

## EYFS FS2 - Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Possible interests	Overarching Theme - Autumn  Families and communities, Woodland, Christmas		Overarching Theme - Winter - Spring  Kings, Queens and Castles/People who help us , Journeys, Growing		Overarching Theme - Summer  Growing Our wonderful World All about Africa Across the sea	
Events and Trips	Autumn Autumn walk Halloween My family	Bonfire Night - 5th November Hanukkah <b>Trip to the post box</b> Christmas performance  <b>Woodland Discovery Centre</b>	Penguin Day Changes from Autumn to Winter Big Schools Bird Watch Internet Safety Day Chinese New Year Valentine's Day	Shrove Tuesday (Pancake day) World Book Day Science Week Poetry Day Mother's Day DT - Design a vehicle  <b>The Emergency Services Museum</b>	Easter Chicks Earth Day St George's Day  <b>Chicks and Butterfly Life Cycle</b>	Changes from spring to summer Father's Day Sports Day Art celebration day Transition activities  <b>The Butterfly House</b>
Characteristics of Effective Learning	<b>Active Learning</b> Children engage and are motivated in their own learning. They are proud of their learning and take ownership of their own ideas.		<b>Playing and Exploring</b> Children have a go, investigate and experience new activities.		<b>Creating and Thinking Critically</b> Children have their own ideas and are willing to explore and develop these further.	
Communication and Language						
● Listening, attention and	Talking about ourselves and school. Listening	Describing and talking using new vocabulary	Listens to a range of stories linked to topic	Listening to a range of stories and non-fiction	Listening to a range of stories	Listening to a range of stories and non-fiction

<p>understanding</p> <ul style="list-style-type: none"> <li>Speaking</li> </ul>	<p>to each other and responding to what other children say.</p> <p>Listening and responding to a range of stories and rhymes.</p> <p>Learning and understanding school rules.</p> <p>Engage in story times in the whole class and small group story times.</p> <p>Following instructions Rainbow Talk/P4C</p>	<p>linked to Celebrations and seasonal changes.</p> <p>Listening to a range of stories and non-fiction books.</p> <p>Participation using questions in response to stories.</p> <p>Following instructions. Rainbow Talk/P4C</p>	<p>themes and anticipates key events.</p> <p>Responds to what they hear with a range of comments or questions.</p> <p>Begin to use past present and future forms when talking about events.</p> <p>Following instructions. P4C</p>	<p>texts.</p> <p>Participation using questions in response to stories.</p> <p>Speak in well-articulated sentences to participate in conversation and discussion.</p> <p>Use past and present tense with accuracy.</p>	<p>and non-fiction texts.</p> <p>Participation using questions in response to stories.</p> <p>Offer explanations of why things might happen and ask questions to find out more.</p> <p>Sharing own experience of events, and using talk to organise and share ideas during provision and carpet time.</p> <p>P4C</p>	<p>texts.</p> <p>Express and share ideas using well-articulated sentences and a range of conjunctions.</p> <p>Include detail in events that have occurred and in answers that are given on the carpet or within provision.</p> <p>Participation using questions in response to stories. Sharing ideas and reflecting on your own.</p>
<p>Suggested stories to read throughout the year.</p> <p>These can be adapted to meet the needs and interests</p>	<p>Gruffalo Owl Babies On the Way Back Home Leaf Thief</p> <p><b>Goldilocks and the 3 bears</b></p>	<p>Room on the Broom The Wide Awake Hedgehog Can't you sleep little bear</p> <p><b>The Gingerbread Man</b></p> <p>Engage in non-</p>	<p>Poles Apart Lost and Found Astro Girl Zim Zam Zoom The Marvellous Moon Map The Queen's Hat</p> <p><b>Little Red Riding Hood</b></p>	<p>Supertato The RunAway Pea Superhero Elliott George and the Dragon</p> <p><b>Jack and the Beanstalk</b></p> <p>Engage in non-</p>	<p>The Bog Baby The Tad's Promise Farmer Duck</p> <p><b>Little Red Hen</b></p> <p>Engage in non-</p>	<p>Meerkat Mail Handas Surprise The Tiger Who Came to Tea</p> <p><b>Billy Goats Gruff</b></p> <p>Engage in non-</p>

