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

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic**  | All about me!  | Stories and Rhymes  | Fairy tales  | Colours  | Growing and Food  | Adventures  |
| **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* | -Elmer *by David Mckee* -The Hungary Caterpillar *by Eric Carle*-The big book of Nursery Rhymes *(poetry)*- So Much *by Trish Cooke* | -The Three Little pigs - Goldilocks and the Three Bears - Little Red Riding Hood - The Ginger bread man -The Three Billy Goats Gruff | -Rainbow Fish by Marcus Pfister &J.Alison James-Planting a Rainbow by Lois Elhert -Little blue, Little Yellow by Leo Lionni  | -Jack and the beanstalk-The enormous Turnip by Ireane Yates -Never use a knife and fork by Nick Sharrat - Oliver’s vegetables by Vivian French  | -We are going on a bear hunt by Michael Rosen -The snail and the whale by Julia Donaldson -Town is by the sea by Joanne Schwartz -Rosie’s walk by Pat Hutchins |
| **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 foods | -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  | -expressing our feelings and consider the feelings of others  | -build good relationships with adults and other children -understanding that some words and actions can both affect other people’s feelings | -understand that people have different interests and beliefs and to learn to respect them  | -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 and streamers, to 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 traditional tales and characters in the story-using exciting vocabulary to describe characters in the story  | -discussing rhyming words and how they sound -exploring traditional and contemporary poems**-l**earning 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 andcapacity-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  | -discussing what life was like in the past and how it has changed -learning about some famous buildings near our city  | -learning about nature and how we should respect the environment-comparing hot and cold environments -discussing the change in seasons  | -learning to use our senses to describe what is around us-describing some plants and animals in our environment  | -exploring maps and our local area -looking at aerial views of the school setting  |
| **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 |