

Cassop Primary School and Nursery



EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Topics	Magical Me! Autumn/Harvest Halloween/Diwali	Traditional Fairy Tales/Space. Bonfire night Hanukka /Christmas Space	Winter. Chinese New year Pancake Tuesday	Dinosaurs. Passover Easter	Plants. Vesak Shavuot	Mini beasts / Superheroes
English	Speaking and listening Letter formation Name writing Labels Re-telling a story	Labels Lists Sequencing a story Letter formation	Story writing Sequencing Rhyming strings Speech bubbles	Fact Writing Story writing – writing a three-part story.	Story writing Sequencing Recount	Story writing Sequencing Recount Fact writing
Phonics	Letters and sounds Phase 1 (3weeks) Phase 2 Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r	Phase 2 Set 5: h, b, f, ff, l, ll, ss Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng	Phase 3 Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar	Phase 3 Vowel digraphs: or, ur, ow, oi, ear, air, ure, er Consolidation	Consolidation and intervention phase 2/3 Phase 4	Consolidation and intervention phase 2/3 Phase 4
Core reading	Do you like? It's Ok to be Different. My Mum/My Dad. My Mum and Dad make me laugh. Leaf Man. Going on a Bear Hunt. Don't Hog the Hedge The Enormous Turnip.	Goldilocks and the Three Bears The Three Little Pigs Billy Goats Gruff The story of Rama and Sita Whatever Next Aliens Love Underpants Here Come the Aliens The Jolly Postman Stickman Dear Santa	Owl babies The Owl who was Afraid of the Dark One Snowy Night Custard the Dragon The Dragon Machine The Little Red Hen The Gingerbread Man Mr Wolf's Pancakes	Dinosaur Roar Dinosaur Drip Owls and Dinosaurs Dinosaur Facts The Dirty Great Dinosaur Whose Egg? Wakey, Wakey! The Ugly Duckling.	Jack and the Beanstalk Jaspers Beanstalk The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad Grandpa's Garden Jim and the Beanstalk	The Hungry Caterpillar Tadpoles Promise Super worm My Mum is Super Mum Super Tato Superhero ABC Super Daisy
Non- Fictio	Children are introduced to a range of non-fiction texts to match the topics that we cover throughout the year.					

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Maths	<p>BASELINE Recognising and using numbers to 5 then 10. Use ten town characters to support recognition and formation. Recognising and using 2d shapes. Repeating patterns Days of the week/Months of the year. Counting and Ordering Counting 1 more and begin to read corresponding addition. Finding different ways to partition 5 objects</p>	<p>Combining and comparing sets Compare two lengths using direct comparison; use language of longer and shorter. Use uniform non-standard units to measure items up to 10 units long. Put three lengths in order. Compare two heights using direct comparison; use language of taller and shorter. Use uniform non-standard units to measure items up to 10 units high. Put three heights in order. Compare two numbers/quantities, use the language of 'more' and 'less'. Begin to describe 3D shapes. Use 3D shapes to print and make models. Recognise £1 and £2 coins. Compare prices in pounds up to £10. Use money in role play. Solve practical problems involving counting or role play. Use days of the week in context. Recognise a minute as unit of time</p>	<p>Recite numbers 10 to 20 then up to 100. Order numbers up to 20. Count actions and sounds. Estimate quantities. Symmetry. 2d shape and data. Mental addition – adding 1 more then 2 more. Symmetrical patterns. Partitioning sets of objects to 10. Number bonds to 10. Read corresponding addition. Early subtraction.</p>	<p>Counting and comparing – count 1 more with numbers to 20. Weight – compare two weights using direct comparison – heavier/lighter. Use uniform non-standard units. 3d shape – recognise and name cube, cuboid, sphere. Sort 3d shapes according to whether the roll/do not roll. Stack/do not stack. Count back from 20 to 0. Compare numbers to 20. Read numbers to 20, match numerals to sets. Recognise 1p, 2p, 5p and 10p coins and know the value of each. Solve practical problems involving counting or role play. Time – important times of the day/months. Read stories about time 'What time is it Mr Wolf?'</p>	<p>Recite numbers to 100. Count in 1s and 10s to 100. Estimate from 10, 20 or 100. Compare sets of objects, using the language more and fewer. Mental addition of 1, 2 or 3 to any number to 20 by counting on. 2d shapes and data - Sort irregular shapes according to number of corners/sides. Doubles to double 5. Mental addition using counting up, mental subtraction using counting back. Create and complete repeating patterns with two or three colours/shapes/objects/actions. Count in 2s</p>	<p>Count and record number of objects to 20. Count on or back 2 or 3. Mental addition and subtraction. Practical activities involving direct comparison of capacity, length and weight Recite, read and begin to record numbers to 20, then 100. Fill in missing numbers in a track to 20 Recognise, describe and sort 3D shapes: cube, cuboid, cylinder, sphere, cone and pyramid. Follow directions : left and right. Recognise all coins. Very simple mental addition and subtraction word problems involving money, Count actions carried out in a minute (more than 20). 60 seconds in a minute</p>