of the children.	Engage in non-fiction texts introduced alongside interests.	fiction texts introduced alongside interests.	Mr Wolf's Pancakes (link to Pancake day)  Engage in non-fiction texts introduced alongside interests.	fiction texts introduced alongside interests.	fiction texts introduced alongside interests.	fiction texts introduced alongside interests.
Personal Social Emotional Development						
<ul style="list-style-type: none"> <li>Managing self</li> <li>Building relationships</li> <li>Self-Regulation</li> </ul> <p>P4C/ Rainbow Talk</p> <p>Text based learning</p>	<p>Expressing and identifying own feelings and emotions using zones of regulation</p> <p>Build new friendships in the classroom</p> <p>Understand and know about class rules/routines and recognise how these rules help to keep us safe and happy at school.</p> <p>Recognise and know about our responsibilities as a friend.</p>	<p>Bonfire Safety</p> <p>Building respectful relationships with teachers and friends in our class.</p> <p>Recognise differences and similarities and what makes us individual and know that everybody is different.</p> <p>Explore different families and cultures from family photos of teachers and children.</p>	<p>Recognise ways to understand and manage our emotions.</p> <p>Discuss and talk about different strategies to support the zones of regulation.</p> <p>Provide and model different strategies in the classroom</p> <p>Think about the perspective of others and explain how to manage different emotions through our key texts and</p>	<p>Understand and talk about healthy choices.</p> <p>Know and talk about the importance of: Regular exercise Healthy eating Tooth brushing Sensible amount of screen time Have a good sleep routine.</p> <p>Manage their own needs and understand feelings and those of others.</p>	<p>Think about the perspective of others.</p> <p>Talk about the importance of friends and how to be a good friend.</p> <p>Show sensitivity to others' feelings.</p>	<p>Set goals and develop skills to support with perseverance.</p> <p>Introduce challenge mountain</p> <p>Recognise and talk about activities that are difficult and ways to overcome these.</p>

			provision  Talk about what is fair and not fair.			
Vocabulary	Feelings Emotions Happy Sad Worried Excited Angry Sharing Welcome	Different Same Celebrate Family Love	Fairness Equal Unfair	Healthy Exercise Clean Decay Body	Friendship Kindness Love Sharing	Challenge Perseverance Difficult Goals Wish
RE						
See RE planning and RE books for vocabulary taught.	Topic 1: Myself  Topic 2 :Welcome  Other Faiths - Judaism (Hanukkah)	Topic 3: Birthdays  Nativity story	Topic 4: Celebrations  Introduce other celebrations: Chinese New Year, Valentine's Day, Hanukkah, Diwali  Other Faiths: Islam	Topic 5: Gathering  Topic 6: Growing	Topic 7: Good News	Topic 8: Friends  Topic 9: Our Wonderful World  Other faiths: Hinduism
Physical Development						
• Gross motor skills	Using one hand resources within provision	Providing a variety of resources in	Develop overall body-strength, balance,	Continue to develop body-strength,	Further develop and refine a range of ball	<b>Continue</b> to develop and refine a range of

<ul style="list-style-type: none"> <li>Fine motor skills</li> </ul>	<p>(scissors)</p> <p>Use comfortable grip with control</p> <p>Show use of dominant hand</p> <p>Becoming increasingly independent e.g. zipping coats/ lunch boxes/ opening fruit/milk.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>continuous provision for children to build up fine motor strength - playdough area, threading, construction resources.</p> <p>Model using the outdoor provision to make obstacle courses.</p> <p>Revise and refine the fundamental movement skills.</p>	<p>coordination and agility through outdoor provision and PE lessons.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping running, hopping, skipping and climbing.</p>	<p>balance, coordination and agility through outdoor provision and PE lessons.</p> <p>Begin to focus on ball skills - throwing, aiming and catching in PE and added to provision (bean bags, different size balls, hoops)</p>	<p>skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Play a range of games to apply skills learnt throughout the year including coordination, team work, negotiating space and obstacles.</p> <p>Add skipping ropes to outdoor provision to support and develop skipping skills once modelled in PE lessons.</p>	<p>ball skills including: throwing, catching, kicking, and passing, batting, and aiming.</p> <p>Play a range of games to apply skills learnt throughout the year including coordination, team work, negotiating space and obstacles.</p>
Maths						
<ul style="list-style-type: none"> <li>Number</li> <li>Numerical Pattern</li> </ul>	<p>Unit 1: Early Mathematical Experiences</p> <p>Unit 2: Pattern and Early</p>	<p>Unit 4: Addition and Subtraction within 6.</p> <p>Unit 5: Measures</p>	<p>Unit 7: Numbers within 10</p> <p>Unit 8: Calendar and Time</p>	<p>Unit 10: Grouping and Sharing</p> <p>Unit 11: Number patterns within</p>	<p>Unit 14: Securing addition and Subtraction Facts</p> <p>Unit 15: Number patterns within</p>	<p>Unit 17: Money</p> <p>Unit 18: Measures</p> <p>Unit 19: Exploration of</p>




