







## EYFS Long Term Plan 2022-23



	<b>Autumn 1 PSED focus</b>	<b>Autumn 2 Geography focus</b>	<b>Spring 1 Literacy focus</b>	<b>Spring 2 History focus</b>	<b>Summer 1 Science focus</b>	<b>Summer 2 Literacy focus</b>
<b>Theme</b>	<b>Superheroes!</b> 	<b>Off on a journey!</b> 	<b>We love Julia Donaldson!</b> 	<b>From the dinosaurs to me!</b> 	<b>We love being outdoors!</b> 	<b>Knights, Castles and Princesses!</b> 
<b>COEL</b>	<b>Playing and Exploring – Engagement</b>  Finding out and exploring, using what they know in their play, being willing 'to have a go'.		<b>Active Learning – Motivation</b>  Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.		<b>Creating and thinking critically – Thinking</b>  Having their own ideas, making links, choosing ways to do things.	
<b>Overview</b>	Children will consider what makes them super and what makes others super too. They will practise talking about their feelings and those of others.  They will learn how they can be super learners and will meet some real-life superheroes too.	Children will learn about different kinds of journeys, to school, on local transport and even into space. They will think about road safety.  Children will think about the journeys people made in the Nativity story.	Children will retell Julia Donaldson stories using speech, music, drama and dance. They will compare her books that rhyme with those that do not and practise making up their own rhymes.  Children will also conduct their own surveys of favourite books and compare the work of different illustrators.	Children will think about how the world has changed over time. They will do research into different kinds of dinosaurs and think about how the Earth is different now.  Children will also think about how school has changed over time.	Children will investigate the natural world in the school grounds. They will study plants, including trees, minibeasts and pondlife. Children will learn about what they can do to look after their world.  They will also learn about farms.	Children will hear traditional tales, learn the refrains and then compare the stories with alternative versions. They will create their own stories about dragons, knights, fairies, princesses and giants and tell them to others.  Children will also look at castles and build their own.

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<p><b>Literacy: Comprehension</b></p>	<p>Key text types: Stories Rhymes</p> <p>Vocabulary of the week</p> <p>I can answer questions about stories I have heard</p>	<p>Key text types: Stories Non-fiction</p> <p>I can retell the Nativity story</p> <p>Vocabulary of the week</p>	<p>Key text types: Poetry Non-fiction Stories</p> <p>Vocabulary of the week</p> <p>I can predict what happens next in a story</p>	<p>Key text types: Stories Non-fiction</p> <p>Vocabulary of the week</p> <p>I can tell my own stories</p>	<p>Key text types: Stories Non-fiction Instructions</p> <p>Vocabulary of the week</p> <p>I can talk about the vocabulary in a story</p>	<p>Key text types: Stories Poetry</p> <p>Vocabulary of the week</p> <p>I can answer inference questions about stories</p>
<p><b>Literacy</b></p>	<p>I can copy my name.</p> <p>I can give meanings to marks I make.</p> <p>I can copy taught letters,</p> <p>I can write initial sounds.</p> <p>I can begin to write CVC words using taught sounds.</p>	<p>I can write my name.</p> <p>I can use the correct formation of taught letters.</p> <p>I can write words and labels using taught sounds.</p> <p>I can begin to write captions using taught sounds.</p>	<p>I can form lowercase letters correctly.</p> <p>I can begin to write sentences using finger spaces.</p> <p>I can understand that sentences start with a capital letter and end with a full stop.</p> <p>I can spell words using taught sounds,</p> <p>I can spell some taught tricky words correctly.</p>	<p>I can form lowercase letters correctly and begin to form capital letters.</p> <p>I can write sentences using finger spaces and full stops.</p> <p>I can spell words using taught sounds.</p> <p>I can spell some taught tricky words correctly.</p>	<p>I can form lowercase and capital letters correctly.</p> <p>I can begin to write longer words which are spelt phonetically.</p> <p>I can begin to use capital letters at the start of a sentence.</p> <p>I can use finger spaces using a capital letter, finger spaces and a full stop.</p> <p>I can spell some taught words correctly.</p> <p>I can read back my work back.</p>	<p>I can form lowercase and capital letters correctly.</p> <p>I can begin to write longer words and compound words which are spelt phonetically.</p> <p>I can write sentences using a capital letter, finger spaces and a full stop.</p> <p>I can spell some taught tricky words correctly.</p> <p>I can read back my work and check it makes sense.</p>