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Communication and Language	<p><u>Communication and Language</u></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. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • 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. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Throughout the year children will be given opportunities to: Act out key stories in groups using props and pictures Act out stories without props and pictures Use talk partners Access role play areas that are changed regularly to reflect the interests of children Play a listening and attention games with the children. Place a number of themed objects on a tray and cover with a blanket. Ask the children to guess how many there are, then double check by counting. Then remove one of the objects, can they say which one has been removed.</p>				<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>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> <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>	

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PSED	<p>PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 				<p>ELG—Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>ELG—Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>ELG—Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	

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<p>Getting to know each other – how we play together; speak in a familiar group</p> <p>Rules of the classroom/ outside Listening to others, taking turns; show how we look at the person who is speaking Discuss our rights as rights respecting school. Create a class charter.</p> <p>Talk about harvest as time to say thank you for food; Talk about fruits and berries.</p>	<p>Guy Fawkes – keeping safe</p> <p>Circle time with Ginger – discuss how Ginger might feel in different situations. How can we help Ginger?</p> <p>Advent – what the word means</p>	<p>Talk about what happens when they fall over and hurt themselves / or their friend? Encourage children to talk with each other about similarities and differences in their experiences and the reasons for these Understand what is right, what is wrong and why. Praise positive behaviour</p>	<p>How can we look after our friends? Read the story ‘The Rainbow Fish’ and use it as a prompt to discuss how the rainbow fish behaved. Why might he have behaved the way he did? How might the other fish have felt? How might the Rainbow Fish have felt once he began to share his scales?</p>	<p>Invite Mr Taylor to talk to the children about his job. Discuss how we can help him. During circle time, talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group.</p>	<p>Looking after living things Encourage children to share their experiences of minibeasts and which minibeasts they like to see. Talk to the children about caring for minibeasts and wildlife around us. Build a minibeast hotel. Encourage the children to look after and care for minibeasts they find.</p>
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Physical development	<p>Physical Development</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 				<p>ELG-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>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>	

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	<p>Gross motor-moving in different ways - Let's Move</p> <p>Fine motor activities - Cutting leaves, sorting using tweezers, malleable activities, munch men, Nexus peg boards, magnet boards</p> <p>Gaining independence when changing for PE</p>	<p>Gross motor - Making a house out of the big bricks</p> <p>Fundamental movement skills. Spatial awareness. Static balance.</p> <p>Fine motor activities Cutting out masks and characters, finger puppets Christmas activities in dough/clay</p>	<p>Health and Hygiene.</p> <p>Balance and agility.</p> <p>Fine motor activities Cutting out images to make collages</p> <p>Dragon dances</p>	<p>Healthy eating and exercise.</p> <p>Dynamic balance/static balance Co-ordination-Ball skills</p>	<p>Fundamental movement skills</p> <p>Fine motor activities - Threading, sorting using tweezers, dough disco, munch men, magnet boards.</p> <p>Sorting and planting seeds.</p>	<p>Team Games and Races – Sports day</p> <p>Gross motor-building homes of mini beasts Making models of animals.</p> <p>Fine motor activities - Threading, sorting using tweezers, dough disco, munch men, magnet boards</p>
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Understanding the world	<p>Understanding the World</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Interacts with age-appropriate computer software. 				<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.</p> <p>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. ELG-Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	
	<p>We observe changes in the seasons throughout the year.</p>					

