listening rules Learn new vocabulary- review text in books, ourselves, changes in material. Describe a personal event. Develop social phrases Listen to a range of stories Listen and learn rhymes and songs	Listening skills and activities What's in the bag?- asking questions Listening to simple instructions. Engage in story times. Describe a personal event. Listen to another talk and give a fact about what they have said. Use new vocabulary throughout the day.	Listening skills- Follow instructions on how to draw a picture. Describe an activity / model. Think through what you want to say. Connect ideas and thoughts. Engage in story time. Listen to and talk about a story. Listen to rhymes and poems. Listen to non-fiction texts.	Listening skills- follow instructions- 2 step Describe a model- ask questions about someone else's model. Retell a story through small world or puppets. Listen to and talk about stories to show understanding. Develop vocabulary Engage in non-fiction texts. Describe an event.	Listen to more complex instructions 2/3 steps. Develop a vocabulary and use it throughout the day. Ask questions to find out more information Articulate ideas in well-formed sentences. Connect ideas to another using a range of connectives. Describe an event in detail. Develop social phrases.	Listening activities. Ask detailed questions about another work. Connect ideas using connectives Describe how things work and why things might happen Describe events in great detail. Talk through problems to resolve them.
Literacy	Phase 1 and start phase 2 letters and sounds. Read individual letters by saying the sounds for them. Start to hear the blend of sounds into cvc words. Start to learn a few common exception words. Start to learn how to write their name.	Phase 2 Phonics + the first couple of sets from phase 3. Knowing the individual letters by saying the sounds for them. Blend sounds into words, made from known sound correspondences. Read some common exception words. (tricky words) Read a simple caption, blending words with known letter-sound correspondences and with tricky words. Start to form lower-case letters correctly. Segment and spell words with known phoneme/ grapheme correspondence. Start	Phase 3 digraphs and trigraphs Learn tricky and common keywords to read and start to spell them. Blend words with digraphs and trigraphs from phase3. Cvc words. Segment for spelling simple cvc words, including those phonemes that are digraphs and trigraphs. Start to read sentences, applying decoding skills and recall of key words. Start to write captions for pictures, using a few words, including phase 2 tricky words. Read and write for different purposes – lists, cards, captions, labels Continue with correct letter formation of lower letters and start to look at the formation of upper case letters.	Phase 3 digraphs and trigraphs Continue learning tricky and common keywords, recalling them confidently and accurately in context. Apply other reading strategies when reading independently. Start applying sentence structure to their own writing when working independently, applying a capital letter, finger spaces and full stops. Read and write for different purposes on own tasks, having a go and applying their skills – lists, cards, captions, labels Rereading their work independently. Look at story structure- beginning, middle and end.	Phase 3 and Phase 4 Blend words with digraphs and trigraphs from phase3 in cvc and cvcc/ ccvc words. Apply reading strategies independently when reading an unknown text. Read a range of books independently. Start to combine two/ three sentences to make a short story when writing. Continue with simple story structure, using story maps- play, talk write.	Phase 3 and phase 4 Blend words with digraphs and trigraphs from phase3 in cvc and cvcc/ ccvc words. Apply reading strategies independently when reading an unknown text. Read a range of books independently with growing fluency. Start to apply all the skills required when writing- letter formation (including correct letter position on the line), recall of grapheme, spelling key/ tricky words, sounding out new words applying known sounds. Using capital letters and full stops. Rereading writing to make sure it makes sense. Reading a range of different genre of books. Writing for a range of purposes.