	Number  Unit 3: Numbers within 6	Unit 6: Shape and Sorting	Unit 9: Addition and Subtraction within 10	15  Unit 12: Doubling and halving  Unit 13: Shape and pattern	20.  Unit 16: Number patterns beyond 20.	patterns within number.
Maths Meetings	<p>Skills - Counting forwards and backwards within 10.</p> <p>Verbally count beyond 10.</p> <p>Recognise, create and describe two-criteria patterns of colour or size</p> <p>Sequencing days of the week and months of the year</p> <p>Knowing One more and one fewer within 6</p> <p>Knowing how to Match shapes that are the same</p>	<p>Skills - Counting forwards and backwards within 10.</p> <p>Sequencing days of the week and months of the year</p> <p>Recall Number bonds within 5.</p> <p>Verbally count beyond 20.</p> <p>Compare objects using vocabulary..long, longer, longest, short, shorter, shortest, tall, taller, tallest, big, bigger, biggest and small, smaller, smallest</p>	<p>Skills • Counting on and back within 20</p> <ul style="list-style-type: none"> <li>• Subitising within five</li> <li>• Representing addition and subtraction within 10 on a ten frame</li> <li>• Naming 3-D and 2-D shapes and matching shapes that are the same</li> <li>• Days of the week; today, tomorrow and yesterday •</li> <li>Months of the year •</li> </ul>	<p>• Counting on and back within 20</p> <ul style="list-style-type: none"> <li>• Subitising within five</li> <li>• Identifying the number of groups, how many in each group and how many altogether</li> <li>• Explore evens and odds within numbers up to 10</li> <li>• Days of the week; today, tomorrow and yesterday •</li> <li>Months of the year</li> <li>• Introduce the clock and talk</li> </ul>	<p>• Double and half numbers (within 10)</p> <ul style="list-style-type: none"> <li>• Counting using the abstraction principle and subitising</li> <li>• Represent addition and subtraction within 10 using a bead string</li> <li>• Counting in twos and tens.</li> <li>• Comparing two numbers using vocabulary greater and less</li> <li>• Recall number bonds to 5 (and some to 10) Numerical</li> </ul>	<p>• Describing the properties of 3-D and 2-D shapes using the vocabulary face, edge, side, vertices</p> <p>Measures:</p> <ul style="list-style-type: none"> <li>• Comparing two or more lengths, weights and capacities</li> <li>• Recall number bonds to 5 (and some to 10) Numerical patterns (ELG)</li> <li>• Counting in twos and tens and introduce counting in 5's</li> </ul> <p>Explore how quantities can be</p>

	Knowing there are 7 days in a week and 12 months in a year	Knowing one more and one fewer within 10.  Knowing there are 7 days in a week and 12 months in a year  Knowing what day will be tomorrow	Introduce the clock and talk about familiar times of the day such as the time to start school, for lunch, for the end of the school day etc.	about familiar times of the day such as the time to start school, for lunch, for the end of the school day etc.	patterns (ELG):  • Explore and represent double facts within numbers up to 10  • Explore evens and odds within numbers up to 10	distributed equally Shape and Pattern:
Literacy						
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Comprehension</li> </ul>	<p><b>Read Write Inc</b></p> <p>Teach set 1 single letter sounds (whole class Aut 1) Teach with cued articulation.</p> <p>Introduce games such as Fred's Wardrobe to support with oral blending. Develop phonological awareness skills.</p>	<p><b>Read Write Inc</b></p> <p>Continue to teach set 1 sounds with letter formation.</p> <p>Introduce Fred Talk to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p><b>Read Write Inc</b></p> <p>Teach set 1 special friends (sh, th, ch, ng, nk) and reading words containing these sounds.</p> <p>Write short phrases using finger spaces.</p> <p>Read a few common exception words from the</p>	<p><b>Read Write Inc</b></p> <p>Secure set 1 sounds and build up fluency in reading red books.</p> <p>Teach additional special friends (ck, ll, ff)</p> <p>Write short phrases using finger spaces.</p> <p>Model writing a</p>	<p><b>Read Write Inc</b></p> <p>Teach set 2 special friends (ay, ee, igh, ow, oo, oo)</p> <p><b>Read red/green story books to build up confidence and enjoyment in reading.</b></p> <p>Write short sentences with words with</p>	<p><b>Read Write Inc</b></p> <p>Teach set 2 special friends (ay, ee, igh, ow, oo, oo)</p> <p>Read green/purple story books building up confidence and fluency reading speedy green words.</p> <p>Write short</p>

