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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 rules  I can create class rules  I can follow class rules  **Building relationships**  I can begin to make friends  I 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 feelings  I 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 activities  I can show resilience and perseverance  I have an understanding of right and wrong  I 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 activities  I 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 safely  I can demonstrate strength, balance and co-ordination  I 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 time  I can take part in small group work  I can listen to others during carpet time  **Speaking**  I can share my ideas during circle time  I 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 stories  I 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 groups  I can ask questions to clarify understanding  I can hold back and forth conversations  **Speaking**  I can use learnt vocabulary  I can participate in small group discussions  I can express ideas and feelings  I can give explanations. | |
| **Literacy** | *Baseline Assessments*  **Comprehension**  I can listen to a story and begin to talk about it  I can begin to role play familiar stories  I can begin to learn new vocabulary from stories  (Narrative immersion)  **Word reading**  Daily phonics- recognising initial sounds  RWI sound blending books when appropriate (October half term) - blending cvc words  Phonics application activities in the classroom  **Writing**  I can begin to form letters  I can write my name  I can identify and record initial sounds  I can begin to record end sounds  I 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 maps  Vocabulary 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 letters  I can write cvc words  I can spell words by identifying sounds  I can begin to write a simple caption | | **Comprehension**  What will happen next?  RWI sound blending books/red ditty books when appropriate  Story time discussions  Role-play stories  Retell stories using puppets/story maps  Vocabulary related to topic  Non fiction books about the sea, pirates, boats  **Word reading**  Daily phonics  Continue 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 sounds  I can recognise numbers  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 create simple repeating patterns.  I can say number bonds for numbers up to 5.  I can compare numbers  I 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 5  I 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 service  I can talk about members of my family  Family  **People, culture and communities**  I can talk about home and school routines  I can talk about different celebrations- Diwali and Christimas  I can create a simple map  I can follow a simple route  **The natural world**  I can talk about the season and seasonal change- Autumn and Winter  I 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 community  I 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 society  I 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 summer  I can talk about the habitats of different animals  I 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 pictures  I can use simple collage techniques  I can create a self portrait  **Being imaginative and expressive**  I can take part in singing songs  I can take part in role play | | **Creating with materials**  *Kapow-Sculpture and 3D: Creation Station, Threaded snowflakes, Egg Threading*  I can experiment with colour mixing  I 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 it  I 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 songs  I 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? | |