Mathematics	<p>Numbers</p> <p>Count objects, actions and sounds</p> <p>Develop the ‘Counting Principles’</p> <ul style="list-style-type: none"> One to one principle Stable order principle Cardinal principle Abstraction principle Order- relevance principle <p>Begin to count on from any given point.</p> <p>Find one more/ one fewer from a group up to 5</p> <p>Use manipulatives to find more/ less</p> <p>Copy a repeating pattern</p> <p>Make an ABAB pattern</p> <p>Create pictures from shapes, naming the shapes</p> <p>Order two objects by height, weight</p> <p>Sequence familiar events</p> <p>Listen to ‘Kipper’s Toybox’, think how he counts toys.</p>	<p>Subitise- Show small quantities in familiar patterns (for example, dice) and random arrangements</p> <p>Match and sort, comparing amounts of objects, using the language of more than and fewer than.</p> <p>Compare size, mass and capacity</p> <p>Compare and order objects according to their size.</p> <p>Aggregation structure – total of 2 groups up to 5</p> <p>Partitioning structure- take away from 5.</p> <p>Begin to share</p> <p>Create models using 3d shapes</p> <p>Create a repeating pattern ABBABB</p> <p>Measure time – night and day</p> <p>Anno’s Counting Book</p>	<p>Subitise at speed for up to 5 objects</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 & 5</p> <p>Explore number bonds to 5</p> <p>Apply number bonds to 5 in practical problem solving</p> <p>Use words first, second last</p> <p>Create pairs combining two groups using manipulatives</p> <p>Compare Mass</p> <p>Compare capacity</p> <p>Compare length, height and distance</p> <p>Order and sequence events</p> <p>Measure short periods of time with a sand timer.</p>	<p>Subitise at speed for up to 5 objects</p> <p>Comparing numbers 6,7,8</p> <p>Finding number bonds for these numbers.</p> <p>Recalling number bonds to 5, including doubles</p> <p>Begin to partition a group of objects up to 10</p> <p>Represent and sort numbers 9, 10</p> <p>Order numbers up to 10.</p> <p>Look at the composition of 10- number bonds</p> <p>Counting back from 10</p> <p>Comparing 10</p> <p>Combine 2 groups up to 10</p> <p>Find the total number of items by partitioning</p> <p>Count on from a given point – breakable chain</p> <p>Count backwards from any point Bi-directional chain</p> <p>Continue with the counting principles</p> <p>Look at more complex patterns-, using more than one criteria.</p> <p>Recognise and name common 2d and 3d shapes</p> <p>Explore the decomposition of shapes</p> <p>Build with 3Dshapes for a purpose</p>	<p>Partition a group of objects up to 10 in different ways</p> <p>Recall number bonds to 5</p> <p>Begin to explore patterns of numbers – odd and even</p> <p>Use manipulatives to solve problems using addition and subtraction up to 10.</p> <p>Counting on or back to find the answer.</p> <p>Start to look at number pattern beyond 20.</p> <p>Explore and create patterns</p> <p>Name 2D and 3D shapes</p> <p>Order 3 or more items by length, weight, height and capacity</p> <p>Use non-standard measures to compare items in length, height, weight and capacity.</p> <p>Using appropriate vocabulary to describe position and sequence of events.</p> <p>Compare short periods of time in different ways</p>	<p>Partition a group of objects up to 10 in different ways with quick recall</p> <p>Subitise 5 objects at speed and estimate some number patterns up to 10</p> <p>Count objects to 10 confidently using the counting principles</p> <p>Apply number bonds to 5 in problem solving situations</p> <p>Use manipulatives to explore teen numbers</p> <p>Use ordinal numbers from first to third, plus last</p> <p>Continue to use manipulatives to solve problems using addition and subtraction up to 10.</p> <p>Solve problems using doubling, halving and sharing up to 10</p> <p>Look at number patterns using a 100 square.</p> <p>Look at patterns in the environment and explain their position.</p> <p>Use non-standard measures to compare items in length, height, weight and capacity.</p> <p>Using appropriate vocabulary to describe position and sequence of events.</p>
Understanding the World	<p>Talk about themselves and listen to others about their thoughts and feelings.</p> <p>Talk about members of the immediate family.</p> <p>Who lives with them- naming and describing them?</p> <p>Explore their surroundings at school. Using their senses, what do they hear, smell, see whilst outside.</p>	<p>Comment on celebrations that they may do- Bonfire night, Halloween, Christmas, Diwali</p> <p>Listen to how others celebrate the same or other celebration.</p> <p>Discuss what is the same and different. This could be members of their own family in the past, as well as how their peers celebrate.</p> <p>Comment on similar situations in the past.</p>	<p>Look at objects from a birds eye view and identify them</p> <p>Draw information from a simple map.</p> <p>Look at a globe and identify land and sea.</p> <p>Look at the polar regions.</p> <p>How is this different to where they live?</p> <p>Look at simple orienteering skills- following a simple route from cone to cone.</p> <p>What do they notice about the birds in their</p>	<p>Create a simple map from a fictional story.</p> <p>Create a map of where the school is and what they see on their way to school.</p> <p>Look at aerial views of the school.</p> <p>Learn name of the area they live and where the school is</p> <p>Look at an aerial view of the school. Can they identify any parts of it?</p> <p>Recognise some similarities and differences between life in this</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.- Japanese Children’s day</p> <p>How are Japanese children’s lives similar to theirs/ how is it different?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Comment on image/ artefacts of situations and places in the past, explaining the similarities and differences.</p> <p>Look at a castle and how others lived then.</p> <p>Show an understanding of the past through storytelling and visiting historical areas.</p> <p>Compare and contrast figures from the past to the present day- look at heroes past and present, looking at fictional and non-fictional characters. Talk about bravery and kindness.</p>

