

## Early Years Foundation Stage Long Term Plan 2023 – 2024

| <b>Topics</b>  | <b><u>Autumn 1</u><br/>Go Wild!</b>  | <b><u>Autumn 2</u><br/>Terrific Toys</b>   | <b><u>Spring 1</u><br/>Marvellous Me!</b>  | <b><u>Spring 2</u><br/>Castles and<br/>Dragons</b>   | <b><u>Summer 1</u><br/>Amazing Animals</b>   | <b><u>Summer 2</u><br/>We do like to be<br/>beside the seaside!</b>  |
|--|--|--|--|--|--|--|
| <b>Topic texts</b>   | Starting School<br>Farmer Duck<br>Pattan's Pumpkin<br>Tree - Seasons come,<br>Seasons go<br>Where the Wild things<br>are   | Knuffle Bunny<br>Dogger<br>The Christmas Story<br>Santa's Christmas Post<br>Spreading My Wings   | The Body Book<br>We've all got Belly<br>Buttons<br>Going to the Dentist<br>A Place Called Home –<br>homes around the<br>world<br>Three Little Pigs           | Zog<br>Jack and The Beanstalk<br>Jasper's Beanstalk<br>Martha Maps it Out  | The Encyclopaedia of<br>very Important Animals<br>The Very Hungry<br>Caterpillar<br>The Teeny Weeny<br>Tadpole<br>Counting Creatures<br>The Tiger Child – a<br>folktale from India | Someone Swallowed<br>Stanley<br>Rainbow Fish<br>The Lighthouse Keepers<br>Lunch<br>Golden Domes and<br>Silver Lanterns               |
| <b>Enrichment<br/>opportunities</b>  | Harvest Festival<br>Making soup for our<br>families<br>Welly Walk  | Walk to Post Office to<br>post Santa letters<br>Christmas Craft<br>afternoon with parents<br>and Carers<br>Christmas Service in the<br>Church<br>Perform our Christmas<br>Play                                       | Little Pigs house<br>building workshop<br>World Book Day - Walk<br>to Frome Library<br>Visit from a Dentist<br>Visit St John's Church                        | Growing beans<br>Visit Farleigh<br>Hungerford Castle<br>Castle Banquet<br>Easter Service in the<br>Church<br>Welly Walk  | Visit from Longleat<br>Outreach<br>Caterpillars and<br>butterflies<br><br>Flying to India - Video<br>call with Hope<br>Foundation School,<br>India.<br>Welly Walk                  | Visit to Bristol Aquarium<br>Walk to Welshmill Park<br>Visit our year 1<br>classrooms<br>End of year church<br>service               |
| <b>Communication and<br/>Language</b><br>Developed through<br>high quality<br>interactions, group<br>discussions, role play,<br>topic stories, singing,<br>reading corner texts. | All about Me bags<br>Story time<br>Listening games<br>and Nursery Rhymes<br>Class teddy bear &<br>Show and Tell Bag<br>Re-telling Farmer Duck<br>Re-telling Where the<br>Wild Things Are<br>Role play – Home<br>Corner/Supermarket | Story time<br>Nursery Rhymes<br>Class teddy bear<br>& Show and tell bag<br>Visiting the Post Office<br>The Nativity play<br>Re-telling The Christmas<br>Story<br>Role play – Home<br>Corner/Post Office, Toy<br>Shop | Story time<br>Nursery Rhymes<br>Class teddy bear<br>& Show and tell bag<br>Dentist visiting school<br><br>Role Play – Home<br>Corner/Hospital and<br>Dentist | Story time<br>Nursery Rhymes<br>Class teddy bear<br>& Show and tell bag<br>Re-telling Jack and The<br>Beanstalk<br><br>Role Play – Home<br>Corner/ Castle,<br>Traditional story re-<br>telling | Story time<br>Nursery Rhymes/poems<br>Class teddy bear<br>& Show and tell bag<br>John the Vet visiting<br>school<br><br>Role Play – Home<br>Corner/ Garden centre                  | Story time<br>Nursery Rhymes/poems<br>Class teddy bear<br>& Show and tell bag<br><br>Role Play – Home<br>Corner/ Seaside and<br>cafe |

|  |   |   |  |   |   |  |
|--|---|---|--|---|---|--|