			<p>Ditty/Red books (the, I)</p> <p>Read CVCC words (word time 1:6).</p>	<p>sentence with a capital letter and full stop.</p> <p>Read a few common exception words.</p> <p>Read and write CVCC words (word time 1:7).</p>	<p>known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
	<p>Skills</p> <p>Identify sounds on a sound mat</p> <p>Listening and hearing initial sounds in words</p> <p>Listening and hearing sounds in the environment</p> <p>Recognise and begin to write name</p> <p>Begin to write letters using the</p>	<p>Skills</p> <p>Identify sounds on a sound mat</p> <p>Listening and hearing initial sounds in words</p> <p>Listening and hearing sounds in the environment</p> <p>Listening to familiar stories and recall facts</p> <p>Write letters</p>	<p>Skills</p> <p>Identify sounds on a sound mat</p> <p>Read and write CVC words using Fred talk</p> <p>To verbally say and write a short phrase using finger spaces</p> <p>Listen to stories and begin to anticipate what will happen next</p>	<p>Skills</p> <p>Identify set 1 sounds on a sound mat including special friends</p> <p>Read and write CVC and CVCC words using Fred talk and Fred fingers to spell.</p> <p>To verbally say and write a short phrase using finger spaces</p> <p>Listen to stories</p>		



	<p>RWInc letter rhymes.</p> <p>Listening to familiar stories and recall some facts</p>	<p>using the RWInc letter rhymes.</p> <p>Listen to and hear sounds in a CVC word and using RWInc sounds and Fred talk to read CVC words</p>		<p>and begin to anticipate what will happen next</p>		
Understanding The World						
<ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Cultures and Communities</li> <li>• The Natural World</li> </ul>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them in their family.</p> <p>Talk about family members who are older, younger and how they are the same or different.</p> <p>Name and</p>	<p>Draw information from a simple map (map to the post box or their house)</p> <p>Listen to and respond to historical stories linked to celebrations (Diwali, Christmas, Bonfire Night, Remembrance Day)</p> <p>Introduce vocabulary past,</p>	<p>Comment and talk about stories from the past. Using the use of nursery rhymes and key texts to discuss similarities and differences, including traditional tales.</p> <p>Learn about people from the past (Neil Armstrong)</p> <p>The timeline of the Royal Family (compare photos</p>	<p>Comment and talk about stories from the past. Using the use of nursery rhymes and key texts to discuss similarities and differences, including traditional tales.</p> <p>Understand that some places are special to members of their community - <b>Visit to church.</b></p>	<p>Observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p><b>Butterfly Garden/Tadpoles/chicks (Living Eggs)</b></p> <p><b>Plant sunflowers</b></p> <p>Use vocabulary to talk about and describe the</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know that we live in England and that England is in Europe.</p>