		<p>Talk about places that are special in their community. Look at the natural world around them What changes do they notice? What effect does Autumn have?</p>	<p>surroundings? How do they survive in the cold weather? Identify a few famous landmarks and place on the map- London How is London different to where they live? Comment on images of objects from the past- look at how transport has changed. Ask grandparents how they travelled to school/ holidays. Discuss places that are special to people they know. Create own simple maps.</p>	<p>country and life in other countries. What changes do they notice? What effect does it have? Spring/ weather</p>		
Expressive Arts and Design	<p>Learn to make own paint using powder paint with primary colours. Explore making paint. Draw free shapes. Use selected materials to immerse in paint and then print with. Use sets of colours to create a collage. Using playdough, explore how it can be manipulated, by rolling, cutting, pinching it. Start to look at ways to combine two pieces of material together.</p> <p>Charanga Music sessions- Me! Explore the musical instruments and the sounds they make. Start to sing a range of songs and Nursery Rhymes.</p> <p>Look at space and how we can move our bodies.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them.</p>	<p>Make own paints checking consistency. Start to draw 2D shapes, lines and continuous line movement. Use natural materials to print with. Place a painted object between two pieces of paper and use hands or roller. Use natural materials- leaves to make prints into dough or clay. Using needle and thread sew random stitches on a hessian leaf shape. Practise in and out of the material. Using playdough, start to use the skills acquired to start joining pieces together. Continue combining different materials together, exploring which adhesive works best.</p> <p>Charanga Music sessions- My Stories Continue exploring the instruments but start to listen for rhythm.</p>	<p>Begin to learn how to mix the primary colours to make secondary colours. Start to look at how shapes combined can make a picture. Follow instructions on how to draw certain objects. Add some collage to drawings. Using playdough, start to create objects for a purpose. Start to use different materials, combining them for a purpose to make a specific model.</p> <p>Charanga Music sessions- Everyone Use the instruments to accompany their songs, attempting to keep rhythm.</p> <p>Look at how our body is moving and how we can create different moods with our bodies. Move in time to music. Think how the music makes us feel.</p>	<p>Make the paint in different textures. Use different types of paint- watercolour. Study objects and look for the shapes within them. Start to draw those shapes. Use defined lines with a pen and start to paint between the lines. Make a print using a cut potato. Think about the shape needed. Create a model using playdough/ salt dough or clay. Continue to develop making models and start to add further materials to develop detail.</p> <p>Charanga Music sessions- Our World Use the instruments to accompany their songs, keeping rhythm and adapting the dynamics (volume) Look at following a simple musical score.</p>	<p>Draw pictures for a purpose adding colour either through mixing own paints or using watercolours/ pens/ pencils. Start to go back to a drawing/ picture and add more detail through collage or by adding pen marks. Create a model using a manipulative material and once dry add some colour. Create own models using a range of methods for a purpose.</p> <p>Charanga Music sessions- Big Bear funk Start to create their own music and songs. Start to create a simple score. Perform their song to others.</p> <p>Start to create a dance with others, reflecting on the music and feelings each one has.</p> <p>Role play/ Small world- re-enacting scenarios that are</p>	<p>Develop own drawings using and combining the different techniques in adding colour and texture. Cut out card and create own stencil for printing a pattern. Look at patterns in the environment and on man-made items. Using clay or like material, create a shape of an object to later add to a picture. Continue making own models with added detail and combining different strategies- printing/painting/ collage.</p> <p>Charanga Music sessions- Reflect, Rewind and Replay Create their own song and score, performing it to others after rehearsing it.</p> <p>Continue to look at creating their own dances. Look at dances (historical, cultural, heritage) working as a group, perform the dance.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them,</p>

		<p>Use instruments with their songs. Perform their songs.</p> <p>Look at nature and how things move. Can we move like this? Listen to music and move to the way it makes us feel.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them, learning to share and listen to others.</p>	<p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them, using a range of props. Starting to learn to resolve conflicts.</p>	<p>Create a dance reflecting on the music and how we feel. Think about the space we are going to use.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them, using a range of props. Starting to learn to resolve conflicts.</p>	<p>familiar to them and re-enacting stories that are new to them, using a range of props and resources. Finding ways to resolve conflicts and starting to negotiate difficulties.</p>	<p>using a range of props and resources. Finding ways to resolve conflicts and starting to negotiate difficulties.</p>
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