




EYFS Pre School Long-term Plan

Book Hooks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I  me!	Splish Splash!	Food Glorious Food!	Ee-igh-ee-igh-oh	Rumble in the Jungle	Happy Holidays!
Fiction						
Non-fiction						
Rhymes & Poetry						
Possible interest strands:	All about me, families, likes and dislikes, birthdays, things I can do, body parts	Water, bath, swimming, rainy days, umbrella, puddles, well, stream, river, cloud, wet & dry, bubbles, rainbows, colours	Tastes, textures, likes, dislikes, cookery, wasps, sting, healthy/unhealthy days of the week	Farmyard, animals, farmer, field, barn, pets, vets, growing and planting, vegetables	Jungle, animals, rainforests, habitats, zoo, mini beasts, natural world, growing plants, bees, tropical fruits	Seaside, holidays, travel, sandcastles, pollution, conservation, recycling, litter pickers,
Enrichment opportunities	Visit from a doctor – importance of handwashing after toilet,	Welly walk (jumping in puddles), Visitor to talk about the importance of drinking	Visit to school kitchen to meet the cook Making pancakes Making bread	Local Farm visit Visit to pets at Home to see the rabbits etc	Bug hunt, Growing plants Trip to IOW Zoo	Beach clean visit, Ice Cream Van visit Homemade lemonade Train trip Ryde - Shanklin

	before eating, after outdoor play etc Visit from a dentist – talk about importance of brushing teeth Family event e.g. picnic/ singalong	water to stay healthy, etc e.g. Head of School, School Nurse Singing around the Christmas tree for our family	Visit behind the scenes of the supermarket Trying different snacks – Parent tea party	Nettlestone Hoe Down! Country Dancing, farmyard games to test both gross and fine motor skills etc!	Dress up day to celebrate World Bee Day	Staycation at school day – children come dressed in holiday clothes take part in holiday themed to challenge fine and gross motor skills.
Enhancements	Toothbrushing area Mirrors Simple skeleton – Height chart on the wall Zones of Regulation	Baby Bath in home corner Bubble station Bubble makers Lava lamps Swimming goggles Flippers / snorkel/ inflatables Sponges, loofa, back scrubber Toy ducks How to make a rainbow 	Jelly moulds Ketchup / cornflakes/Jam/ pizza boxes in home corners Introduce toast for snack Picnic hampers/ blankets Making bird feeders Bird tables in outdoor area Eating the alphabet display! Chef hat / apron	Seasonal vegetables in the home corner Straw bales Scarecrow Watering cans Tractor tyres	Tropical fruits Toy animals of various sizes e.g. soft toys, plastic toys, puppets	Suitcases Maps Tickets Surf board Passports Recycling zones BBQ Tents Deck chairs Paddling pool
Communication and language I am a Confident Communicator 	<ul style="list-style-type: none"> • follow instructions with 3 key words e.g. 'Can you wash dolly's face?' • share picture books and comment on the pictures. • show that I understand action words by pointing to the right picture in a book e.g. 'who's jumping?' • shift from one task to another if an adult obtains my attention and uses my name. • use words including descriptive language including words for time (now, later), space (over there) and function (I can tell you a sponge is for washing). • link up to 5 words together. • use pronouns (me, him, she) and use plurals and prepositions (in, on, under). 	<ul style="list-style-type: none"> • listen to simple stories and understand what is happening with the help of the pictures. • begin to understand who, what and where questions. • express my wants and needs in a sentence. • use sentences joined up with words like 'because', 'or', 'and' e.g. I like ice-cream because it makes my tongue shiver. • use the future and past tense e.g. 'I am going to the park', 'I went to the shop'. 	<ul style="list-style-type: none"> • respond to and identify a variety of familiar sounds. • listen, do and shift my attention with the help of adults. • listen to stories and rhymes, and begin to join in and comment. • listen to my peers and adults in familiar situations. • follow one step instructions and familiar routines. • answer simple 'why' questions. • have a conversation with an adult or friend and continue it for many turns. • can talk in sentences containing 4-6 words. • say rhymes and sing songs. • use talk to organise myself and my play. • develop my pronunciation but I may have problems saying r,j, th, ch and sh and multi-syllabic words such as hippopotamus, pterodactyl. • develop my communication but I may have problems with tenses e.g. runned ask for help. 			
New Vocabulary:	Skin, bones, nose, lips, freckles, tongue, arm, legs, back, face, mouth, senses, touch, taste, smell, feel, see, tooth, sibling, relative	Bubble, float, sink, pop, wet, dry, soap, foam, overflow wash, hygiene, splash, drip, puddle, rain, cloud, rainbow, transparent, indigo, violet,	Whisk, mix, stir, sift, cook, weigh, sprinkle, grate, blend, knead, pour, spoon, oven, healthy, unhealthy	Farmyard, farmer, scarecrow, crops, barn, field, haystack, bale, tractor, combine harvester gate, stile, sticks, straw, egg, chick,	Jungle, habitats, weather, camouflage, tree, vines, leaves, rainforest, zoo, protection, conservation, minibeasts, insect, squawking, hissing,	Holiday, vacation, trip, seaside, beach, cliff, airport, passport, ships, sea animals, waves, float, sink, plastic, reduce, reuse, recycle, beach clean, summer, country, deck