| <p><b>Personal, Social and Emotional Development</b><br/>Developed through Jigsaw lessons, circle times, reading corner texts, social stories.</p>   | <p>Jigsaw – Piece 1 – Being Me</p> <ul style="list-style-type: none"> <li>-School Expectations: <b>Ready, Safe and kind</b></li> <li>-Settling into our classroom</li> <li>-Our class routines</li> <li>-Relationships</li> </ul>   | <p>Jigsaw – Piece 2 – Celebrating Difference</p> <p>School Expectations: <b>Ready, Safe and kind</b></p> <ul style="list-style-type: none"> <li>-Our School</li> <li>-Joining others on our playgrounds</li> <li>-Friendships</li> <li>-e-safety</li> <li>NSPCC Pants</li> </ul>  | <p>Jigsaw – Piece 3 – Dreams and Goals</p> <p>School Expectations: <b>Ready, Safe and kind</b></p> <ul style="list-style-type: none"> <li>-e-safety</li> <li>-Looking after our teeth</li> <li>-Healthy eating</li> </ul>  | <p>Jigsaw – piece 4 – Healthy Me</p> <p>School Expectations: <b>Ready, Safe and kind</b></p> <ul style="list-style-type: none"> <li>-e-safety</li> <li>-Healthy eating/looking after our bodies</li> </ul>  | <p>Jigsaw – Piece 5 – Relationships</p> <p>School Expectations: <b>Ready, Safe and kind</b></p> <ul style="list-style-type: none"> <li>-e-safety</li> <li>-Friendships</li> </ul>   | <p>Jigsaw – Piece 6 – Changing Me</p> <p>School Expectations: <b>Ready, Safe and kind</b></p> <ul style="list-style-type: none"> <li>-e-safety</li> </ul> <p><b>Transition to Year 1</b><br/>Shuffle up days<br/>Letters to and from year 1 teachers<br/>All About Me bags</p>   |
| <p><b>Physical Development</b><br/>Developed through funky fingers small motor activities, malleable areas, drawing, mark making, writing, construction, gross motor activities with large equipment: bikes, scooters, balance boards, balls, hoops, obstacle courses.</p> | <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Games for moving and rotating arms and wrists</li> <li>-Threading</li> <li>-Pouring and stirring</li> <li>-Dough disco</li> <li>- <b>Malleable area</b> – playdough (rolling snakes &amp; balls, squashing, using cutters)</li> <li>-Dressing and undressing dolls</li> <li>-Zips and buttons</li> </ul> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Tummy crawling, crawling on all fours, rolling</li> <li>-Walking, running, jumping</li> <li>-Pushing and pulling on balance bikes</li> </ul> | <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Scissor skills – snipping</li> <li>- Dough disco</li> <li>-<b>Malleable area</b> – playdough (pinching, coiling). Create a coil pot</li> <li>-Dressing and undressing</li> </ul> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Skipping, hopping, tiptoeing, negotiate space safely</li> <li>-Slide and bounce</li> <li>-Pushing shopping trolleys</li> <li>-Pushing and pulling on scooters and balance bikes</li> </ul> | <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>Tripod grip and pencil control</li> <li>-RWI letter formation</li> <li>-Scissor skills – cutting along straight lines</li> <li>-<b>Malleable area</b> – playdough and terracotta clay (rolling, stretching, pinching)</li> <li>Making clay wolves</li> <li>-Dough Disco</li> </ul> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Ball skills, negotiate obstacles safely, balance and coordination</li> <li>-Climbing on PE apparatus climbing frame.</li> <li>-Hanging on monkey bars</li> <li>-Pushing and pulling on scooters and balance bikes</li> </ul> | <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>Tripod grip and pencil control</li> <li>-RWI letter formation</li> <li>-Scissor skills – cutting along wobbly lines</li> <li>-Pen Disco</li> <li>-<b>Malleable area</b> – playdough and terracotta clay (coiling, sculpting with tools)</li> <li>-</li> </ul> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Balance, obstacle courses</li> <li>- Pushing, pulling and pedalling on balance bikes, scooters and trikes</li> </ul> | <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Tripod grip and pencil control</li> <li>-RWI letter formation</li> <li>Scissor skills - cutting out shapes</li> <li>-RWI letter formation</li> <li>Tripod grip and pencil control</li> <li>-Pen Disco</li> <li>-<b>Malleable Area</b> – terracotta clay (joining) mini beasts</li> </ul> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Throwing, moving in different directions, running games</li> <li>-Pushing, pulling and pedalling on balance bikes, scooters and trikes</li> </ul> | <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>Tripod grip and pencil control</li> <li>-RWI letter formation</li> <li>-Throwing and aiming, controlling balls</li> <li>different types of jumps</li> <li>-Scissor skills - cutting out shapes</li> <li>-<b>Malleable Area</b> – plasticine</li> <li>--RWI letter formation</li> </ul> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>-Throwing and aiming, -</li> <li>Small team games: running faster, climbing higher, jumping further</li> <li>-Pushing, pulling and pedalling on balance bikes, scooters and trikes</li> </ul> |

