

Long term EYFS Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme – pupils choose theme for each term at the end of a previous term	Pupils choose on transition/moving up day in the July	Pupils choose	Pupils choose	Pupils choose	Pupils choose	Pupils choose
Key events across the year to link in with learning	Transition Birthdays Harvest Festival Rosh Hashanah Ganesh Chaturthi	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit Yom Kippur Sukkot World Nursery Rhyme Week Anti-Bullying Week St Andrew's Day Hanukkah	Winter Walk Valentine's Day Pancake Day Chinese New Year Food tasting – different cultures St David's Day Shrove Tuesday Ash Wednesday World Book Day Winter Paralympics International Women's Day St Patrick's Day Holi Mother's Day	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Ramadan First Day of Passover Easter St George's Day	May bank holiday Summer Solstice Eid al-Fitr Mental Health Awareness Week Walk to School Week Father's Day Kings Coronation	SRE Week Transition Primary Department end of year trip World Environment Day Sports Day Activity Week Healthy Eating Week
Parental Engagement	Regular contact with families linked to starting school/transition programmes Daily Seesaw updates	Christmas Production Stay and Play- Tea and Coffee afternoon Parent evening Christmas Fayre	Daily Seesaw updates	Stay and Play- Tea and Coffee afternoon Easter Bingo Daily Seesaw updates	Daily Seesaw updates	Sports day Summer Fayre Annual school report Parents evening Daily Seesaw updates

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		Daily Seesaw updates				
Stories	Texts will reflect chosen topic	Texts will reflect chosen topic	Texts will reflect chosen topic	Texts will reflect chosen topic	Texts will reflect chosen topic	Texts will reflect chosen topic
<p>Indoor and outdoor book areas – books changed each term to support topic chosen by pupils.</p> <p>Pupils will have the opportunity to choose and take home a book each week while working within phase 1 phonics. Pupils that progress onto phase 2 will have a book that aligns with the phonemes they are learning.</p> <p>Pupils will have story and rhymes as part of their 1:1 TEACCH work (daily).</p> <p>Weekly sensory story session linked to chosen theme.</p> <p>Pupils choose songs and stories on smartboard to develop functional communication and ICT skills to prepare for EYFS/KS1 programmes of study</p>						
Literacy – comprehension	<p>Listening to stories.</p> <p>Listening and responding to familiar poems and rhymes.</p> <p>Developing awareness of ‘first and then’</p> <p>Start and finish boxes.</p>	<p>Listening and responding to stories.</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p>	<p>Listening and responding to stories</p> <p>Having a favourite story/rhyme.</p> <p>Pointing to preferred and requested pictures</p>	<p>Beginning to retell stories.</p> <p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images/symbols/apps.</p> <p>Enjoys an increasing range of books.</p> <p>Sequencing familiar stories using pictures to tell the story.</p>	<p>Retelling stories with the recently introduced vocabulary.</p> <p>Encourage children to record stories through picture drawing/mark Making.</p> <p>Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Listening to stories. Recognising initial sounds. Making up stories with themselves as the main character.</p> <p>Understanding 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</p>

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				Communicating answers to simple questions about a story using key words and symbols		<p>of the various parts of a book.</p> <p>Environment print – noticing print in classroom and around school</p> <p>Extension - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Ensure home reading books match their phonic knowledge.</p>
Literacy word - reading	<p>Tracks a visual stimulus</p> <p>Handles books and printed material and digital material with interest</p> <p>Notices pictures and symbols and is beginning to recognise what they stand for in their familiar experiences</p>	<p>Handles books and printed material and digital material with interest</p> <p>Notices pictures and symbols and is beginning to recognise what they stand for in their familiar experiences</p> <p>Is interested in and anticipates books and rhymes and may have favourites</p>	<p>Notices pictures and symbols and is beginning to recognise what they stand for in their familiar experiences</p> <p>Is interested in and anticipates books and rhymes and may have favourites</p> <p>Fills in the missing word or phrase in a known rhyme, story or game</p>	<p>Fills in the missing word or phrase in a known rhyme, story or game.</p> <p>Shows anticipation of repeated refrain or key moment in a familiar story or rhyme.</p> <p>Decodes a single symbol</p> <p>Begins to join in with actions and sounds in</p>	<p>Decodes a single symbol</p> <p>Begins to join in with actions and sounds in familiar song and book sharing experience</p> <p>Have some favourite stories, rhymes, songs, poems and jingles</p>	<p>Repeats and uses actions, words from familiar stories</p> <p>Fill in the missing word or phrase in a known rhyme, story or game</p> <p>Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps.</p>