<p>PSED</p> <p>I am a Fantastic Friend and an Independent Individual</p> 	<p>Manage transitions using special objects or people to help me e.g. when parents leave.</p> <p>Begin to develop a positive relationship with my key person.</p> <p>Introduce Zones of Regulation.</p> <p>Begin to understand class rules and expectations.</p> <p>Make new friends and start to learn to take turns.</p> <p>Know and ask for help from trusted adults.</p> <p>Begin to recognise and respect the differences between myself and others explore my body and objects around me, inside and outdoors.</p> <p>Know and identify features on my own body e.g. nose/eyes/mouth.</p>	<p>Christmas, Nativity, Jesus, stable, manger, animals</p> <p>Develop a strong relationship with a trusted adult within the setting.</p> <p>Begin to express preference within a limited range of options e.g. water or milk at snack time.</p> <p>Trust that adults will keep me safe and help me manage difficult emotions.</p> <p>Hand hygiene rules before eating, before cookery, after toilet etc</p> <p>Express preferences for activities and resources.</p> <p>Begin to follow instructions for simple tasks with support, e.g. wash-up plate after snack, fetch fruit, etc.</p> <p>Begin to express my feelings if I feel hurt or upset.</p> <p>Follow basic commands (stop, no) during times of frustration/tantrums</p> <p>Engage in activities for a sustained period of time with adult support.</p>	<p>Talk about my likes and dislikes.</p> <p>Express my feelings and consider the feelings of others.</p> <p>Manage my own needs and personal hygiene.</p> <p>Join in an activity with the support of an adult.</p> <p>Know and can point to features on someone else's body e.g. nose/eyes/mouth.</p> <p>Begin to express preferences with increasing confidence in more open ended e.g. 'What game would you like to play today?'</p> <p>Begin to understand healthy food choices - Happy tooth / sad tooth</p>	<p>chicken, Spring, New life, Easter,</p> <p>Show independence by responding to simple boundaries and routines for large part of the day.</p> <p>Select and use activities and resources, with help when needed, to achieve the goal they have chosen, or one that is suggested to them.</p> <p>Complete tasks as directed, e.g. wash-up plate after snack, fetch fruit, etc.</p> <p>Begin to express my feelings if I feel hurt or upset using descriptive vocabulary.</p> <p>Follow strategies suggested by trusted adults to calm myself down, e.g. stopping, taking a few deep breaths and having a short period of 'time-out'.</p> <p>Settle to activities that interest me for a sustained period of time.</p>	<p>swaying, swampy, tropical, beehive,</p> <p>Begin to manage my own belongings for the day.</p> <p>Confidently separate from parents/carers.</p> <p>Select and use activities and resources with help when needed.</p> <p>Positively interact with my adults in class and my friendship groups.</p> <p>Choose where I would like to play and what I would like to play. show increasing independence with dressing, eating (knife & fork) and toileting.</p>	<p>chair, carnival, festival, postcards</p> <p>Begin to find solutions to conflicts and rivalries by talking to others and suggesting other ideas/resolutions.</p> <p>Begin to recognise and manage the emotions of happy and sad.</p> <p>Begin to understand how my behaviour impacts the feelings of others.</p> <p>Begin to understand class rules, routines and expectations.</p> <p>Recognise right and wrong and try to behave accordingly.</p> <p>Begin to develop appropriate ways of being assertive.</p> <p>Generally, negotiate solutions to conflicts in my play. Show developing resilience and settle to activities (directed/non-directed) for a sustained period of time.</p> <p>Apply sunscreen.</p>
	<ul style="list-style-type: none"> respond to appropriate boundaries and routines with the support of trusted adults. play with increasing confidence, on my own and with other children because I know my key person is nearby and available. listen and respond to trusted adults. 	<ul style="list-style-type: none"> sometimes manage to share or take turns with others with adult guidance and understand concept of 'yours' and 'mine'. play confidently on my own and with others. listen and respond to my friends as well as trusted adults. 		<ul style="list-style-type: none"> show a sense of responsibility and membership of my school community. independently seek out others to share activities and experiences with. enjoy playing with one or more children extending and elaborating our play ideas. take turns with adult support. confidently share my ideas in play. ask for help and speak to familiar and trusted adults 		

