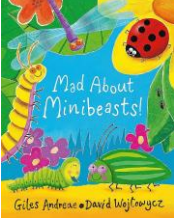






# EYFS Long-term Plan

Book Hooks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p>What makes me amazing?</p>  <p>PSED, EAD</p>	<p>Paws, claws &amp; whiskers</p>  <p>PSED, Maths (positional language), UW (Geography), C&amp;L</p>	<p>Up, up and away</p>  <p>UW (Science), UW (Geography)</p>	<p>Once upon a time</p>  <p>After the Fall C&amp;L, EAD, UW</p>	<p>Mad about minibeasts</p>  <p>UW (Science), Maths, EAD, PSED</p>	<p>Oh, I do like to be beside the seaside</p>  <p>Maths (shape), PSED, UW (Science &amp; Geography)</p>
Non-fiction	<p>Families, Families, Families!</p>  <p>UW (Geography &amp; History), PSED</p>	<p>Creature Features</p>  <p>UW (Science &amp; Geography).</p>	<p>PLANES!</p>  <p>UW (science, History &amp; geography), EAD</p>	<p>THE CASTLE THE KING BUILT</p>  <p>UW (History), EAD</p>	<p>Up in the Garden and Down in the Ditch</p>  <p>UW (Science), Maths (positional)</p>	<p>LOOK WHAT I FOUND at the Seaside</p>  <p>UW (Science &amp; Geography), PSED</p>


<p>Rhymes &amp; Poetry</p>	 <p><b>C&amp;L, PSED, Maths (sorting)</b></p>	 <p><b>UW (History, Geography, Science)</b></p>	 <p><b>C&amp;L, EAD</b></p>	 <p><b>PSED, C&amp;L</b></p>	 <p><b>Maths, C&amp;L, UW (Science)</b></p>	  <p><b>UW (Science &amp; Geography), EAD</b></p>
<p>Possible interest strands:</p>	<p>All about me, families, likes and dislikes, birthdays, things I can do,</p>	<p>Animals, habitats, dinosaurs, life cycles, vets, pets, zoo, seasonal change, fossils, teeth,</p>	<p>Night/day, light/dark, shadows, nocturnal animals, flying, stars, moon, planets, clouds, water cycle, planes, natural environment and recycling, kite flying</p>	<p>Villains/heroes Everyday heroes (firefighters, nurse, doctor, police) traditional tales, dragons, knights, castles,</p>	<p>Growing plants, life cycle of a butterfly, life cycle of a frog, minibeast hunts, natural world.</p>	<p>Sea creatures, seaside then and now, ice cream, freezing and melting, wet and dry,</p>
<p>Enrichment opportunities</p>	<p>Tour of school Visit to school library Parents lunch and play afternoon Y6 Buddy time</p>	<p>Bear Hunt in the school grounds - change to dinosaurs Join in with Celebration Assembly, Nativity</p>	<p>Woodland walk, Sandown Airport Space camp day</p>	<p>Quarr Abbey, Fairy-tale Ball, Police officer visit, Hasley Manor?</p>	<p>Class Caterpillars, Bug hunt, Growing plants, Butterfly world</p>	<p>Beach visit, Southsea Hovercraft, Lifeboat station, Lighthouse, Newchurch Festival (Ice cream van and parents)</p>
<p>Communication and language</p>	<p>Listen to stories and rhymes, join in and comment.</p>	<p>Begin to understand who, what, where and why questions.</p>	<p>Respond appropriately when I'm asked a question.</p>	<p>Ask questions to find out more and understand what has been said to me.</p>	<p>Listen attentively and respond with relevant questions, comments and actions.</p>	<p>Make comments about what I have heard and ask questions to clarify my understanding.</p>