<p><b>Phonics</b></p>	<p>Phonemes: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, /c/, /k/, /ck/, /e/, /u/, /r/, /ss/, /h/, /b/, /f/, /ff/, /l/</p> <p>Tricky words: I, the, no, put, of, is, to, go, into, pull, as, his.</p>	<p>Phonemes: /j/, /v/, /w/, /x/, /y/, /z/, /zz/, /qu/, /ch/, /sh/, /th/, /ng/, /nk/, /ai/, /ee/, /igh/, /oa/, -es endings.</p> <p>Tricky words: he, she, buses, we, me, be, push, was, her, my, you.</p>	<p>Phonemes: /oo/, /ar/, /ur/, /or/, /ow/, /oi/, /ear/, /air/, /ure/, /er/, /oa/.</p> <p>Tricky words: they, all, are, ball, tall, when, what.</p>	<p>Phonemes: Review of prior learning</p> <p>Tricky words: said, so, have, were, out, like, some, come, there, little, one, do, children, love.</p>	<p>CVCC words, CCVC words, CCVCC words, CCCVC words, CCCVCC words.</p> <p>Word endings: -ed /ed/, -ed /t/, -ed /d/, -er, -est.</p>	<p>Phonemes: /ai/ &lt;ay&gt;, /ow/ &lt;ou&gt;, /igh/ &lt;ie&gt;, /ee/ &lt;ea&gt;, /oi/ &lt;oy&gt;, /ur/ &lt;ir&gt;, /i(y)oo/ &lt;ue&gt;, /or/ &lt;aw&gt;, /w/ &lt;wh&gt;, /f/ &lt;ph&gt;, /i(yoo)/ &lt;ew&gt;, /oa/ &lt;oe&gt;, /or/ &lt;au&gt;, /ee/ &lt;ey&gt;, /ai/ &lt;a-e&gt;, /ee/ &lt;e-e&gt;, /igh/ &lt;i-e&gt;, /oa/ &lt;o-e&gt;, /i(y)oo/ &lt;u-e&gt;, /s/ &lt;c&gt;.</p> <p>Word endings: -le</p> <p>Tricky words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>
<p><b>English Key Texts</b></p>	<p><b>Key texts:</b></p> <ol style="list-style-type: none"> <li>1: Colour Monster goes to School</li> <li>2: Super-duper you!</li> <li>3: Supertato</li> <li>4: Super Daisy</li> <li>5: Traction Man</li> <li>6: Firefighter handbook</li> <li>7- Non-fiction books about police and doctors.</li> </ol>	<p><b>Key texts:</b></p> <ol style="list-style-type: none"> <li>1: Mr Grumpy's Outing</li> <li>2: Hundred Decker Bus</li> <li>3: Naughty Bus</li> <li>4: Man on the Moon</li> <li>5: Whatever Next</li> <li>6: The Jolly Christmas Postman</li> <li>7: Nativity</li> </ol>	<p><b>Key texts:</b></p> <ol style="list-style-type: none"> <li>1: The Gruffalo</li> <li>2: Stick Man</li> <li>3: The Gruffalo's Child</li> <li>4: Room on the Broom</li> <li>5: The Snail and the Whale</li> <li>6: The Smartest Giant in Town</li> </ol>	<p><b>Key texts:</b></p> <ol style="list-style-type: none"> <li>1: Tyrannosaurus Drip</li> <li>2: How Tall was the T-Rex?</li> <li>3: Harry and the Bucketful of Dinosaurs</li> <li>4: Dinosaurs and all that rubbish</li> <li>5: Non-fiction dinosaur book</li> <li>6: Dave's Cave/Dave's Rock</li> </ol>	<p><b>Key texts:</b></p> <ol style="list-style-type: none"> <li>1: RSPB First Book of Birds</li> <li>2: Usborne Book of Trees.</li> <li>3. How Much Does a Ladybird Weigh?</li> <li>3. Tidy</li> <li>4. 10 Things I Can Do to Help My World</li> <li>5. Farmer Duck</li> </ol>	<p><b>Key texts:</b></p> <ol style="list-style-type: none"> <li>1: Little Red</li> <li>2: Rapunzel</li> <li>3: The Three Little Pigs</li> <li>4: Billy Goat's Gruff</li> <li>5. There's No Dragon in This Story</li> <li>6: The Three Bears</li> <li>7: Cinderella</li> </ol>