					with confidence. • begin to recognise the needs of others.	
Physical Development	Children will become increasingly able to demonstrate the following over time within provision...					
<p>I am a Talented Technician and a Healthy Hero</p> 	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. Start taking part in group activities which they make up for themselves, or in teams. Remember sequences of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting e.g. decide whether to crawl, walk or run across a plank depending on its length and width. Choose the right resources to carry out their own plan e.g. using a spade to enlarge a hole they have dug with a small trowel. Collaborate with others to manage large items such as carrying a long plank safely. Use one handed tools e.g. making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils showing preference for a dominant hand. Be increasingly independent as they get dressed and undressed e.g. putting coats on and doing up zips.</p>					
	Possible activities linked to theme to support Physical Development	Remember sequences and patterns of movement e.g. Heads, shoulders, knees and toes. Simon Says	Use large muscle movements to create bubbles of different sizes. Showing different swimming strokes in the air. Developing core strength use of mops/ brushes to clear up water play! Throwing of beach balls/ sticky throwing and catching game with increasing accuracy. Manipulation of bath toys to squirt with different levels of force. Use of targets to aim for accuracy. Cleaning using bubbles! Dough Disco	Use of specific tools for cookery e.g. peelers/ graters Mixing of ingredients. Kneading of dough. Squeezing bottles of various volume e.g. some easy to squirt some more tricky. Dough Disco	Tog of war to emulate the pulling of the Enormous Turnip. Digging to plant seeds Use of hobby horse to introduce language of gallop, trot, jump etc Country Dancing Dough Disco	Remember sequences and patterns of movement e.g simple country dancing Introduction of language of slither, waddle, prowl, swing, flutter etc Emulate specific animal movement e.g. flamingos on one leg, frog jump etc Dough Disco
Reading/Phonics Progression of sounds		s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
		Snake astronaut Tiger	mouse duck goat	umbrella rainbow bear	volcano wave yo-yo	sock (sound at the end) box (sound at the end) Shells

Use these picture cards		penguin iguana net	octopus cat knife elephant	flamingo lollipop jellyfish	zebra queen cherries	ring (sound at the end) pink (sound at the end) thumb/teeth (sound at the end)
Phonemic awareness focus		Teach the children to hear the same initial sound for words and names of objects.	Teach the children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.

