

## EYFS Long Term Plan Cycle B (2021-22, 2023-24)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic &amp; Hook</b>	<b>All about me</b> Show and tell family photograph	<b>Celebrations &amp; festivals</b> Teddy Bear's Tea party	<b>Fairy tales</b> Making a crown/ wand Theatre in School	<b>Dinosaurs</b> Dinosaur videos	<b>Growth &amp; Green fingers</b> Trip to the Farm	<b>Africa</b> Fruit kebabs
<b>Authors</b>	Jill Murphy	Judith Kerr	Eric Carle	Julia Donaldson	Nick Sharratt	Sue Hendra
<b>Theme, festivals &amp; events</b>	St Matthew's Day, Autumn, Harvest festival 3 <sup>rd</sup> Oct	Bonfire Night 5 <sup>th</sup> Nov, Diwali 4 <sup>th</sup> Nov, , Christmas, Recycling week (Sept)- junk modelling, Remembrance Day	Winter & Ice , Chinese New year 1 <sup>st</sup> Feb Shrove Tuesday 1 <sup>st</sup> Match World Book Day 3 <sup>rd</sup> March	Spring, baby animals Easter, Mother's Day 27 <sup>th</sup> March,	Life-cycles, St Georges Day 23 <sup>rd</sup> April, Eid 2 <sup>nd</sup> May, Platinum Jubilee (2 <sup>nd</sup> June)	Father's Day 19 <sup>th</sup> June, sports Day, Transition, World Ocean Day 8 <sup>th</sup> June
<b>Parents events</b>	Home visits	Make decorations & a party	Art & craft- Andy Goldsworthy	Easter crafts	Golden Jubilee Garden Party	
<b>English</b>	<b><u>T4W Fiction &amp; Hook</u></b> <b>The Enormous Turnip</b> Vegetable Soup	<b><u>T4W Fiction &amp; Hook</u></b> <b>You Must Bring a Hat</b> Make & decorate their own hat for the tea party	<b><u>T4W Fiction &amp; Hook</u></b> <b>The Three Little Pigs</b> Den building	<b><u>T4W Fiction &amp; Hook</u></b> <b>Dinosaur ROAR</b> paper Mache Dinosaur Egg	<b><u>T4W Fiction &amp; Hook</u></b> <b>Jack and the Beanstalk</b> Plant a bean	<b><u>T4W Fiction &amp; Hook</u></b> <b>Handa's Surprise</b>
	<b><u>Non Fiction</u></b> Seasons Healthy eating and instructions to make vegetable soup	<b><u>Non Fiction</u></b> Cultures & traditions: (Christmas, Diwali) Seasons: Autumn	<b><u>Non Fiction</u></b> Cultures and traditions: (Chinese New Year) Seasons: Winter	<b><u>Non Fiction</u></b> baby animals & animal life cycles, spring, Cultures and traditions: (Easter)	<b><u>Non Fiction</u></b> Planting, nature & growth, human life cycles, our bodies	<b><u>Non Fiction</u></b> Recount Text: A trip Summer, holidays
	<b><u>Linked Texts</u></b> Owl Babies Why is the Sky blue Autumn information books Pumpkin soup Stickman I'm not a Stick Don't let the Pigeon drive the bus The Dark Dark Tale	<b><u>Linked Texts</u></b> Toys in Space by Mini Grey Here Come the Aliens by Colin McNaughton The Dark Tale Diwali, Guy Fawkes, Bears in the night , Rama and Sita The Bear's Winter House The Owl Who Was Afraid of the Dark Let's Celebrate Five Days of The Jolly Christmas Postman Christmas in Exeter Street Slumfenburger's Christmas Present Stickman	<b><u>Linked Texts</u></b> Winter information books The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood The Gingerbread Man The Tin Forest The Foggy Forest A Dark Dark Tale	<b><u>Linked Texts</u></b> Farmer Duck, The Ugly Duckling The Very Hungry Caterpillar, Tadpole's Promise, What the Ladybird Heard, The Bad tempered Ladybird, Growing Frogs, Farm animal information books Little Rabbit Foo Foo Chikin'	<b><u>Linked Texts</u></b> Jaspers Beanstalk, The Odd Egg The Egg Drop by Mini Grey Monkey Puzzle Oliver's Vegetables, Oliver's Fruit Salad Seed to Sunflower The Tiny Seed, The Pig in the Pond, Stuck in the Mud, The Wonderful Habits Rabbits, Farm animal information books	<b><u>Linked Texts</u></b> The Snail and the Whale Sharing a Shell Mister Seahorse Bright Stanley Rainbow Fish Dougal's Deep Sea Diary Tickly Octopus Under the Sea Shark in the Park The Fish Who Could Wish One is a snail, ten is a crab Smiley Shark The Storm Whale Barry the Fish with Fishers