<p>I am a Confident Communicator</p> 	<p>Follow one step instructions. Say familiar rhymes and sing songs.</p>	<p>Talk in sentences containing 4 - 6 words.</p>	<p>Speak in well-formed sentences. Develop social phrases eg good morning, how are you?</p>	<p>Articulate my ideas and thoughts in well-formed sentences using some connectives. Begin to use the past tense. Retell a story, sometimes as an exact repetition and sometimes in my own words.</p>	<p>Participate in small group, class and one to one discussion. Offer explanations for why things might happen, making use of recently used vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Express my ideas and feelings about my experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions with support from my adults.</p>
<p>New Vocabulary:</p>	<p>Teacher, trusted adult, hall, playground, library, family, sibling, Mum, Dad, Grandma, Grandad, Nanny, Family tree, baby, grown up, teenager, toddler, house, flat, bungalow, caravan, Harvest, scarecrow, farmer, Autumn, Seasons, colours</p>	<p>Diwali, Hindus, festivals, celebrations, Festival of light, fireworks, sparklers, Remembrance Day, November, poppies, war, Birthday, past, present, Christmas, Nativity, Jesus, stable, manger, animals, mammal, skeleton, nocturnal, hibernate</p>	<p>Winter, sky, moon, stars, clouds, night, day, light, dark, flight, Space, Earth, planets, Solar system, aeroplane, rocket, gravity, astronaut, Chinese New Year, Chinese dragon, lantern</p>	<p>Sticks, straw, bricks, building, castle, abbey. Beginning, middle, end, character, setting, hero, villain, King, Queen, prince, princess, knight, Long ago, past, present, egg, chick, chicken, Spring, New life, Easter, tomb</p>	<p>Lifecycle, growing, flowers bulbs, seeds, butterfly, caterpillar, larvae, human, cocoon, chrysalis, living things, habitats, weather, Summer, Mini-beasts, insects, symmetrical, hatch</p>	<p>Seaside, beach, cliff, boats, ships, sea animals, waves, float, sink, environment, plastic, reduce, reuse, recycle, beach clean, land, water, hovercraft, Isle of Wight, aquarium, lighthouse, Solent, Summer</p>
<p>PSED</p> <p>I am a Fantastic Friend and an Independent Individual</p> 	<p>Manage my own belongings for the day and separate from parents and carers. Introduce Zones of Regulation. Begin to understand class rules and expectations. Make new friends and learn to take turns. Know and ask for help from trusted adults.</p>	<p>Select and use activities and resources with help when needed. Confidently interact with my trusted adults in class and my friendship group. Show increasing independence with knife and fork and toileting. Begin to find solutions to conflicts and understand how my behaviour impacts the feelings of others.</p>	<p>Talk about my likes and dislikes. Express my feelings and consider the feelings of others. Manage my own needs and personal hygiene independently. Take turns with limited adult support.</p>	<p>Show resilience and perseverance in the face of challenge. Know and talk about different factors that support my physical and mental health and well beings. Recognise and manage emotions of happy, sad, angry, excited, tired and calm. Recognise and respect the differences between myself and others.</p>	<p>Explain the reason for rules, know right from wrong and try to manage my behaviours. Focus my attention to what the teacher says for sustained periods of time.</p>	<p>Manage my own basic hygiene, including dressing, going to the toilet and understanding the importance of healthy food choices. Follow instructions involving several ideas or actions. Show sensitivity to my own needs and needs of others.</p>