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	<p>Special family celebrations and routines.</p> <p>Harvest Festival.</p> <p>Use Millie’s Mouse Skills and Millie’s Keyboard skills</p> <p>Look at fingerprints with the children. Talk about different types of fingerprints. Make some fingerprints.</p>	<p>Bonfire night Diwali/Hanukka Space Christmas</p> <p>Compare traditions and celebrations.</p> <p>Begin to understand the idea of space and different planets.</p> <p>IPad – I can take a picture of myself. Begin to use phonics programs and simple paint tools.</p>	<p>Chinese new year cultures and traditions.</p> <p>Read Dragons in the city. Learn about Chinese Zodiac animals.</p> <p>Technology- use paint package and reflection tool to produce symmetrical pictures</p>	<p>Dinosaurs</p> <p>What is a fossil? How is it made? What does it tell us? Make a fossil. Learn about a variety of dinosaurs and their diets. Where did they live? How do we know? How did dinosaurs move? How did they communicate? Technology- develop skills in using the keyboard to insert information into the computer. Mother’s Day Easter.</p>	<p>Growing plants and changes over time in our outdoor area. How to care for a plant. Planting a seed. Observations in outdoor area observing how our plants grow.</p>	<p>Minibeasts</p> <p>Technology- use Beebots Use a magnifying glass to look closely at mini beasts Creating a bug hotel in the nature area.</p>
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Expressive arts and Design	<p><u>Expressive Arts and Design</u> Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 				<p>ELG—Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG—Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
	We follow the Charanga music scheme in school.					

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<p>Colour mixing -Autumn leaves. Printing (leaves, 2d shapes, creating repeating patterns) Making masks – going on a Bear Hunt. Build a cave for a bear. Use magnifying glasses to look closely at a range of objects, natural and manmade – fruit, veg, pine cones.</p> <p>Songs – Heads, Shoulders, Knees and Toes, One Finger One thumb, Nicky, Knacky, Knocky, Noo, If You’re Happy and You Know it. Super Movers – ABC, Days of the week. Go Noodle-pattern.</p>	<p>Firework pictures Drawing pictures for sequencing stories Creating characters Making stick puppets Vegetable printing – enormous turnip Collage pictures of characters for describing Magnets in the investigation area. Songs for Christmas production, When Santa got Stuck up the Chimney, Rudolph the Red Nose Reindeer. Super Movers – length and Height, Capital letters.</p>	<p>Chinese New Year crafts - Make a Chinese dragon, perform a dragon dance. Make dragon masks, etc.</p> <p>Use chalk to draw a snowflake and paint in the snow. Build a snow man / animals add / count buttons and eyes. Songs – Puff the Magic Dragon.</p> <p>Super Movers – Telling the time, Chronological Order.</p>	<p>Have a range of junk modelling materials available for children to create their dinosaurs.</p> <p>Paint and draw pictures of dinosaurs.</p> <p>Make dinosaur fossils.</p> <p>Songs related to Topic- The Ugly duckling, Spring Chicken, songs for Easter Service.</p> <p>Super Movers – Believe, Read Aloud.</p>	<p>Observational drawings of flowers and leaves.</p> <p>Make a beanstalk.</p> <p>Use a variety of techniques to join paper and card.</p> <p>Kandinsky – tissue paper and transient art.</p> <p>Songs related to topic –Jack and the Beanstalk song</p> <p>Super Movers – Questions and exclamation marks.</p>	<p>Transient art –mini beast models using natural materials e.g. leaves, flowers, petals and feathers. Challenge them to make models and sculptures and record their work by taking photos of their finished creations</p> <p>Super Movers –Rhyme, Number Bonds.</p>
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	<p>Our long term plan is a simple structure that we follow to ensure that we have covered the EYFS framework throughout the year. Our weekly learning opportunities vary to follow the interests of our children. We assess children regularly using Tapestry and personalise the learning journey for our children by identifying their next steps so we can use these in our weekly planning.</p> <p><u>Enhancement opportunities</u></p> <ul style="list-style-type: none">-We regularly plan visits that will support or enhance what the children have been learning in school.-We provide children with the chance to taste and create new dishes during cookery sessions.-Throughout the year children are provided with the opportunity to work with coaches to support their physical development.-We use Tapestry to share children's experiences from home and build on these in our classroom.-We hold stay and play sessions where parents and carers have the opportunity to complete tasks with their child.					