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			Shows anticipation of repeated refrain or key moment in a familiar story or rhyme.	familiar song and book sharing experience Have some favourite stories, rhymes, songs, poems and jingles	Repeats and uses actions, words from familiar stories Fill in the missing word or phrase in a known rhyme, story or game	Decodes a sequence of at least two symbols Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.
Literacy - writing	See roots of mark making and handwriting in playing and exploring and physical development	See roots of mark making and handwriting in playing and exploring and physical development	See roots of mark making and handwriting in playing and exploring and physical development	See roots of mark making and handwriting in playing and exploring and physical development	See roots of mark making and handwriting in playing and exploring and physical development	See roots of mark making and handwriting in playing and exploring and physical development
Maths	Number – Counting who is here, collecting smiley ducks (10 frames), counting songs, maths table with activities (continuous provision) Spatial awareness- Playtime, PE, continuous indoor and outdoor provision Shape – Different sized and shapes objects,	Number – Counting who is here, collecting smiley ducks (10 frames), counting songs, start and finish boxes/TEACCH, number names, more and less, the same and different, counting objects	Number – Taking or giving two or three objects from a group, counting on fingers activities, using number language in play Spatial awareness - Visits in local community, PE, swimming, playtimes	Number – Rote counting activities to 5 then 10, number ordering activities, recognise numerals and order Spatial awareness – Local area visits, PE, Swimming, playtimes Shape- Naming and recognising shapes activities, combining	Number – Practically exploring adding and subtracting, react to changes of amounts, Spatial awareness – PE, Swimming, playtime, indoor and outdoor continuous provision, local area trips Shape- Using shapes – responding to both	Number – Matching numerals with a group of items, counting out a larger group, subitising activities, reciting numbers Spatial awareness – PE, Swimming, local area visits, sports day, primary trip,

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Physical Development	<p>Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on or pull and push. Two-wheeled balance bikes and pedal bikes. Swimming</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance. Swimming</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Swimming</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. Swimming</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Swimming Sports day</p>
	<p>Fine Motor: Large threading beads and string, playdough squeezing and rolling, writing table with selection of jumbo pens, crayons, chalk to explore mark making – pupils to explore tools and media</p>	<p>Fine Motor: Using large tweezers, with support, playdough squeezing and using rollers, large and small bead threading activities, writing table with</p>	<p>Fine Motor: Selection of large and smaller tweezers, wider range of threading activities with patterns and different thickness of threads, mark making activities, tracing lines and</p>	<p>Fine Motor: Selection of large and smaller tweezers, wider range of threading activities with patterns and different thickness of threads, mark making activities, tracing lines and shapes in</p>	<p>Fine Motor: Dough activities. Daily mark making/name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p>	<p>Fine Motor: Dough activities. Daily mark making/name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p>

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	with support and this be reduced across the term. Supporting pupils to use a touch screen app to mark make	selection of jumbo pens, crayons, chalk to explore mark making and drawing lines/shapes with less adult support. Supporting pupils to use a touch screen app to mark make	shapes in work stations, playdough squeezing and using rollers and large cutters of varying shapes, using scissors, with support, ipads, smartboard	work stations, playdough squeezing and using rollers and large cutters of varying shapes, using scissors with light support, ipads smartboard	Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush using whole hand grasp. Pencil Grip – encourage tripod grip if pupils are ready. Typing names on keyboards, with support	Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. Typing names on keyboards, with less support
PSED	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					
	Managing Self: New Beginnings. See themselves as a valuable Individual. Being me in my world. Class Rules and Routines.	Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive	Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify	Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets.	Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and

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	Supporting children to build relationships.	and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in scenarios.	Looking after our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Discuss why we take turns, wait politely, tidy up after ourselves and so on	show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play a significant role in the reception year. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Understanding the World	Past and Present Who is in my family? Responding/commenting on photos of their family – naming/matching who	Past and Present Links to festivals: Bonfire night, Diwali, Xmas	Past and Present Roles of different jobs around us. What jobs do our family members	Past and Present Role-play – related to topic chosen by pupils	Past and Present Role –play – centred around chosen topic	Past and Present Exploring the seaside now and in the past.