		Confidently share my ideas in play with one or more children.				
<b>Scarf Units</b>	<b>Me and my relationships</b>	<b>Valuing difference</b>	<b>Keeping safe</b>	<b>Rights and respect</b>	<b>Growing &amp; changing</b>	<b>Being my best</b>
<b>Physical Development</b> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">I am a Talented Technician and a Healthy Hero</p>  </div>	<p><b>Gross motor:</b> Show balance and control when using large scale equipment.</p> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Balancing including balance bikes</li> <li>Ball skills 1</li> </ul> <p><b>Fine motor:</b> Begin to show a preference for a dominant hand. Become increasingly independent with zips and fastenings.</p> <ul style="list-style-type: none"> <li>Scarf dancing</li> </ul>	<p><b>Gross motor:</b> Run, crawl, swing, hang and jump with control within my environment.</p> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Body management</li> <li>Gymnastics</li> </ul> <p><b>Fine motor:</b> Use a range of one-handed tools with increasing control eg scissors, tweezers, peelers. Show bilateral co-ordination and cross the midline eg threading</p> <ul style="list-style-type: none"> <li>Dough disco</li> </ul>	<p><b>Gross motor:</b> Negotiate space safely showing an awareness of others. Collaborate with others to hold and move a large item.</p> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Speed, agility, travel</li> <li>Dance</li> </ul> <p><b>Fine motor:</b> Begin to hold a pencil developing a tripod grip when reminded.</p> <ul style="list-style-type: none"> <li>Patterns</li> </ul>	<p><b>Gross motor:</b> Revise and refine roll, crawl, walk, jump, run, skip, hop and hold a balance. Develop my overall body strength, balance and agility.</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Manipulation &amp; coordination</li> <li>Gymnastics 2</li> </ul> <p><b>Fine motor:</b> Develop the foundations of my handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> <li>Patterns</li> </ul>	<p><b>Gross motor:</b> Negotiate space and obstacles safely, with consideration for myself and others.</p> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Ball skills 2 (invasion games &amp; ball games)</li> <li>Run, jump, throw</li> </ul> <p><b>Fine motor:</b> Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <ul style="list-style-type: none"> <li>Letter formation</li> </ul>	<p><b>Gross motor:</b> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Hit, catch, run</li> <li>Athletics</li> </ul> <p><b>Fine motor:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> <li>Letter formation</li> </ul>
<b>Reading/Phonics</b> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">I am a Brilliant Bookworm</p>  </div>	<p><b>Week 1:</b> s a t p  <b>Week 2:</b> i n m d  <b>Week 3:</b> g o c k - is  <b>Week 4:</b> c k e u r - I  <b>Week 5:</b> h b f l - the</p>	<p><b>Week 1:</b> ff ll ss j - put pull, full, as  <b>Week 2:</b> v w x y - and, has, his, her  <b>Week 3:</b> z zz qu, words with s /s/ added at the end, ch - go, no, to, into  <b>Week 4:</b> sh th ng nk - she, push, he, of  <b>Week 5:</b> Words with s /s/ added at the end (hats, sits). Words ending in s /z/ added at</p>	<p><b>Week 1:</b> ai ee igh oa  <b>Week 2:</b> oo oo ar or - was, you, they  <b>Week 3:</b> ur ow oi ear - my, by, all  <b>Week 4:</b> air, er, words with double letters: dd mm tt bb rr gg pp ff - are, sure, pure  <b>Week 5:</b> longer words</p>	<p>Review view all tricky word taught so far and secure spelling.  <b>Week 1:</b> review Phase 3: ai ee igh oa o oar or ur oo ow oi ear  <b>Week 2:</b> review Phase 3: er air, words with double letters, longer words  <b>Week 3:</b> words with two or more digraphs</p>	<p><b>Week 1</b> short vowels CVCC said so have like  <b>Week 2</b> short vowels CVCC CCVC some come love do  <b>Week 3</b> short vowels CCVCC CCCVC CCCVCC longer words were here little says  <b>Week 4</b> longer words compound words there when what one</p>	<p>Review all tricky words taught so far and secure spellings.  <b>Week 1:</b> long vowel sounds CVCC CCVC  <b>Week 2:</b> long vowel sounds CCVC CCCVC CCV CCVCC  <b>Week 3:</b> Phase 4 words ending - s /s/, Phase 4 words ending -s/z/, Phase 4 words ending -es, longer words</p>

		the end (bags) -we, me, be		<b>Week 4:</b> longer words, words ending in ing, compound words <b>Week 5:</b> longer words, words with s in the middle /z/ s, words ending - s, words with -es at end /z/	<b>Week 5</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today	<b>Week 4:</b> root word ending in: ing, ed /t/, ed /id/, ed /d/ <b>Week 5:</b> Phase 4 words ending in: s /s/, s /z/, es, longer words
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Alongside planned adult led tasks, the staff will develop children's love of reading through reading aloud and telling stories and rhymes as well as providing children with a text rich environment. Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Children will take part in Little Wandle group reading sessions three times focusing on the key reading skills of de-coding, prosody and comprehension.