	<p>describe different types of leaves and trees.</p>  <p>Describe what they see, hear and feel whilst outside.</p>  <p>Name and describe different animal homes and their homes.</p> <p>Make a junk model of their own house.</p>	<p>present, future and add to classroom timeline.</p> <p>Compare celebrations from across the world and explore different religions through other faiths week.</p> <p>Observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p>Hibernation and nocturnal animals.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>from the past and present)</p> <p>Introduce vocabulary linked to Kings, Queen's and castles!</p> <p>Talk about a range of contrasting environments within both their local and national region.</p> <p>Use vocabulary to describe and talk about specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments</p> <p>Observe the natural world</p>	<p>Recognise some similarities and differences between life in this country and life in other countries - <b>Fair Trade</b></p> <p><b>Science Week - Growing</b></p> <p><b>Observing the changes from winter to spring.</b></p>	<p>changes that happen to plants/animals.</p> <p>Link RE learning and talk and compare present and past.</p> <p>Changes from being a baby/toddler to now.</p> <p>Learn about the Easter story and how people around the world celebrate Easter.</p> <p>Past and present - learning about astronauts from the past and present.</p>	 <p>Learning about temperature and different habitats.</p> <p>Recognise that some animals existed in the past and compare how and why. (Dinosaurs)</p> <p>Observe seasonal change and talk about how we adapt to the weather becoming hotter in the summer.</p> <p><b>Trip to Butterfly House</b></p> <p>Learn about how</p>
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			<p>and encourage children to observe how animals behave differently as the seasons change.</p> <p>Talk about the differences between materials and changes they notice (ice and freezing)</p>			to look after our world e.g. recycling, reduce waste.
Expressive Arts and Design						
<ul style="list-style-type: none"> <li>Being imaginative and expressive</li> <li>Creating with materials</li> </ul>	<p><b>Music Charranga Me</b></p> <p>Joining in with signing rhymes</p> <p>Clapping and moving in time with the music</p> <p>Enjoy listening to music</p> <p>To remember the words to a range of songs</p>	<p><b>Music Charranga My Stories</b></p> <p>Recognise and explore pitch (high or low)</p> <p>Continue to develop rhythm. Clapping and moving in time with music</p> <p>Listen and discuss different types of music.</p>	<p><b>Music Charranga Everyone</b></p> <p>Talk about and explore tempo (fast and slow).</p> <p>Listen, respond and discuss different types of music.</p> <p>Perform poems and familiar songs in small groups.</p> <p>Use and make resources to create own props.</p>	<p><b>Music Charranga Our World</b></p> <p>Talk about and explore tempo (fast and slow).</p> <p>Listen, respond and discuss different types of music.</p> <p>Use and make resources to create own props.</p>	<p><b>Music Charranga Big Bear Funk</b></p> <p>Learn new songs and adapt already known songs.</p> <p>Learn how to use and name a range of percussion instruments.</p>	<p><b>Music Charranga Reflect Rewind and Replay.</b></p> <p>Select instruments to use in group or individual performances.</p>

	<p><b>Artist focus: Pablo Picasso</b></p> <p>Name and explore a range of colours.</p> <p>Experiment with colour mixing to independently create art work</p> <p>Begin to accurately draw people, shapes and lines.</p> <p>(self-portraits, house/buildings)</p> <p>Use some control when using tools and give meaning to marks that are made.</p> <p>Explore a range of materials and how to join these together</p>	<p><b>Artist Focus: Paul Klee</b></p> <p>Name and explore a range of colours.</p> <p>Experiment with colour mixing to independently create art work</p> <p>Begin to accurately draw people, shapes and lines.</p> <p>Use some control when using tools.</p> <p>Explore a range of materials and how to join these together</p> <p>Use simple tools with more independence, confidence and accuracy.</p>	<p><b>Artists Focus:</b></p> <p>Know that colours can be mixed together in different ways to make different shades.</p> <p>Colour mix for a purpose to replicate a colour</p> <p>Carefully select resources to join materials together</p> <p>To use paints, pastels and other resources to create observational drawings.</p>	<p><b>Artist Focus: Wassily Kandinsky</b></p> <p>Know that colours can be mixed together in different ways to make different shades.</p> <p>Colour mix for a purpose to replicate a colour</p> <p>Carefully select resources to join materials together</p> <p>To plan and create junk modelling vehicles.</p> <p>To use paints, pastels and other resources to create observational drawings.</p>	<p><b>Artist Focus: Vincent Van Gough/ Georgia O'Keefe</b></p> <p>Selects appropriate resources and adapt art work where necessary.</p> <p>Explain their choices on colour and material.</p> <p>Confidently select resources to join materials together.</p> <p>Draw people, shapes and lines with accuracy.</p> <p>Draw flower art work with increased detail.</p> <p>Discuss famous art work and talk about begin to compare art work.</p>	<p><b>Artist Focus: Tinga Tinga Henry Rousseau</b></p> <p>Selects appropriate resources and adapt art work where necessary.</p> <p>Explain their choices on colour and material.</p> <p>Confidently select resources to join materials together.</p> <p>Draw people, shapes and lines with accuracy.</p> <p>Draw flower art work with increased detail.</p> <p>Discuss famous art work and talk about begin to compare art work.</p>
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