|   |  |   |  |  |   |  |
|---|--|---|--|--|---|--|
| <p><b>Mathematics</b><br/>Developed through daily NCTEM and White Rose carpet sessions, small group maths activities, resources in continuous provision.</p>  | <p><b>NCTEM mastery</b><br/>Subitise within 3<br/>Counting skills<br/>Composition of numbers up to 4<br/>Verbal counting to 10</p> <p><b>WhiteRose maths</b><br/>Compare size, mass and capacity</p> | <p><b>NCTEM mastery</b><br/>Language of comparison<br/>Counting skills<br/>Composition of numbers up to 5<br/>Match numerals to quantities<br/>Verbal counting beyond 20</p> <p><b>WhiteRose maths</b><br/>Recognise and name 2-D shapes<br/>Explore and create simple patterns</p> | <p><b>NCTEM mastery</b><br/>Order numbers to 5<br/>Composition of numbers up to 7<br/>Compare sets<br/>Make unequal sets equal</p> <p><b>WhiteRose maths</b><br/>Explore and compare length and height<br/>Order and sequence time</p>   | <p><b>NCTEM mastery</b><br/>Order numbers to 8<br/>Explore doubles<br/>Use language of 'less than'<br/>Odd and even numbers</p> <p><b>WhiteRose maths</b><br/>Recognise and name 3-D shades<br/>Copy and continue more complex patterns</p>  | <p><b>NCTEM mastery</b><br/>Counting larger sets of objects, actions and sounds<br/>Composition of numbers up to 10<br/>Link numerals to number values<br/>Number bonds within 10 and to 10<br/>Count beyond 10</p>   | <p><b>NCTEM mastery</b><br/>Automatically recall some number bonds to 10, including double facts<br/>Introduce the rekenrek</p> <p><b>WhiteRose maths</b><br/>Repeating patterns<br/>Describe positions and give instructions</p>  |
| <p><b>Literacy</b><br/>Daily Read Write Inc Phonic sessions, handwriting letter formation practise using the Read Write Inc rhymes, indoor and outdoor writing table, clipboards in role play, reading areas, books in different areas inside and out, topic texts.</p> | <p><b>RWI phonics</b> – set 1<br/>single speed sounds, Fred games, Fred Talk to blend sounds into words<br/>-Write letters using RWI handwriting rhymes<br/>-Name writing</p>                        | <p><b>RWI phonics</b> – set 1<br/>single speed sounds, set 1 special friends sounds, Fred games, Fred Talk to blend sounds into words,<br/>-Write letters using RWI handwriting rhymes<br/>-Fred fingers to spell CVC words<br/>-Write lists (letters) for Santa</p>                | <p><b>RWI phonics</b> – set 1 / set 2<br/>single speed sounds, Set 1 special friends sounds, Fred Talk to blend sounds into words<br/>-Write letters using RWI handwriting rhymes</p> <p><b>Colourful Semantics</b><br/>to begin sentence writing – Who? Doing what?<br/>Fred fingers to spell CVC words</p> | <p><b>RWI phonics</b> – set 1 / set 2<br/>single speed sounds, Set 1 special friends sounds, Fred Talk to blend sounds into words<br/>-Reading sentences with red words, special friends.<br/>-Reading RWI red words<br/>-Answering questions about what has been read<br/>-Write letters using RWI handwriting rhymes</p> <p><b>Colourful Semantics</b><br/>sentence writing – Who? Doing what? Where?<br/>Fred fingers to spell</p> <p>Creating story maps</p> | <p><b>RWI phonics</b> – set 1 / set 2<br/>single speed sounds, Set 1 special friends sounds, Fred Talk to blend sounds into words<br/>-Reading sentences with red words, special friends.words<br/>-Reading RWI red words<br/>-Answering questions about what has been read<br/>-Write letters using RWI handwriting rhymes</p> <p><b>Colourful Semantics</b><br/>sentence writing – Who? Doing what? Where?<br/>Fred fingers to spell</p> <p>Creating story maps</p> | <p><b>RWI phonics</b> – set 1 / set 2<br/>single speed sounds, Set 1 special friends sounds, Fred Talk to blend sounds into words<br/>-Reading sentences with red words, special friends.words<br/>-Reading RWI red words<br/>-Answering questions about what has been read<br/>-Write recognisable, correctly formed letters, using RWI handwriting rhymes</p> <p><b>Colourful Semantics</b><br/>sentence writing – Who? Doing what? Where? Write a simple sentence that can be decoded<br/>Fred fingers to spell</p> |