## EYFS Long Term Plan Cycle B (2021-22, 2023-24)

		Christmas stories				Seaside Poems Tiddler
	<b>Poetry and Rhymes</b> Silly soup & rhyming songs	<b>Poetry and Rhymes</b> Chocolate Cake- Michael Rosen	<b>Poetry and Rhymes</b> The Puffin Book of Fantastic Book of First Poems	<b>Poetry and Rhymes</b> The Puffin Book of Fantastic Book of First Poems	<b>Poetry and Rhymes</b> The Sound Collector- Michael Rosen	<b>Poetry and Rhymes</b> Shark in the Park- Nick Sharratt
	<b>Writing Reception</b> Writes own name, initial sounds of the alphabet <b>Nursery</b> Big Mark Making - circles and squiggles	<b>Writing Reception</b> Write vc/cvc words and labels <b>Nursery</b> Big Mark Making - circles, squiggles, lines and zig-zags	<b>Writing Reception</b> Write CVC words, labels and simple captions <b>Nursery</b> Preference for a dominant hand Use one-handed tools Big Mark making - circles, squiggles, lines and letter shapes	<b>Writing Reception</b> Write captions and simple sentences using CVC words <b>Nursery</b> Hold a one handed tool with a comfortable grip Squiggle while you wiggle Write the initial letter of their name accurately	<b>Writing Reception</b> Write a phonetically plausible sentence <b>Nursery</b> Write some or all of their name	<b>Writing</b> Write simple phrases and sentences that can be read by others <b>Nursery</b> Write some letters accurately (initial sounds)
<b>Maths</b>	Reception follow White Rose Scheme <b>Nursery:</b> Children to recite numbers in order using a range of number songs To show an interest in numbers in the environment To show an interest in shapes in the environment and use these during play	Reception follow White Rose Scheme <b>Nursery:</b> Children to recite numbers to 10 Children to begin to count objects Children to use the language of everyday shapes- big/small/tall Children to begin to learn names of shapes during focussed activities	Reception follow White Rose Scheme <b>Nursery:</b> To begin to recognise numbers 1-5 and practice these regularly Children to construct a bridge using a variety of different shapes, investigating which shapes work and which did not work	Reception follow White Rose Scheme <b>Nursery:</b> To recognise numbers 1-5 confidently and begin to match objects to quantity. Children to begin to notice similarities and differences in shapes of a flower and insects.	Reception follow White Rose Scheme <b>Nursery:</b> To begin to recognise numbers 6-10 To be secure in numbers 1-5 To recognise a circle, square, triangle, rectangle, star, heart, diamond confidently	Reception follow White Rose Scheme <b>Nursery:</b> To recognise numbers 1-10 confidently and match quantity of objects. Children to create a piece of artwork using a variety of different shapes for a purpose- picture of the seaside.
<b>Science</b>	N- Learn about the life cycles of humans Learn about how to take care of themselves Learn about their senses R- Learn about how to take care of themselves Describe people who are familiar to them	Play and explore outside to understand seasonal changes (autumn) N- Explore light sources Shine light on or through different materials R- Explore shadows	Play and explore outside to understand seasonal changes (winter) N- change in materials (ice/melting) R- Observe, measure and record how materials change when heated and cooled	Play and explore outside to understand seasonal changes (spring) N- Learn about the life cycles of animals Compare adult animals to their babies R- Name and describe animals that live in different habitats.	N- Plant seeds and grow plants R- Explore how water moves through flowers and plants	Play and explore outside to understand seasonal changes (summer) N- Explore the surrounding natural environment Explore natural objects from the surrounding environment

