## **Mayespark Primary School: Long Term Plan – EYFS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | Ourselves! | Celebrations | Light and Dark | The world around us | Animals and Minibeasts | Seaside |
| **Texts** | -Starting school by *Allan Ahlberg and Janet Ahlberg*  -It is ok to be different by *Todd Parr*  -what I like about me *by Allia Zobel Nolan*  -My Hair *by Hannah Lee* | -Super doper you by *Sophy Henn*  - What do you celebrate? by *Whitney Stewart*  - The festival of light – *the story of Diwali*  - The story of Christmas | - Handa’s Surprise by *Eileen Browne*  - Oliver’s vegetables by Vivian French  -Whatever next by Jill Murphy  - The night pirates by Peter Harris& Deborah Allwright  - Darkness slipped in by Ella Burfoot | -We are going on a bear hunt by Michael Rosen  -Rosie’s walk by Pat Hutchins  -The Foggy Foggy Forest by Nick Sharrat  - The world around us (non-fiction texts) | -Little Red and a very Hungry Lion by Alex T Smith  -Little Rabbit Foo Foo by Michael Rosen  - Giraffes can’t dance by Giles Andreae  -The bad-tempered Ladybird by Eric Carle  - The crunchin1g Munching Caterpillar by Sheridan Cain  -Arrrrggghhhh Spider by Lydia Monks | -Town is by the sea by Joanne Schwartz  -The snail and the whale by Julia Donaldson  -You Can't Take an elephant on Holiday by [Patricia Cleveland-Peck](https://www.amazon.co.uk/Patricia-Cleveland-Peck/e/B0759QMS1Q/ref=dp_byline_cont_book_1)  -Billy’s Bucket by Kes Grey |
| **Communication and Language** | -Learning to listen to stories with increasing attention and recall  -Sitting, listening and joining in as appropriate  - practise speaking in full sentences | -Learning to use talk to organise, sequence and clarify thinking, ideas, feelings and events  -Discussions about the story that has been read  -Learning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words | -Retelling our favourite stories to each other  -choosing our favourite books and discussing why we like them | -sharing enjoyment of reading poems  -discussing rhyming words and how they sound  -exploring traditional and contemporary poems.  **-** Talking about seasons and weather | -Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **-**discussing books that extend knowledge of the world  **-**Discussing our favourite animals | -practising speaking in a clear loud voice  -using new taught vocabulary and putting them into sentences  -describing events in some details |
| **Personal, Emotional and Social development.** | -learning to show more confidence in new situations like the school routine  -understanding the different ways to solve problems between friends | -Understand that people have different interests and beliefs and to learn to respect them | -Build good relationships with adults and other children  -Understanding that some words and actions can both affect other people’s feelings. | -Expressing our feelings and consider the feelings of others | -show resilience and perseverance in the face of challenge  -learning from our mistakes | -making own decisions about setting goals and discuss how to achieve them  -reflecting on our work and discussing how to improve |
| **Physical Development** | -use a comfortable grip with good control when holding pens and pencils  -develop movement through balancing  **PE**  Indoor: Gymnastics  Outdoor: Games | -use one-handed tools and equipment, for example making snips in paper with scissors  -using a range of tools safely and confidently for drawing, writing and cutting  **PE**  Indoor: Dance  Outdoor: Games | Practising writing the correct letter formation  **PE**  Indoor: Gymnastics  Outdoor: Games | -developing overall body strength, balance and co-ordination  **PE**  Indoor: Dance  Outdoor: Games | -learning to develop core muscle strength to achieve good posture  **PE**  Indoor: Gymnastics  Outdoor: Athletic Skills | -use large muscle movements to wave flags.  Streamers, paint and make marks  **PE**  Indoor: Dance  Outdoor: Athletic Skills |
| **Literacy** | -learning how to handle books and looking the print  -discuss what is happening in the texts that has been read  -using clues from the pictures to help us answer questions about a story. | -Engage in extended conversations about stories  - To predict what might happen next in the story  -Learn new vocabulary from the stories and use them in everyday sentences  -Learning to answer how and why questions | -Exploring different types of texts  -Using exciting vocabulary to describe characters in the story | discussing rhyming words and how they sound  -exploring traditional and contemporary poems  **-**Learning about the different types of questions and what skills we need to answer them | - Exploring facts from non-fiction texts  -learning how to retrieve information from a non-fiction text | -Re-read books to build up confidence and fluency  -learning new vocabulary from books and using them in sentences  -describing events in some detail |
| **RWI**  -learning initial sounds | **RWI**  -learning initial sounds  Blend sounds into words | **RWI**  -Read some letter groups that each represent one sound and say sounds for them  -Read a few common exception words (you, the, she, he, your, was, said) | **RWI**  -Read simple phrases and sentences made up of words with known sounds  -Read a few common exception words (you, the, she, he, your. Was, said) | **RWI**  -Read simple phrases and sentences made up of words with known sounds  -Read a few common exception words (you, the, she, he, your. Was, said) | **RWI**  -To develop the skill of self-correcting when a sentence does not sound right |
| **Writing**  -practice writing our names  -practice mark making | **Writing**  - practice writing our names  - form lower case letters correctly | **Writing**  - spell words by identifying the sounds then writing the sound with letter/s  - form lower case letters correctly  -To write labels and captions | **Writing**  - spell words by identifying the sounds then writing the sound with letter/s  - write short sentences with words with known sound letter using full stop.  -To write poems about colours | **Writing**  -write short sentences with words with known sound letter using full stop  -To write shopping lists | **Writing**  -To practise editing our writing by rereading the sentences to check it makes sense  - To write our own adventure stories |
| **Maths** | -counting and recognising numbers to 20  -comparing size, mass and capacity.  -exploring patterns. | -representing numbers  -comparing quantities  -describing 2d shapes  -finding one more and one less than numbers  *Number blocks series 1, Episodes 1-11* | -comparing numbers to 10  -compare mass and  capacity  -combining two groups  - discussing length and height and time  *Number blocks series 1, Episodes 12-15* | -learning number bonds to 10  -comparing numbers to 20  -describing 3d shapes  -making patterns  *Number blocks series 2, Episodes 1-10*  *Number blocks series 3, Episodes 6-15* | -counting patterns beyond 10  -adding numbers within 20  -subtracting numbers within 20  -doubling and halving numbers within 20  *Number blocks series 3, Episodes 24-29*  *Number blocks series 4, Episodes 1-15* | -counting beyond 20  -exploring odd and even numbers  -sharing and grouping  -developing a deeper understanding of numbers and patterns  *Number blocks series 2, Episodes 9 and 11*  *Number blocks series 3, Episodes 17-20* |
| **Understanding of the World** | -talking about our families  -learning about places that are special to our community | -exploring the different beliefs that people have and how they celebrate special times in different ways  -discussing the similarities and differences between life in our country and life in other countries | Describing what see, hear and feel.  - comparing and contrasting from stories including figures from the past. | -exploring maps and our local area  -looking at aerial views of the school setting  -Recognise some environments that are different to the one in which they live. | -learning to use our senses to describe what is around us  -describing some plants and animals in our environment | -learning about nature and how we should respect the environment  -comparing hot and cold environments  -discussing the change in seasons |
| **Expressive Arts and Design.** | -learning to use a range of materials and tools to create collages | -exploring musical instruments and the sounds they make | -learning to act out a story using props | -learning about the different colours and the effects of what happens when they are mixed | -practising the skills of observational drawings | - exploring and engaging in music and dance, performing in groups |
|  |  |  |  |  |  |  |