<b>Maths: Number &amp; Number Patterns</b>	<p>I can talk about where things belong</p> <p>I can use positional language</p> <p>I can talk about key times of day and routines</p> <p>I can represent 1, 2, 3</p> <p>I can add by counting all</p> <p>I can make 1, 2, 3</p> <p>I can talk about circles and triangles</p> <p>I can talk about 2D shapes</p> <p>I can represent numbers to 5</p> <p>I know what 1 more and 1 less means</p> <p>I can talk about shapes with 4 sides</p> <p>I can talk about time</p> <p>I can subitise to 5</p> <p>I can count 1:1 to 5</p>	<p>I can talk about zero</p> <p>I can compare numbers to 5</p> <p>I can make 4 and 5</p> <p>I can use a part-part-whole model</p> <p>I can compare capacity and mass</p> <p>I can compare 2 amounts and make pairs</p> <p>I can talk about length and height</p>	<p>I can talk about 6, 7, 8</p> <p>I can talk about 9 and 10</p> <p>I can compare numbers to 10</p> <p>I can make number bonds to 10</p> <p>I can talk about 3D shapes</p> <p>I can count 1:1 to 10</p>	<p>I can talk about spatial awareness</p> <p>I can make patterns</p> <p>I can add by counting on</p> <p>I can compare two sets</p> <p>I know what a double is</p> <p>I can sort odd and even numbers</p> <p>I can count beyond 20</p> <p>I can match numerals to quantities</p>	<p>I can continue counting patterns beyond 10</p> <p>I can match, rotate and manipulate</p> <p>I can add more</p> <p>I can compose and decompose</p> <p>I can talk about numbers 11-15</p> <p>I know number facts</p> <p>I can represent numbers to 10</p> <p>I know when to subitise and when to count</p>	<p>I can visualise and build</p> <p>I can talk about patterns and relationships</p> <p>I can map</p> <p>I can talk about numbers over 20</p> <p>I can talk about numbers 16-20</p> <p>I can count large sets</p>
<b>Understanding to World: Past &amp; Present</b>	<p>I can talk about my family</p>	<p>I can talk about how journeys have changed over time</p>		<p>I can talk about how my life is different to that of prehistoric man</p>		<p>I can talk about how the past has changed through storytelling.</p>
<b>Understanding the World: People, Culture &amp; Communities</b>	<p><b>RE: Where do we live &amp; who lives there? What is special to me?</b></p> <p>I can talk about my house and my family</p>	<p><b>RE: How do people celebrate in autumn and winter?</b></p> <p>Remembrance Sunday</p> <p>I can talk about my school</p>	<p><b>RE: How do people celebrate in the spring?</b></p> <p>Chinese New Year</p> <p>I can talk about similarities and</p>	<p><b>RE: What makes a good helper?</b></p>	<p><b>RE: What do religious believers believe about creation?</b></p> <p>I can talk about how the countryside is different to towns</p>	<p><b>RE: Which places are special and why?</b></p> <p>I can talk about places that are special to me</p>