## EYFS Long Term Plan Cycle B (2021-22, 2023-24)

				Describe different habitats		R- Explore the plants & animals in the surrounding natural environment Explore plants and animals in a contrasting natural environment
<b>UTW ELG</b>	<p><b><u>The Natural World</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. Understands important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<b>Geography</b>	<p><b>Where I live:</b> N- Look at where I live using photographs R- Look at a simple map- where I live, school and the surrounding area using a map</p>	<p><b>Chinese New Year:</b> N- Know that there are different countries in the world Look similarities and difference between life in this country and life in other countries using photographs R- Know that there are different countries in the world Look similarities and difference between life in this country and life in other countries aerial view and maps</p>	<p><b>The Local area:</b> N- Talk about the differences they have experienced or seen in photos R- Look at a simple map- draw a simple map of their own immediate environment</p>			
<b>UTW ELG</b>	<p><b><u>People Culture and Communities</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
<b>History</b>	<p><b>Me and my family</b> N- Learn about how we have changed over time R- Talk about members of their immediate family and community</p>	<p><b>Changes over time</b> N- Begin to make sense of their own life-story and family's history. R- Look at similarities and differences in diverse families, past and present through stories</p>	<p><b>People who are important to me</b> N- Show interest in different occupations. R- Comment on images of familiar situations in the past, Compare and contrast characters from stories, including figures from the past</p>			
<b>UTW ELG</b>	<p><b><u>Past and Present</u></b> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>					
<b>Art</b>	<p><b>Artist:</b> Vincent Van Gogh- light &amp; dark N- Experiencing and naming primary and secondary Colours R- Explore colour mixing to represent various colours they see</p>	<p><b>Artist:</b> Andy Goldsworthy- land art N- Exploring pattern through print and mark making R- Introduce a range of tools and experiment with mark making</p>	<p><b>Artist:</b> Cloud Monet N- Look closely at details in the natural environment and create a drawing R- Look closely at details in the natural environment, focus on colour, shapes and texture</p>			
<b>DT</b>	<p>N- Developing and sculpting R- Use different tools to create a sculpture</p>	<p>N- Join materials to create their own model R- Design and construct houses and homes</p>	<p>N- Prepare a healthy snack R- Design and prepare a healthy snack</p>			

## EYFS Long Term Plan Cycle B (2021-22, 2023-24)

<b>EA&amp;D ELG</b>	<p><b><u>Creating with Materials</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.</p>					
<b>Music</b>	Expressing feelings and responses through music and dance	Play instruments with increasing control			Music making performing solo or in groups	
<b>EA&amp;D ELG</b>	<p><b><u>Being Imaginative and Expressive</u></b> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>					
<b>Computing</b>	N- Digital mark making R- Digital Online programmes: reading eggs & educational programmes	N- Digital Online programmes: Purple Mash R- Programming simple control toys Bee-bots			N- Programming simple control toys Bee-bots R- Digital Online programmes: Purple Mash	
<b>PE</b>	Develop movement in different ways-balancing, riding, walking, jumping					
<b>PD ELG</b>	<p><b><u>Gross Motor Skills</u></b> Negotiate obstacles and space safely with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically such as running jumping dancing hopping skipping and climbing</p>					
<b>PSHE- HeartSmart</b>	<p><b><u>Get Heartsmart</u></b> N- Meet Boris How do I feel? How can I be kind? R- What does it mean to be Heartsmart? How do I know how my friends are feeling?</p>	<p><b><u>Don't Forget to Let Love In</u></b> N- How am I special? What makes me unique? R- How are we the same/different? What makes our friends special?</p>	<p><b><u>Too Much Selfie Isn't Healthy</u></b> N- Who do I love and care for? How do I help others? R-How are everyone's families different? How do I show care and affection for others?</p>	<p><b><u>Don't Rub It In Rub It Out</u></b> N- How can I be a good friend? R- What makes super friend? How do my words makes others feel?</p>	<p><b><u>Fake Is A Mistake</u></b> N- I understand the importance of telling the truth. I can identify things I am thankful for. R- I know the difference between truth and lies. I am able to discuss what I am thankful for.</p>	<p><b><u>No Way Through Isn't True</u></b> N- I can challenge myself. I will keep trying. R- I can move forward when I have made a mistake. I can show perseverance.</p>
<b>PSED ELG</b>	<p><b><u>Self-Regulation</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b><u>Building Relationships</u></b> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs</p>					
<b>RE</b>	F5: Where do we belong?	F1: Which stories are special and why?	F2: Which people are special and why?	F3: Which places are special and why?	F4: Which times are special and why?	F6: What is special about our world?

## EYFS Long Term Plan Cycle B (2021-22, 2023-24)

<b>UTW ELG</b>	<p><b><u>People Culture and Communities</u></b>  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
<b>RR article link</b>	<p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.  Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>	<p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.  Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p>	<p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.  Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them too.</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.  Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them too.</p>	<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.  Article 31 You have the right to play and rest</p>	<p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.  Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>