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.

Writing focus

I am a Wow Writer



Generally, 3 to 4-year olds start behaving like writers, making wavy lines and distinct separate marks. If children show an interest and want to write, it is crucial that they should develop arm, shoulder, hand and finger strength to hold a chunky crayon or pencil comfortably and with control. Eventually they may be able to make attempts to write some very familiar letters, for example from their name.

Preschool children are not expected to achieve conventional spelling patterns, it is the attempt that counts, and the realisation that marks have meaning.

If children show an interest in writing letters, you can support them to be ready for the next stage of their learning by encouraging them to hold a pencil correctly and form the letter starting in the right place and moving in the right direction. This will support them to develop good habits for the future.

Support children's composition by reading stories, talking to children, re-phrasing what they have said and modelling correct sentence structure. This will support children to share their ideas and help them to develop an understanding of how sentences are formed. Activities can help to extend a child's vocabulary and give them words to use as they begin to form sentences.

Ensure writing opportunities are flood filled within provision, not simply at a writing table we want children to practise the skills everywhere! You provide many opportunities for children to capture their thinking and structure it for a range of purposes and audiences (composition). For example, little books, scrap books, a small range of writing materials, prompts for writing in **every** area. Mark making as part of sand and water play and exploration, mobile mark making and writing stations both indoors and out that contain a range of inspiring and engaging resources for mark making and even writing bags that children can carry with them all help to create a love of writing.

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.

Maths

I am a Master of Maths



Number:

- Identify a number – look there are 2
- Say one number for each item in order: 1,2,3,4,5
- Show fingers up to 5

Non-number:

- Experiment with shape / blocks, shape sorters, puzzles. Ask what is the same and what is different?
- Provide a variety of den making materials. When appropriate, talk about the shapes and how they properties suit the purpose.
- Talk about and identify patterns around them e.g. stripes on clothes, designs on rugs.
- Talk about patterns of events e.g. getting dressed, pre school routines etc Use language like everyday we.../ every evening we.../ morning/ afternoon
- Height chart – revisit each half term to illustrate how the children grow over time.
- Talk about families using vocabulary of oldest/ youngest.

Number:

- Recite numbers past 5 e.g. count how many letters in my name.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)

Non-number:

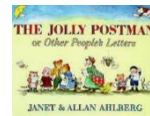
- Circles, triangles, squares
- Use language of sides, corners, straight, flat, round.
- Size changes e.g. can you make the puddle bigger?
- Experimenting with capacity. how many smaller containers of water fit into larger containers.
- Make comparisons relating to size and capacity.
- Use spatial language in play 'in', 'on', 'under', 'up', 'down', 'besides', 'between' e.g. 'Let's put the troll under the bridge and the billy goat besides the stream.'
- Talk about and identify patterns using informal language like 'spotty'/'blobs' etc
- Countdown to forthcoming event e.g. Christmas and number of sleeps

Number:

- Link numerals and amounts e.g. showing the right number of objects to match a numeral up to 5.

Non-number:

- Compare size using language like bigger than/smaller than e.g. what happens when you stretch dough? Which ingredients are heavier/ lighter?
- Positional language in real contexts e.g. shift the leaves **off** the path, sweep water away **down** the drain.
- Read stories about journeys e.g.



- Talk about the sequence of events in stories.
- Talk about patterns of events in cooking e.g first we/ then we/ next we/ to finish we...

Number:

- see that all numbers can be made of 1s.
- compose my own collections within 4.
- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.
- explore the composition of numbers within 5.

