

EYFS FS1 - Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Possible interests	Overarching Theme - Autumn All about me, Celebrations, People Who help us		Overarching Theme - Winter - Spring Winter, Antarctica, On The Farm, Growing		Overarching Theme - Summer Mini-beasts Seaside	
Events and Trips	Autumn Autumn walk Halloween My family	Bonfire Night - 5th November Hanukkah Christmas performance Trip to the post box for Santa letter	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	Easter Chicks Earth Day St George's Day Trip to the farm (Aston Spring Farm)	Changes from spring to summer Father's Day Sports Day Art celebration day Transition activities
Characteristics of Effective Learning	Active Learning Children engage and are motivated in their own learning. They are proud of their learning and take ownership of their own ideas.		Playing and Exploring Children have a go, investigate and experience new activities.		Creating and Thinking Critically Children have their own ideas and are willing to explore and develop these further.	
Communication and Language						

<ul style="list-style-type: none"> Listening, attention and understanding Speaking 	<p>To sing a range of nursery rhymes.</p> <p>Listen and respond to a range of picture books.</p> <p>To talk about the characters and the events in the story.</p> <p>To know that stories have different characters.</p> <p>To listen and follow simple instructions</p> <p>To develop communication skills with peers and teachers.</p> <p>To talk about their own family and local community and to talk about different celebrations across the world.</p>		<p>To begin to use a wide range of vocabulary within context linked to the current theme.</p> <p>Talk in short sentences that can be understood by others.</p> <p>To be able to understand simple instructions, questions and commands.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>To begin to retell familiar stories using small world characters and story books.</p>		<p>Use new vocabulary from themes and story books and use them within context.</p> <p>To begin to use connectives to join sentences/phrases</p> <p>To speak confidently in full sentences that can be understood by others.</p> <p>To know many rhymes and confidently join in with well-known nursery rhymes and songs.</p>	
<p>Suggested stories to read throughout the year.</p> <p>These can be adapted to meet the needs and</p>	<p>Polar Bear What can you see? Brown bear brown bear what can you hear? Owl Takes Charge Bear Hunt</p>	<p>Super worm Super Daisy Elliott the midnight superhero Burglar Bill The Jolly Postman</p> <p>The Gingerbread</p>	<p>Stick Man One snowy night Here comes Jack Frost Polar Polar bear what can you see?</p> <p>Little Red Riding Hood</p>	<p>The giant turnip Rosie's Walk Oliver's Vegetables Farmyard Hullabaloo Farmer Duck</p> <p>Jack and the Beanstalk</p>	<p>The Very Hungry Caterpillar What the ladybird heard The bad tempered ladybird</p> <p>Little Red Hen</p>	<p>Snail and the whale Sharing a shell Billy's Bucket Tiddler Barry the fish with fingers</p>

interests of the children.	The 3 Little Pigs Engage in non-fiction texts introduced alongside interests.	Man Engage in non-fiction texts introduced alongside interests.	Mr Wolf's Pancakes (link to Pancake day) Engage in non-fiction texts introduced alongside interests.	Engage in non-fiction texts introduced alongside interests.	Engage in non-fiction texts introduced alongside interests.	Billy Goats Gruff Engage in non-fiction texts introduced alongside interests.
Personal Social Emotional Development						
<ul style="list-style-type: none"> Managing self Building relationships Self-Regulation 	<p>To separate from parents/carer and settle with support.</p> <p>To select and use activities and resources, with help when needed.</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>To play with other children in the nursery setting and begin to build friendships.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Introduce zones of regulation.</p> <p>To learn and follow classroom routines and rules.</p> <p>To know how to independently go to the toilet and wash their hands.</p>		<p>Develop their sense of responsibility and membership of a community.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>		<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	

RE						
See RE planning and RE books for vocabulary taught.	Topic 1: Myself	Topic 3: Birthdays	Topic 4: Celebrations	Topic 5: Gathering	Topic 7: Good News	Topic 8: Friends
	Topic 2 :Welcome	Nativity story	Introduce other celebrations: Chinese New Year, Valentine's Day, Hanukkah, Diwali	Topic 6: Growing		Topic 9: Our Wonderful World
	Other Faiths - Judaism (Hanukkah)		Other Faiths: Islam			Other faiths: Hinduism
Physical Development						
<ul style="list-style-type: none">Gross motor skillsFine motor skills	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>One-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To learn how to mark make using a variety of resources.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>To know how to use the outdoor climbing frame and bikes independently and safely.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>To become confident and comfortable holding a pencil with a dominant hand using a tripod grip.</p> <p>To be able to use scissors confidently and independently.</p> <p>To develop different movement skills such as running, jumping and</p>			

	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p> <p>To manage toileting needs independently.</p> <p>Zip coats and buttons independently.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zip</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>To know what making good food choices looks like.</p>	<p>hopping and become confident in these skills.</p>
Maths			
<ul style="list-style-type: none"> Number Numerical Pattern 	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Begin to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Begin to understand</p>	<p>Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>