<b>Writing focus</b>  <p>I am a Wow Writer</p>	<p>Make marks and explain what they mean. Begin to write some recognisable letters. <b>Name writing</b> <b>Labelling using initial sounds</b> <b>Story scribing</b></p>	<p>Know initial sounds for words that are important to me. Write my own name as a recognisable word. <b>Fact writing:</b> Animals facts <b>List writing:</b> Christmas lists <b>Story maps:</b> Room on the Broom</p>	<p>Write CVC words. Write and spell some tricky words. <b>Fact writing:</b> Space facts <b>List writing:</b> list for our trip to the moon <b>Story recount:</b> The dinosaur that pooped a planet</p>	<p>Write from left to right. With support, read my work to check it makes sense. <b>List writing:</b> pancake ingredients to make Mr Wolf's some Pancakes. <b>Labelling &amp; fact writing:</b> castle information diagram. <b>Story maps:</b> to retell the three little pigs and other traditional tales.</p>	<p>Write simple phrases that can be read by others. Spell words that are phonetically plausible. <b>Story strips:</b> retell The Very Hungry caterpillar What the Ladybird Heard <b>Fact writing:</b> Minibeast facts <b>Recount:</b> Butterfly world trip</p>	<p>Write simple sentences that can be read by others. Write recognisable letters, most of which are correctly formed. <b>Fact writing:</b> fact writing for our class sea creature fact book <b>Postcards:</b> seaside postcards to my family <b>Rhymes:</b> Under the sea poems</p>
	<p>Alongside planned adult led tasks, the children will be provided with ample opportunities to develop their fine motor skills, mark make and independently write within continuous provision linked to their own ideas and interests.</p>					

<b>Maths</b>  <p>I am a Master of Maths</p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Counting to 1,2,3</li> </ul> <p><b>Non-number:</b></p> <ul style="list-style-type: none"> <li>Match, sort, compare</li> <li>Measure</li> <li>Patterns</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Counting to 1,2,3,4,5</li> </ul> <p><b>Non-number:</b></p> <ul style="list-style-type: none"> <li>Circles and triangles</li> <li>Shapes with 4 sides</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Alive in 5</li> <li>6,7,8</li> </ul> <p><b>Non-number:</b></p> <ul style="list-style-type: none"> <li>Mass and Capacity</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>9, 10</li> </ul> <p><b>Non-number:</b></p> <ul style="list-style-type: none"> <li>Length, height and time</li> <li>3D shapes</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>20+ and beyond</li> <li>How many now?</li> </ul> <p><b>Non-number:</b></p> <ul style="list-style-type: none"> <li>Manipulate, compose, decompose</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Non-number:</b></p> <ul style="list-style-type: none"> <li>sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> </ul>
	<p>Alongside planned adult led tasks, the children will be provided with ample opportunities to develop their fine motor skills, mark make and independently write within continuous provision linked to their own ideas and interests.</p>					



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Continue spatial reasoning, measures and pattern through provocations in continuous provision.

Within provision, children have ample opportunities to practice and become confident in using and understanding numbers in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Activities are designed to help children remember long term what they've been taught and to use and apply this knowledge in real life contexts eg paying for snack, sequencing key events in their day.

## Understanding the world

I am an Exceptional Explorer and a Compassionate Citizen



**Past & Present:** Talk about my family and my life using photos to help me (life story).  
**People, Culture & Communities:** Talk about my house and where I live. Recognise that not all families are the same as mine 'Different families, Same love'. Explore and learn the layout of my new classroom and school.  
**The Natural World:** Know to change my clothing linked to how I'm feeling and what I'm doing eg red suits, welly boots, coats, PE kit.  
 Begin to identify signs of Autumn.

**Past & Present:** Recognise that I was a baby and how I have changed. Comment on images of familiar situations in my own past eg last Christmas, last birthday. Name and describe people who are familiar to me in my community eg Vicar.  
**People, Culture & Communities:** Know that some places are special and name some of the features of my locality eg St Martins wood, All Saints Church. Identify that there are different countries in the world and talk about my knowledge/experiences. Follow a simple map.  
**The Natural World:** Make observations about animals and their habitats and talk about changes.

**Past & Present:** Understand that things happened before I was born eg Space landing  
**People, Culture & Communities:** Recognise that people have different beliefs and celebrate special times in different ways eg Chinese New Year.  
**The Natural World:** Grow plants from seed/bulb and make observations about how they grow. Freezing and Melting - natural and man made  
 Geographical skills - map making


**Past & Present:** Know that our country has a King. Understand the past through settings, characters and events in books read in class and storytelling.  
**People, Culture & Communities:** Draw a map of a well-known imaginary story. Begin to appreciate diversity by comparing and contrasting characters whose lives are different to mine. Show interest and talk about different occupations.  
**The Natural World:** Begin to identify signs of Spring. Freezing and melting - changes of state eg melting chocolate for Easter nests.