|  |  |   |  |   |   |   |
|--|--|---|--|---|---|---|
| <p><b>Understanding the World</b><br/>Developed through exploring the school grounds, using our local area and community, stories about other people and families, the world and celebrations. Resources in continuous provision, trips out.</p> | <ul style="list-style-type: none"> <li>- All about me bags</li> <li>- Explore the natural world in our school grounds to observe Seasonal changes and signs of Autumn</li> <li>-Magnets</li> <li><b>RE</b> – Special me, who are we?</li> </ul>                            | <ul style="list-style-type: none"> <li>-Explore changes in the natural world around them (Winter)</li> <li>-Explore changing states of matter – freezing and melting</li> <li>-Explore similarities and differences between toys in the past and now</li> <li>-Walk to Post Office to post Santa letters</li> <li><b>RE</b> – Incarnation - Why do Christians perform Nativity plays at Christmas?</li> </ul> | <ul style="list-style-type: none"> <li>-Teeth</li> <li>-Healthy eating</li> <li>-My home</li> <li>-Build and test houses for the Three Little Pigs</li> <li><b>RE</b> – Special places – Church buildings and Synagogue</li> </ul> | <ul style="list-style-type: none"> <li>-Explore changes in the natural world around them (Spring)</li> <li>-Understand important processes and changes in the natural world</li> <li>-Draw information from simple maps</li> <li>-Frome and maps</li> <li><b>RE</b> – Why do Christians put a cross in an Easter garden?</li> </ul> | <ul style="list-style-type: none"> <li>-Pond dipping</li> <li>-Lifecycles – butterflies and frogs</li> <li>-Draw pictures of animals and plants</li> <li>-Explore similarities and differences between life in India and our country</li> <li><b>RE</b> – Which stories are special and why? (Old Testament)</li> </ul> | <ul style="list-style-type: none"> <li>-Explore changes in the natural world around them (Summer)</li> <li>-Floating and sinking</li> <li>-Plastic in the Ocean</li> <li>-Understand the past through settings and characters</li> <li>-People from the past Queen Victoria</li> <li><b>RE</b> – Which stories are special and why? (World Faiths)</li> </ul> |
| <p><b>Expressive Arts and Design</b><br/>Developed through Art and craft activities, creative area, musical instruments, rolesplay and small world areas.</p>  | <ul style="list-style-type: none"> <li>-Charanga music – Me!</li> <li>-Nursery Rhymes</li> <li>-Mark making using different media</li> <li>-Self-portraits - painting</li> <li>-Harvest – printing</li> <li>-Wild Thing Dance</li> <li>-Role play – Home Corner</li> </ul> | <ul style="list-style-type: none"> <li>-Charanga Music - My -- Stories</li> <li>-Nativity Songs</li> <li>-Star dance</li> <li>-Firework mark making</li> <li>-Dogger - Collage</li> <li>-Christmas Crafts – collage and finger/hand printing</li> <li>-Coil pot - clay</li> <li>Role Play – Toy Shop</li> </ul>   | <ul style="list-style-type: none"> <li>-Charanga Music – Everyone!</li> <li>-Junk modelling – joining techniques</li> <li>-Acting out traditional tales</li> <li>-Role Play – Doctors</li> <li>Make clay wolves</li> </ul>         | <ul style="list-style-type: none"> <li>-Charanga Music – Our World</li> <li>-Drawing</li> <li>-Acting out Jack and The Beanstalk</li> <li>-Weaving</li> <li>-Role paly - Castle</li> </ul>  | <ul style="list-style-type: none"> <li>-Charanga – Big Bear Funk</li> <li>-Observational drawings</li> <li>-Leaf and bark rubbings</li> <li>-Clay minibeasts</li> <li>--Role Play – garden Centre</li> </ul>  | <ul style="list-style-type: none"> <li>-Charanga – Reflect, Rewind and Rewind</li> <li>-Colour mixing</li> <li>-Drawing with different media</li> <li>-Role Play – The Seaside and cafe</li> </ul>  |