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	<p>they can see and of what relation they are to them.</p> <p>Can communicate about what they do with their family and places they have been with their family.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families.</p> <p>Communicate about members of their immediate family and community.</p> <p>Ourselves – parts of the body.</p> <p>Our school.</p> <p>Role play – home setting.</p> <p>Their past and their life as a baby</p>	<p>Can talk about what they have done with their families during Christmases in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>do?</p> <p>Role-play – related to topic chosen by pupils</p>			<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

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	<p>People, Culture and Communities Describing their environment around them. Can they locate their home on Google maps? Exploring what makes a family. The varying members of a family unit.</p>	<p>People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>	<p>People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother’s Day</p>	<p>People, Culture and Communities Maps of the school and developing maps of the local area.</p>	<p>People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
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	<p>The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>The Natural World Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non-fiction arctic environment and animals. Comparing the Arctic to their local environment.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to us environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>The Natural World Care and concern for living things. Planting Sunflowers, beans and other Flowers. Observing minibeasts. Looking after the caterpillars.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of</p>

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						matter.
Expressive Art and Design	Pupils will have weekly creative arts sessions with Katherine Lynn.					
	<p>Being Imaginative and Expressive:</p> <p>Songs of reference</p> <p>Singing songs and learning some familiar songs – Harvest songs.</p> <p>Role-play – related to chosen topic</p> <p>Small world play.</p>	<p>Being Imaginative and Expressive:</p> <p>Songs of reference</p> <p>Singing songs and learning some familiar songs – Christmas songs.</p> <p>Performing the Christmas show.</p> <p>Role-play – related to topic and a week before Christmas decorated linked to this celebration</p> <p>Small-world – link to winter and Christmas</p>	<p>Being Imaginative and Expressive:</p> <p>Songs of reference</p> <p>Singing songs and learning some familiar songs – Winter songs.</p> <p>Role-play – related to chosen topic</p> <p>Small world – related to chosen topic</p> <p>Chinese New Year songs.</p>	<p>Being Imaginative and Expressive:</p> <p>Songs of reference</p> <p>Singing songs and learning some familiar songs – Easter songs.</p> <p>Role-play –related to chosen topic</p> <p>Small world – related to chosen topic</p>	<p>Being Imaginative and Expressive:</p> <p>Songs of reference</p> <p>Singing songs and learning some familiar songs – Spring songs.</p> <p>Role-play – linked to chosen topic</p> <p>Small world play – linked to chosen topic</p>	<p>Being Imaginative and Expressive:</p> <p>Songs of reference</p> <p>Singing songs and learning some familiar songs – Seaside/Sea songs.</p> <p>Role-play – Linked to chosen topic</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

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	<p>Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures</p>	<p>Creating with Materials: Linking colours to festivals. Firework pictures using drawing apps. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p>	<p>Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns</p>	<p>Creating with Materials: Spring pictures. Flower artwork</p>	<p>Creating with Materials: Pictures linked to chosen topic Healthy Eating collages. African Art</p>	<p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
SMSC – through 'time to talk' and assemblies	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.</p>	<p>British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of</p>

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	All cultures are learned respected, and celebrated.	different faiths and beliefs and for those without faith.	recognise that we are accountable for our actions. We must work together as a team when it is necessary.	that everyone is different.	We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment	In-house baseline data National Reception Baseline Assessment (RBA) Observations on Seesaw Baseline on Target Tracker Parent/pupil meeting – settling in.	Observations on Seesaw First (autumn term) assessment window Pupil progress meetings	Observations on Seesaw	Observations on Seesaw Second (spring term) assessment window Pupil progress/intervention meetings	Observations on Seesaw	Observations on Seesaw Third (summer term) assessment window in school End of Year Data submitted to local authority End of year Report to parents