Non-number:

- Line up lengths of wool, string, ribbon discussing accuracy e.g. is it exactly the same length?
- Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes for children to play freely with.
- Discuss route and locations e.g. take the children out to park: recall the route and the order of things seen on the way.
- Countdown to forthcoming event e.g. Easter, refer to days of the week

Number:

Non-number:

- Select shapes appropriately for purpose e.g. flat shapes for building, prism for a roof etc
- Discuss and describe routes e.g. directing the water flow using guttering to reach a specific destination.
- Use language of cylinder/cuboid e.g. during tidy up time where does this cylinder go?
- Extend and create ABAB patterns e.g. stick, leaf, stick, leaf.

Number:



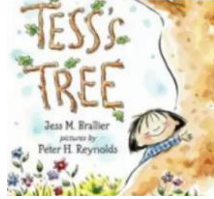

Develop 1:1 correspondence, including by coordinating movement and counting. Understand that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.








Non-number:

- Understand position through words alone e.g, the bag is under the table with no pointing.
- Describe a familiar route e.g. obstacle course, ask children to describe the route and give directions to each other using language such as first, then, next etc
- Talk about the sequence of events in stories use vocabulary like 'morning', 'afternoon', 'first, then, after, before'
- Provide patterns from different cultures such as fabrics for children to describe. Can they spot errors in repeating patterns?
- Countdown to summer holidays refer to number of weeks, days of the week.

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.

<p>Understanding the world</p> <p>I am an Exceptional Explorer and a Compassionate Citizen</p> 	<p>Help children to learn each other's names, modelling correct pronunciation.</p> <p>Answer their questions about themselves and others – talking positively about different appearances, skin colours and hair types.</p>  <p>Begin to make sense of their own life story and family's history.</p>	<p>Explore how materials sink and float e.g. how the water pushes up when they try to push a plastic boat under it.</p> <p>Explore how liquids turn into bubbles and float.</p> <p>Think about how water changes state e.g. ice cubes melting.</p> <p>Hand hygiene – washing hands.</p>	<p>Provide children with opportunities to cook – combine different ingredients and then cool or heat them.</p> <p>Meet people from a range of occupations e.g. school cook, shopkeeper, farmer, café owner etc Also include professions to talk about health and exercise. Challenge gender and stereotypes</p>	<p>Begin to understand the need to respect and care for the environment and all living things e.g. caring for animals</p> <p>Plant seeds and care for growing plants – understand the key features of the life cycle of a plant and an animal.</p> 	<p>Begin to understand habitats and that some animals live in different countries. Understand that fruits and foods grow in different countries. Sample and taste different foods and fruits.</p> <p>Understand why Bees are important</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos e.g create displays about holidays they have been on or families around the world.</p> <p>Talk to grown ups about their experiences of going to the seaside – how have things changed?</p> <p>Investigate shadows.</p> <p>Explore how light can shine through some materials but not others.</p>
<p>Celebrations and festivals to consider for provision enhancements</p>	<p>Harvest</p>	<p>Diwali Fireworks night, Christmas</p>	<p>Shrove Tuesday, Chinese New Year Children's mental health week IOW Storytelling festival</p>	<p>Mother's Day Easter, St George's Day</p>	<p>Mental health awareness week Deaf awareness week Walk the Wight World Bee Day</p>	<p>Father's Day IOW festival Round the Island Yacht Race Carnivals</p>
<p>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.</p>						
<p>Expressive Arts & Design</p> <p>I am a Dynamic Designer</p> 	<p>Help children to add detail to their drawing of people and faces e.g. 2 eyes, ears, arms, hands etc</p> <p>Self portraits</p> <p>Pour my own drink for snack.</p> <p>Imaginative and small world – home settings/ family.</p>	<p>Children to create closed shapes with continuous lines.</p> <p>Tie Dye printing to show colour mixing.</p> <p>Talk to children about colours of the rainbow</p> <p>Make rainmakers/ shakers</p> <p>Imaginative and small world – bath time, boats,</p>	<p>Observational drawings of seasonal vegetables</p> <p>Make a bird food cake to feed the birds outside.</p> <p>Design and make bread with the school cook.</p> <p>Cutting and peeling vegetables for a stir fry.</p> <p>Imaginative and small world – roads to support deliveries, shops, transport linked to food etc food preparation/ café/ restaurant</p>	<p>Explore colour and colour mixing.</p> <p>Help children to show different emotions in their drawings and paintings like happiness, sadness, fear etc e.g can they create a happy / sad/ scared cow face?</p> <p>Observational drawings of animals.</p> <p>Introduce split pins for fastening – simple moving picture.</p> <p>Make scarecrows</p>	<p>Use drawing to represent ideas like movement or loud noises</p> <p>Explore materials freely, join different materials and explore different textures e.g. jungle collage using materials from outside.</p> <p>Introduce the skills of a glue gun.</p> <p>Imaginative and small world – jungle settings, animals</p>	<p>Observational drawings at the beach e.g. seashells, seaweed, other interesting items found at the beach</p> <p>Invite artists into the setting to widen the range of ideas which children can draw on.</p> <p>Imaginative and small world – transport, airport, beach, sea creatures</p>

