EYFS Long Term Planning

Term and Learning Curriculum Focus Question	Autumn 1 What do I know about me?	Autumn 2 Is everybody's home the same?	Spring 1 What has Winter changed?	Spring 2 Are all mini-beasts scary?	Summer 1 What is out of this world?	Summer 2 Are all tales traditional?
Possible Themes/Interests/Lines of Enquiry	All about ourselves Healthy bodies Oral hygiene How we change/growing up Families Autumn Halloween Peepo – babies and linking to past and present	Autumn – animal homes Stick man Halloween Diwali Bonfire Night Other countries – holidays and other real life experiences Visit to Stalybridge Comparing our life to life in China Chinese food tasting Pandas – Sichuan Forest Christmas/Father Christmas story Christmas around the world Christmas Pantomime	Winter Snow and ice Winter walk around Cheetham's park Arctic animals Polar regions Lost and Found Ice Age – Cave Baby/Woolly Chinese New Year Frozen/Olaf	Pancake Day Easter Bug man visit Life cycles Habitats Caterpillar eggs for classroom Tadpoles Making wormery Planting/Gardening/Spring Spring – changes in the environment	Aliens Stars Rockets Planets Toy Story – new Buzz movie? Pinocchio – comparing past and present (clothing, toys) Famous Astronauts Light and dark – shadows Shadow puppets Den building at National Park – light and dark	Summer holidays Summer holidays (past and present) Sun safety A visit from a police officer A visit from the Big Bad Wolf A crime scene in the classroom Alternative tales A rock concert – Goldi Rocks and the Three Bears
Communication and Language **Specific Systems, Programmes & Interventions to Support Learning;** - NELI - Colourful Semantics - Motivate to Communicate - Hanen - Makaton - Rising Stars Vocabulary (from Spring/Summer)	Begin to understand and show what active listening looks like, including story times, rhyme time, singing, carpet times. Begin to sustain concentration and focus for short periods of time Listen to and follow one step instructions Begin to show an understanding of my learning by answering some questions Talk to others in 1:1, small group and in whole class situations Begin to ask others for help and support when needed Begin to learn and use new vocabulary.	Listen actively to others one to one, in small groups and whole class, including story times, rhyme time, singing, carpet times. Listen in familiar & new situations. Listen to a follow two step instructions. Use talk to explain thoughts and ideas. Listen to and engage in story times, answering some questions. Describe some events in detail from my own experiences and stories (specific to celebrations) Learn new vocabulary and use with some support.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary ***Use new vocabulary through the day***	***Listen carefully to rhymes and songs, paying attention to how they sound.*** ***Learn rhymes, poems, and songs.***			***Use new vocabulary in different contexts*** ***Listen to and talk about stories to build familiarity and understanding***.	
Personal, Social and Emotional Development Self-regulation **Specific Systems, Programmes & Interventions to Support Learning;** - Tameside RE Syllabus - BLP Characters - Stalyhill Character Awards - Lego Therapy - Relax Kids - Nurture intervention group	Begin to form positive relationships with adults and peers Identify our feelings Identify right and wrong choices, sometimes with support. Talk about what makes us unique and valuable individuals Know some ways that we can look after ourselves, including the importance of healthy eating, oral hygiene, exercise and our mental wellbeing Recognise and know BLP character 'Team Work Tina'.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships with our peers and adults. Talk about ourselves as unique individuals and respect differences Recognise and know BLP character 'Thinking Theo'.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. Recognise and know BLP character 'Keep Going Kate'.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Recognise and know BLP character 'Reflective Ravi'.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Show a range of BLP in learning and be able to identify them with support from an adult.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. Independently able to identify when they have showcased BLP and which character they have been.

Religious Education (Tameside RE Syllabus)	Tameside RE Syllabus: Which stories and special and why?	Tameside RE Syllabus: Which people are special and why?	Tameside RE Syllabus: What places are special and why?	Tameside RE Syllabus: What times are special and why?	Tameside RE Syllabus: Being special: where do we belong?	Tameside RE Syllabus: What is special about our world?
PSHE Scheme of Work	**Being in my World**	**Healthy Me**	**Celebrating Differences**	**Relationships**	**Dreams and Goals**	**Changing Me**
Physical Development **Specific Systems, Programmes & Interventions to Support Learning;** - Motor Skills United - Dough Disco - Fine and Gross Motor interventions with Sport's Coach	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Know how to find a safe space. Learn to travel in different ways. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, oral hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Begin to travel at different levels. Change direction safely and effectively. Revise the different factors that support their overall health and wellbeing: now also including sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Further develop and refine fundamental movement skills, including: agility, balance and co-ordination and begin to apply to dance. Dance: move to the music, copy dance moves, perform own dance moves and perform a simple sequence.	Combine different movements with ease and fluency Refine a range of ball skills including: throwing at a target with increasing accuracy and begin to develop tactics to hit a target more frequently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Introduction into attacking and defending and the competitive games we might need these skills for (in readiness for Y1)
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.					
Literacy - Comprehension **Specific Systems, Programmes & Interventions to Support Learning;** - Read, Write, Inc. - Talk 4 Writing - Martin Harvey Handwriting Scheme (from Summer)	**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	**Comprehension:** Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think…?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy – Word Reading	**Word Reading:** Begin to hear general sound discrimination. Read individual letters by saying the sounds for them. Begin to orally blend.	**Word Reading:** Read individual letters by saying the sounds for them. Orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our RWI phonics programme.	**Word Reading:** Read individual letters and some digraphs by saying the sounds for them. Blend sounds into words, so that they can read short words and short sentences made up of known letter-sound correspondences. Read a few common exception words matched to our RWI phonics programme.	**Word Reading:** Read individual letters and some digraphs and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words matched to our RWI phonics programme.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words matched to our RWI phonics programme.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read sentences made up of words with known letter–sound correspondences. Re-read what they have written to check that it makes sense.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					