	<p>position through words alone</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Knowledge</p> <p>To know and join in with singing a range of number songs e.g. 5 little ducks.</p> <p>To know the names of 2D shapes and to know what the 2D shapes look like in the environment</p> <p>To know how to recognise 2 objects without counting (subitise)</p> <p>To know the number names to 5 in order.</p> <p>To know how to count objects using touch counting to 5.</p> <p>To create a simple AB pattern using colours and shapes.</p>	<p>Knowledge</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>To know each object should only be counted once</p> <p>To know and represent numbers up to 5 using fingers.</p> <p>To know and use positional language - in front of, behind, next to describe where an object is.</p> <p>To know how to recognise 3 objects without counting (subitise)</p> <p>To know the order of events in the day using the language first and then.</p>	<p>Knowledge</p> <p>To use the language more and fewer when comparing amounts.</p> <p>To know how to recognise 5 objects without counting (subitise)</p> <p>To know how to order numbers to 5 - 10.</p> <p>To know and represent numbers up to 10 using fingers.</p>
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<p>Maths Meetings</p>	<p>Introduce a new song each week for children to become familiar with nursery rhymes:</p> <p>5 little ducks Head shoulders knees and toes 5 currant buns</p> <p>Introduce days of the week and sing the days of the week song and the weather song.</p> <p>Recite numbers past 5</p> <p>Count objects up to 5 and link to numeral</p> <p>Make ABAB patterns</p>	<p>Continue to build upon skills from autumn maths meetings.</p> <p>Introduce a number of the week and use number rhymes for children to write the numbers</p> <p>Show 'finger numbers' up to 5. Link numerals and amounts:</p> <p>Add months of the year song and talk about birthdays - how many birthdays have we got in February etc.</p> <p>Positional language using communicate and print symbols. Use a toy bear and children use words to describe where it is.</p>	<p>Counting forwards within 10.</p> <p>One more and one fewer within 5.</p> <p>Matching shapes that are the same</p> <p>Sequencing days of the week and months of the year</p>
<p>Literacy</p>			
<ul style="list-style-type: none"> • Reading • Writing • Comprehension 	<p>Begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their</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>Begin to write letters using the</p>

	Pay attention to more than one thing at a time, which can be difficult.	early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.	RWInc letter rhymes. Name writing and recognising activities Write some letters accurately. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.			
Understanding The World						
<ul style="list-style-type: none">• Past and Present• People, Cultures and Communities• The Natural World	Talk about members of their immediate family To identify similarities and differences between themselves and their peers. Name the parts	To know everybody has a birthday and how birthdays are celebrated Know about festivals around the world and know they are celebrated by different religions	To know about animals that live in cold places To compare where we live to Antarctica. Observe changes from autumn to winter and use	To know and name different farm animals To talk about the differences between animals on the farm and animals that live in the wild	Butterfly Garden/Tadpoles/chicks (Living Eggs) Talk about the lifecycle and a plant and animals. To name and	Talk about and compare different habitats where animals live... the farm, Antarctica, woodland and under the sea. Recognise and name animals

	<p>of their body and talk about the body parts</p>	<p>(Diwali, Christmas, Bonfire Night)</p> <p>Observe the natural world and know what happens in autumn</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>To know about people who can help us and name different people in the community e.g. police officer, fire fighter etc.</p> <p>To know how these people can help us in an emergency</p> <p>To be able to recognise and name different woodland</p>	<p>vocabulary such as 'frozen, ice, melting, snow' to describe what happens. .</p>	<p>To know about Easter and how and why we celebrate Easter - Visit to church.</p> <p>Listen to the Easter story and respond to questions.</p> <p>Talk about fairness and know what is means for something to be fair- Fair Trade</p> <p>Use senses to explore the seasonal changes between winter to spring.</p> <p>To know about growing. Begin to talk about life-cycles (growing a bean) and planting in the outdoor area.</p>	<p>describe different mini-beasts in the outdoor environment</p>	<p>that live under the sea.</p> <p>Talk about how to stay safe at the seaside and how to keep safe in the summer.</p> <p>Recognise the importance of looking after our world (recycling and reusing materials)</p>
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Expressive Arts and Design						
<ul style="list-style-type: none"> Being imaginative and expressive Creating with materials 	<p>Listening and joining in with nursery rhymes</p> <p>To listen to different instruments and know that they make different sounds</p> <p>Explore and build using materials in the construction and small world area.</p>	<p>Join in with familiar nursery rhymes</p> <p>Use different colours and materials to create a picture</p> <p>Use a range of resources and materials to create a Christmas card</p>	<p>Sing familiar songs and nursery rhymes</p> <p>Clap rhythms and syllables in a range of nursery rhymes and words.</p> <p>To use scissors to cut a straight line</p> <p>To know how to mix colours and know what happens when colours are mixed together</p> <p>To use imagination to create their own art work</p>	<p>Sing familiar songs and nursery rhymes</p> <p>To use scissors to cut around on a zig zag line</p>	<p>To listen and repeat songs using different pitch (high or low).</p> <p>Remember words to familiar nursery rhymes and become more confident at singing familiar songs.</p> <p>Name a range of different instruments.</p> <p>Know how to play and explore the sounds of different instruments.</p>	<p>Create and perform songs in the music area using a range of instruments.</p>