				Imaginative and small world – farmyard		
Artists to inspire!	<p>Picasso – faces</p> 	<p>Kandinsky – circle paintings</p> 	<p>Giuseppe Arcimboldo – food faces!</p> 	<p>Steven Brown – Cow pictures</p> 	<p>Rousseau - Jungle paintings</p> 	<p>David Miller – sea pictures</p> 
Throughout the year, the children will learn to sing, listen attentively and have plentiful opportunity to perform several songs and dances off by heart. Children will have ample opportunities to play a variety of instruments and begin to demonstrate a sense of pulse and rhythm.						
<p>Songs and Rhymes</p> <p>I am a Proud Performer</p> 	<p>Heads, shoulders, knees and toes</p> <p>If you are happy and you know it.</p> <p>Tommy Thumb – where are you?</p> <p>The Skeleton Dance – Dem Bones</p> <p>This is the way we wash our face</p> <p>Pants are private song</p> <p>Simon Says</p>	<p>I can sing a Rainbow</p> <p>Five little ducks went swimming one day</p> <p>I hear thunder</p> <p>Rain Rain Go Away</p> <p>It's raining it's pouring, the old man is snoring!</p> <p>Incy Wincy Spider</p> <p>Bubbles all around</p> <p>Washing hands song</p> <p>Christmas songs</p>	<p>Pat a Cake</p> <p>One potato, two potato...</p> <p>I'm a Little Teapot</p> <p>5 Currant Buns</p> <p>Pizza Hut</p> <p>Oranges and lemons</p>	<p>Baa Baa Black Sheep</p> <p>Old Mc Donald had a Farm</p> <p>Little Bo Peep</p> <p>Dingle Dangle Scarecrow</p> <p>Chick, chick, chick, chick chicken</p> <p>This Little Piggy went to Market</p> <p>5 green peas</p> <p>This is the way we plant our seeds...</p> <p>Country Dancing!</p>	<p>Nelly the Elephant</p> <p>We're all going to the zoo tomorrow</p> <p>Down in the Jungle</p> <p>Wiggly Woo</p> <p>The ants go marching</p>	<p>Baby Shark</p> <p>1,2,3,4,5 once I caught a fish alive</p> <p>Row, row, row your boat</p> <p>You are my Sunshine</p> <p>The Sun has got his hat on</p> <p>Sun safety song</p>
Instruments	Chime bars	Rainmakers Hand bells	Xylophones/ Glockenspiels	Music app / technology	African Drums	Festival vibes
Children will be introduced to a wide range of musical instruments from a range of cultures this can include electronic keyboards and musical apps on tablets. They will be encouraged to experiment with different ways of playing instruments. Staff will listen carefully to their music making and value it. Staff will record children's pieces and play it back for the children to hear. This will encourage the children to play their instruments with increasing control to express their feelings and ideas.						