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| **EYFS Long Term Plan 2024-2025** |  |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics** | Supertato  | Stick Man | Lost and Found | What the Ladybird Heard | Jack and the Beanstalk | Jack and the Flum Flum Tree |
| **Suggested visits/trips** | Sandbach library |  | Peak Wildlife Park |  |  | Delamere Forest |
| **Personal, Social and Emotional Development** | *Baseline Assessments***Self regulation***Kapow- My Feelings*I can name and understanding emotions (The Colour Monster)I can take part in circle times**Managing self***Kapow- Taking on Challenges*I can explain school/class rulesI can create class rulesI can follow class rules**Building relationships**I can begin to make friendsI can take turns (turn taking games, parachute games) | **Self regulation** *Kapow Listening and Following instructions* I can talk about my feelings and begin to show consideration of feelings of others. **Managing self**I can show resilience and perseverance when meeting new challenges.I can talk about how to keep healthy.**Building relationships-***Kapow Special Relationships*I can build good relationships with my friends. | **Self regulation**I can talk about my feelingsI am beginning to regulate my own emotions (My Happy Mind, Mindful Kids)I can set and work towards simple goals I can give focussed attention to the teacher**Managing self***Kapow My Wellbeing* I am confident trying new activitiesI can show resilience and perseveranceI have an understanding of right and wrongI can manage basic needs**Building relationships****Kapow-** *My Family and Friends*I can work and play co-operatively with others. I understand my own needs and the needs of others |
| **Physical Development** | *Baseline Assessments***Gross**I can begin to navigate the outdoor area safely I can begin to use outdoor apparatus safely (trim trail)**Fine**Daily fine motor activitiesI can develop small motor skills using tools such as tweezers | **Gross****Fine**I can use a range of different tools | **Gross**I can negotiate space and obstacles safelyI can demonstrate strength, balance and co-ordinationI can move energetically (running, jumping, dancing etc). **Fine**I can hold a pencil effectively I can use a range of small tools, including scissors, paintbrushes and cutlery. I can begin to show accuracy and care when drawing. |
| **Communication and Language** | *Baseline Assessments***Listening attention and understanding**I can listen to a story timeI can take part in small group workI can listen to others during carpet time**Speaking**I can share my ideas during circle timeI can take part in role play (Home corner, bus journeys,  | **Listening, attention and understanding**I can listen carefully- story times, instruction games- parachute. I can talk about storiesI can retell a story (story maps)I can take turns in a conversation**Speaking**I can learn and use new vocabulary (story box sessions)  | **Listening, attention and understanding**I can Listen and respond during daily story times, whole class discussions and small groupsI can ask questions to clarify understandingI can hold back and forth conversations **Speaking**I can use learnt vocabularyI can participate in small group discussionsI can express ideas and feelingsI can give explanations.  |
| **Literacy** | *Baseline Assessments***Comprehension**I can listen to a story and begin to talk about itI can begin to role play familiar storiesI can begin to learn new vocabulary from stories (Narrative immersion) **Word reading**Daily phonics- recognising initial soundsRWI sound blending books when appropriate (October half term) - blending cvc wordsPhonics application activities in the classroom **Writing**I can begin to form letters I can write my name I can identify and record initial soundsI can begin to record end soundsI can begin to write cvc words | **Comprehension**I can begin to predict what might happen next in a story I can retell stories using puppets/story mapsVocabulary related to topic**Word reading**Daily phonics- recognising Set 1 sounds and beginning Set 2. Segmenting / blending RWI sound blending books/red ditty books when appropriate (reading simple phrases with sounds taught). **Writing** I can write recognisable lettersI can write cvc wordsI can spell words by identifying soundsI can begin to write a simple caption | **Comprehension**What will happen next? RWI sound blending books/red ditty books when appropriateStory time discussionsRole-play storiesRetell stories using puppets/story mapsVocabulary related to topicNon fiction books about the sea, pirates, boats**Word reading** Daily phonicsContinue to work on essential comprehension and word decoding skills RWI books (Green and Purple) when appropriate**Writing** I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. |
| **Maths** | *Baseline Assessments***Mastering Number**I can show the right number of objects for numerals up to 5.I can subitise numbers to 5.I can say the number that is one more or one less than a number to 10. I can count beyond 10. I can continue a repeating pattern. | **Mastering Number**I can count objects, actions and soundsI can recognise numbersI can subitise numbers to 5.I can say the number that is one more or one less than a number to 10. I can count beyond 10. I can create simple repeating patterns.I can say number bonds for numbers up to 5.I can compare numbersI can talk about and explore 2D and 3D shapes  | **Mastering Number**Have a deep understanding of number to 10, including the composition of each number. I can subitise to 5I know my number bonds to 5. I can count beyond 20. I can compare length, weight and capacity.  |
| **Understanding the World** | *Baseline Assessments***Past and present**I can talk about the roles of people in society- PCSO, Fire serviceI can talk about members of my familyFamily **People, culture and communities**I can talk about home and school routines I can talk about different celebrations- Diwali and ChristimasI can create a simple mapI can follow a simple route**The natural world**I can talk about the season and seasonal change- Autumn and WinterI can notice changes in the outdoor area- how does the acorn tree change? I can explore floating and sinking  | **Past and present**I can sort objects old and new Compare and contrast characters from stories, including figures from the past.**People, culture and communities**I can understand that some places are special to members of their communityI can look at maps of the world**The natural world**I can describe simple life cycles I can talk about differences between contrasting countries (Antarctica and UK)I can explore melting and freezing  | **Past and present** I can talk about the people around me and their roles in societyI can talk about how things have changed. **People, culture and communities**I can talk about features of my immediate environment- school town, journeys (link to Jack and Flum Flum Tree) **The natural world**I can compare seasons Spring and summerI can talk about the habitats of different animalsI can identify animals and plants in the area around me. I can plant a seed and observe its growth I can care for growing plants |
| **Expressive Arts and Design** | *Kapow- Drawing- Marvellous Marks , Paint my World,**Nature Wreaths, Salt dough decorations* **Creating with materials**I can make simple shape picturesI can use simple collage techniquesI can create a self portrait **Being imaginative and expressive**I can take part in singing songsI can take part in role play | **Creating with materials***Kapow-Sculpture and 3D: Creation Station, Threaded snowflakes, Egg Threading*I can experiment with colour mixingI can complete simple observation drawings**Being imaginative and expressive**I can follow a melody when singing in a group I can develop storylines in my pretend play.  | **Creating with materials***Kapow- Craft & Design: Let’s get crafty, Petal Mandala Sun catchers, Salt Painting*I can talk about what I have made and how I have made itI can use different creative techniques. I can use props in my role play or to re-tell a story. **Being imaginative and expressive**I can join in with singing nursery rhymes and songsI can begin to move in time to music |
| **RE** | -We are all special-Harvest-How do Christians celebrate Jesus’ Birthday?  | -What stories did Jesus hear when he was a child?-Why did Jesus tell stories?-Why do Christians believe Easter is all about love?  | -Why did Jesus tell stories?- What makes a place holy?-How do you celebrate special times?-What is prayer?  |