Phonics	**Sound Awareness** Hear general sound discrimination, identify rhythm, rhyme, alliteration and begin to orally blend and segment simple words. **RWI – Set 1** Know phoneme grapheme correspondence of the set 1 sounds taught so far (following RWI teaching guidance and sequencing) Learn/begin to orally blend with known letters for reading VC and CVC words. Learn to segment/begin to segment VC and CVC words for spelling Know red words; I, the, my, you, said).	**Sound Awareness** Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words (CVC/VC) **RWI – Set 1 continues…** Know phoneme grapheme correspondence of all set 1 sounds, including set 1 digraphs: sh, th, ch, qu, ng and nk. Orally blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know red words; so, no, go, me, they).	**RWI – Set 1 for spelling** Consolidate skills from Autumn term – reading words containing all set 1 sounds. Learn set 1 sounds again with a focus on letter formation and segmenting to spell. Know consonant endings - ff, ll, ss, zz, Blend and segment known sounds for reading and spelling VC, CVC, CVCC Know red words; of, to, into, was, all, are. Read books containing the sounds we know so far (Ditties) Answer comprehension questions about stories they have read.	**RWI – Set 1 for spelling** Consolidate skills from Spring 1. Continue to learn set 1 sounds again with a focus on letter formation and segmenting to spell. Blend and segment known sounds for reading and spelling CVC and CVCC Know red words; Know and read books containing the sounds we know so far (Red books) Answer comprehension questions about stories they have read. Write about stories they have read, with a focus on segmenting to spell and sentence structure.	**RWI – Set 2** Consolidate Set 1 sounds for reading and spelling. Learn set 2 digraphs and trigraphs; ay, ee, igh, ow, oo, oo, Know and read red words; Read green storybooks Answer comprehension questions about stories they have read. Write about stories they have read, with a focus on segmenting to spell and sentence structure.	**RWI – Set 2** Consolidate Set 1 sounds for reading and spelling. Learn set 2 digraphs and trigraphs; Know and read red words; Read green or purple storybooks Answer comprehension questions about stories they have read. Write about stories they have read, with a focus on segmenting to spell and sentence structure. Write longer sentences using phonic knowledge, including digraphs and trigraphs.
Literacy - Writing **Children to be able to orally retell a poem every half term**	**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally identify initial sounds in words. Write their name copying it from a name card or try to write it from memory. **Handwriting:** Draws lines and circles.	**Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write some recognisable letters. **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. **Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name with increasing independence. **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.	**Emergent writing:** Use appropriate letters for initial sounds. Begin to segment to spell VC and CVC words. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it. **Spelling:** Spell to write VC and CVC words independently using Set 1 sounds. **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Recognise that we use a full stop at the end of our sentence.	**Emergent writing:** Build words using letter sounds in writing to write a simple phrase. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Spell to write VC, CVC and CVCC words independently using Set 1 sounds. Spell some Red Words e.g. the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. **Composition:** Write a simple sentence using finger spaces and a full stop. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. **Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to start Martin Harvey handwriting scheme.	**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop **Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using set 1 CCVCC Spell some Red Words independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly following the Martin Harvey handwriting scheme.