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		I can talk about my village	differences between China and the UK			
<b>Understanding the World: The Natural World</b>		I can talk about autumn and winter		I can talk about spring	I can explore the natural world, make observations record what I find	I can talk about summer
<b>Expressive Arts &amp; Design: Creating with Materials</b>	I can use scissors safely  I can experiment with colour mixing and apply paint using paintbrushes  Focus: Kandinsky	I can join materials safely  Focus: Impressionism	I can draw using a computer  Focus: Hockney	I can make a collage  Focus: Matisse	I can make observational drawings of the natural world  Focus: Goldsworthy	I can make and use props in role play  I can share my art and talk about how I have made it  Focus: Sculpture
<b>Expressive Arts &amp; Design: Being Imaginative &amp; Expressive</b>	I can sing nursery rhymes  Music: My favourite music	I can sing Christmas songs  Music: Christmas music	I can perform songs by Julia Donaldson  Music: African music	I can move in time to music  Music: Music for dancing	I can make up songs  Music: Classical music	I can tell stories  Music: Classical music
<b>Physical Development: Gross Motor Skills</b>	GMS exercises for handwriting – core strength, co-ordination, hand strength					
	Multi Skills Jumping/Travelling	Multi Skills: Agility, balance and co-ordination	Gymnastics	Multi Skills Bat and Ball (FMS)	Multi Skills: Sending/Receiving	Athletics Dance
<b>Physical Development: Fine Motor Skills</b>	Doh disco Tripod grip work					
	I can use scissors safely I can begin to use a pencil with control		I can hold a paintbrush correctly I can usually hold a pencil correctly using the tripod grip		I can use cutlery correctly I can begin to show accuracy and care when drawing I can consistently hold a pencil correctly using the tripod grip	
<b>Personal, Social &amp; Emotional Development: Self-Regulation</b>	I can talk about my feelings and those of someone else I can follow the rules in my class to keep safe I can follow instructions, even when I am doing something else I can take turns and wait for what I need I can listen and respond appropriately					

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<b>Personal, Social &amp; Emotional Development: Managing Self</b>	<p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.  I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.  I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>					
<b>Personal, Social &amp; Emotional Development: Building Relationships</b>	<p>I can form positive attachments with adults and peers  I can work and play cooperatively and take turns with others.  I am sensitive to my own needs and those of others.</p>					
<b>PSED: Coram</b>	Me and my relationships	Keeping myself safe	Valuing difference	Rights and responsibilities	Growing and changing	Being my best
<b>Communication &amp; Language: Listening &amp; Attention</b>	I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions		I can make comments about what I have heard and ask questions to clarify my understanding.		I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
<b>Communication &amp; Language: Speaking</b>	<p>I can talk to one person about my life and ideas.</p> <p>I can use full sentences.</p> <p>I can learn and use new vocabulary.</p>		<p>I can talk to a small group about my ideas.</p> <p>I can use past, present and future tenses and conjunctions.</p> <p>I can learn and use new vocabulary.</p>		<p>I can talk to the class about my ideas.</p> <p>I can talk about why things might happen and use new vocabulary from stories.</p> <p>I can learn and use new vocabulary.</p>	
<b>Technology</b>	What is technology? Technology hunt around school.	Playing games on the interactive whiteboard	E-safety	Searching for information on the internet.	Using iPads to draw and photograph.	Using bee-bots.
<b>Trips, visitors and special days</b>	<p>Fire engine visit</p> <p>Visitors with different jobs</p> <p>Wow: Superhero Day</p> <p>First aid training</p>	<p>Church Visit for Christmas</p> <p>Library Visit</p> <p>Linking with Leeds school</p> <p>Road safety learning</p> <p>Wow - Nativity performance for parents</p>	<p>Library visit</p> <p>Julia Donaldson Outdoor Day</p> <p>Wow: Julia Donaldson assembly for parents</p>	<p>Church visit for Easter</p> <p>Library visit</p> <p>Science Week</p> <p>Muslim visitor</p>	<p>Wow: Farm visit</p> <p>Library visit</p> <p>National Numeracy Day</p>	<p>Library visit</p> <p>Traditional Tales outdoor day</p> <p>Cinderella Ball</p> <p>Sports Day</p> <p>Wow: End of year assembly for parents</p>

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