**Past & Present:**  
**People, Culture & Communities:** Recognise similarities and differences between different religious and cultural communities (see RE). Recognise and talk about the lives of people and their roles in society eg spa day with therapists, hairdresser, yoga.  
**The Natural World:** Help look after the class caterpillars and make observations about their growth. Look for minibeasts in my local environment and talk about their habitats. Begin to identify signs of Summer.


**Past & Present:** Talk about my locality and how it has changed using photos to help me eg seaside, school etc.  
**People, Culture & Communities:** Travel to Southsea and use the language of mainland, Isle of Wight and Solent.  
**The Natural World:** know similarities and differences between the natural world around me and contrasting environments eg sea creatures found locally and world-wide.

		Begin to identify signs of Winter. Plant Spring bulbs.				
RE Concepts	<b>Harvest</b> <b>Concept:</b> Belonging <b>Question:</b> Are we all the same? <b>Golden thread:</b> Community	<b>Jesus' birth</b> <b>Concept:</b> Celebration <b>Question:</b> Why do you think Christians celebrate Jesus' birth?	<b>Special clothes</b> <b>Concept:</b> Special <b>Question:</b> Why do Christians wear special clothes?	<b>Symbol of new life</b> <b>Concept:</b> Symbol of new life <b>Question:</b> Why are eggs used as a symbol of new life?	<b>Remembering</b> <b>Concept:</b> Remembering <b>Question:</b> Why is Shabbat important to Jewish people?	<b>Water</b> <b>Concept:</b> Previous <b>Question:</b> Why is water precious to Hindus?
Celebrations and festivals to consider for provision enhancements	Harvest	Diwali, Festival of Light Fireworks night, Halloween Tapnell Pumpkin Festival Christmas	Valentine's Day, Shrove Tuesday, Chinese New Year Children's mental health week IOW Storytelling festival	Mother's Day Holi, Easter, St George's Day	Mental health awareness week Deaf awareness week Walk the Wight	Father's Day IOW festival Round the Island Yacht Race IOW County Show

Throughout the year, the children will explore materials freely, learning to join different materials, explore different textures and experiment and express themselves with colour, design, form and function. Within continuous provision, children will have the opportunity to make use of props and materials when role playing characters and narratives in stories.

<b>Expressive Arts &amp; Design</b>  I am a Dynamic Designer 	Show different emotions within my drawings and paintings such as happiness, sadness and fear. Prepare my own snack - cereal, toast & crackers.	Observational drawings of seasonal vegetables Share and talk about my creations eg broomsticks, animal masks. Peeling and chopping our own fruit and veg for snack.	Share and talk about my creations eg rockets, planets, moon buggies. Design and make a healthy picnic for the moon. Test and design our own fruit ice lollies.	Share and talk about my creations eg castles, 3 little pig houses, thrones. Observational drawing of daffodils. Easter treats for our Fairy-tale ball (nest cakes, cookies).	Observational drawings of butterflies. Design and make a healthy fruit salad for The Hungry Caterpillar.	Observational drawings/paintings of sea creatures. Design and make a healthy sandwich for Mr Grinling.
<b>Artists</b>	<b>Jackson Pollock</b>		<b>Alma W Thomas</b>		<b>Matisse</b>	

Throughout the year, the children will learn to sing, listen attentively and have plentiful opportunity to perform several songs and dances off by heart demonstrating they can sing loudly and softly and move with rhythm. Children will have ample opportunities to play a variety of percussion instruments and begin to demonstrate a good sense of pulse and rhythm.

<b>Songs and Rhymes</b>  I am a Proud Performer 	Familiar nursery rhymes	Nativity songs Christmas songs	Zoom, zoom, zoom Twinkle twinkle 5 little men in a flying saucer	Hot cross buns	The ants go marching ... The little green frog 5 little ladybirds Wiggly woo Incy wincy spider There's a tiny caterpillar on a leaf	BBC teach - Sun, sea and song A sailor went to sea, sea, sea
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Instruments	Clapping games	Clapping patterns		Percussion Instruments	Boomwhackers	Kazoos
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