Mathematics **Specific Systems, Programmes & Interventions to Support Learning;** - White Rose Maths - NCETM materials - GLOW Mastery - One Billion Maths App	***Counting principles*** ***Subitise*** ***Exploring composition of numbers to 4*** **Number and Place Value** **Addition and Subtraction** Just Like Me • Match and sort • Comparing amounts (through 1, 2, 3, 4) It's Me 1, 2, 3/Light and Dark • Representing 1, 2, 3, 4 • Comparing 1, 2, 3, 4 • Composition of 1, 2, 3, 4	***Counting principles*** ***Subitise*** ***Exploring composition of numbers to 5*** ***Automatic recall of bonds to 5*** **Number and Place Value** **Addition and Subtraction** Light and Dark • Representing 5 • Comparing numbers to 5 • Composition of numbers 4 and 5 • One more than and one less (split into separate weeks) ***Alive in 5*** • Number 6, 7, 8	***Explore the composition of numbers to 5 and then to 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** ***Alive in 5*** • Making pairs, pairs wise, doubles • Combining 2 groups **Building 9 & 10** • 9 and 10 • Comparing numbers to 10 • Bonds to 10	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-10*** **Building 9 & 10** • Bonds to 10 **To 20 & Beyond** • Building numbers beyond 10 **Geometry – Shape and Space** **It's Me 1, 2, 3** • Circles and triangles • Spatial awareness **Light and Dark** • Shapes with 4 sides **Alive in 5** • 3D shapes	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** **Geometry –Exploring Patterns** Just Like Me • Make simple patterns Building 9 & 10 • Patterns (2) Spatial reasoning **To 20 & Beyond** • Counting patterns beyond 10 **First, Now, Then** • Adding more • Taking away	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** **Find my Pattern** • Doubling • Sharing and grouping • Even and odd **On the Move** • Deepening understanding Patterns and relationships **Measurement** **Just Like Me** • Compare size, mass and capacity • Compare length and height
	Time →					
Understanding the World ***People, Culture and Communities explicitly taught using Tameside RE Syllabus – please see above.***	**Chronology**: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Know and understand that we change and grow over time. Have an understanding of past and present	**Chronology:** Use language of 'present' when observing signs of autumn in Cheetham's Park. Use the language of time when talking about past/present events in their own lives and in the lives of others including events and people they have learnt about through books (see below for events). **Enquiry:** Find out about key historical events and why and how we celebrate today - Bonfire Night, Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.	**Chronology:** Use the language of time to compare what our local area looked like previously (autumn walk) to what it looks like now (winter walk). **Enquiry:** Find out about key historical events and why and how we celebrate today- Chinese New Year, Valentine's Day	**Chronology:** Talk about and sequence changes in animal life cycles. **Enquiry:** Asking questions to find out why things happen and how things change (life cycles) Find out about key historical events and why and how we celebrate today - Easter, Lent, Shrove Tuesday/Pancake Day) Ramadan	**Chronology**: Compare past and present using the story of Pinocchio – comparing toys and clothing. **Enquiry:** Use artefacts to investigate toys of the past, asking questions and linking our learning to talk about what it is. Find out about key historical events and why and how we celebrate today - Eid Al-Fitr,	**Chronology:** Order real life experiences and stories. **Enquiry:** Comment on images of familiar situations in the past – summer holidays in England. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Find out about key historical events and why and how we celebrate today? Eid Al-Adha, The Commonwealth Games,
	Begin to develop a sense of **continuity and change** by being able ***to compare and contrast characters from stories throughout the year, including figures from the past.***					
	Mapping: Talk about the features of their immediate environment with visual representations e.g. locating learning areas within the classroom, carpet places, navigating around school and our outdoor environment.	**Mapping:** Learn more about our local area of Stalybridge, identifying key places and visiting Stalybridge on our school trip Collaboratively use a simple map when learning about our local area. Recognise, know, and describe features of different places. Look closely at similarities and differences (our local area and China).	**Mapping:** Collaboratively create a simple map using the features of Cheetham's Park (to use on our trip). **Enquiry:** Comment and ask questions about their immediate environment and places they have learnt about – our local park.	**Mapping:** Create and complete a simple grid map for a Beebot. **Enquiry** - comment and ask questions about their immediate environment, other places which are familiar to them and places they have learnt about e.g.,	**Mapping:** Complete a simple BeeBot program using iPads. **Enquiry:** Commenting and asking questions about our solar system and comparing to life on earth.	**Mapping:** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Enquiry:** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
	Seasonal observations Describing what we can see, feel and hear whilst outside Explore the natural world around us →					
Expressive Arts and Design	Portrait skills – drawing themselves, observational work Naming primary colours	Sculptures (links to visit to Cheetham's Park) Naming primary and secondary colours.	Natural art – Carl Warner Colour mixing and naming secondary colours	Colour exploration – Kandinsky – Several circles (1926) and compare.	Creating shadow puppets	Building structures – houses

Specific Schemes, Programmes & Interventions to Support Learning; - Charanga (music)	**Charanga Songs:** Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Change the pitch of our voices to high and low. Develop storylines in their pretend play.	Choosing specific colours for certain purpose **Charanga Songs:** I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody (Christmas Nativity).	**Charanga Songs:** Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**Charanga Songs:** Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills.	***Charanga Songs:*** Big Bear Funk Listen attentively, move to, and talk about music, expressing their feelings and responses.	***Charanga Songs Reflect, Rewind & Replay:*** Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses.
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings ***Choosing media and materials to achieve a planned result.*** ***Explore and engage in music making and dance, performing solo or in groups.*** Singing – well known nursery rhymes, familiar songs and chants.					