EYFS Long Term Plan

Loose Themes	**Autumn 1** Happy To Be Me! Humpty and Friends.	**Autumn 2** Help is at Hand Come and Join the Celebration	**Spring 1** Come Fly with Me	**Spring 2** Animal Crackers REACH Week!	**Summer 1** What on Earth?	**Summer 2** Way Back When… Community Project
Key Texts	Perfectly Norman by Tom Percival Colour Monster Giraffe's Can't Dance My Beautiful Voice by Joseph Coelho You Choose by Pippa Goodhart	Cops and Robbers Hairy McLary-Rumpus at the Vet Mog and the VET Detective and Hospital Dog by Julia Donaldson	Pattan's Pumpkin Dadji's Paintbrush You're Safe with Me Augustus and his smile	My First Big Book of Animals by Nicola Davies The Lion Inside by Rachel Bright The Ugly Five by Julia Donaldson	Bloom Greta and the Giants The Last Tree in the City Tidy Yucky Worms I am Josephine	Rosie's Hat by Julia Donaldson Major Glad and Major Dizzy Alfie Books Dogger Series On the Way Home by Jill Murray
Visits/Visitors	Reading Café	People who help us visitors Pantomime	Dance Workshop	Animal/science workshops? Reading Café		Gressenhall Trip 30th June/1st July
Key Experiences	Family Café Self-Portraits and Family Photos	Police car school visit. Non-Uniform Day- 'When I grow up' Theme.	Around the world food tasting. Cooking, Music, Art from around the world.	Animal Safari Provocations Bird Watch	Minibeast Hunt Planting Caring for Caterpillars Wormery	Artefact Exploring Grandparents Café
PATHS	Unit 1- Fostering Positive Classroom Climate Unit 2- Basic Feelings I	Unit 3- Basic Feelings II Unit 4- Self-Control	Unit 4- Self-Control Unit 5- Sharing, Caring, Friendship	Unit 6- Basic Problem Solving Unit 7- Intermediate Feelings	Unit 8- Advanced Feelings	Unit 9- PATHS Wrap-Up
PD	REAL PE	REAL PE	REAL PE	REAL PE	REAL PE	REAL PE

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	To make marks using various materials, develop pencil control.	To develop a correct pencil grip and represent sounds.	Begins to form recognisable letters and labels and captions.	Uses a pencil to form mostly recognisable letters and begins to write simple sentences.	Use a pencil to correctly form most letters.	Develop communication when working as a team. Accurately use a pencil to correctly form letters and write simple sentences. Begins to form tall and short letters.
Reading- Word Reading **RWI programme followed**	Phase 1 listening skills CVC words Applying phonics Set 1 sounds	Applying phonics knowledge to write CVC, CCVCC, words. Set 1 Sounds Finger spaces Full stops	Applying phonics knowledge to write CVC, CVCC, CVVC words. Set 2 sounds Finger spaces Full stops Common exception words	Applying phonics to write words using sounds. Capital letters, Finger spaces, Full stops Set 2 sounds. Common exception words.	Applying phonics to write words using sounds. Set 2/3 sounds. Writing full sentences.	Using phonics knowledge confidently and independently. Consolidation of sounds. Write a short sequence of simple sentences.
Talk Through Stories	A Little Bit Brave Ruby's Worry Perfectly Norman	Burglar Bill The Koala who Could Stick Man	Mog the Forgetful Cat Five Minutes Peace Owl Babies	The Lion Inside Elmer Leo and the Octopus	The Extraordinary Gardener Rainbow Fish	Dogger Cops and Robbers On the Way Home
Reading- comprehension.	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and	Describes main story settings, events and principal characters. Shows interest in illustrations and	Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows	Begins to read words and simple sentences with increased independence.	Read and understand simple sentences. Use phonic knowledge to decode regular	Read phonically regular words of more than one syllable as well as many irregular but

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	poems, one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Learn single phoneme sounds. Hears and says the initial sound in words.	print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Know all single phoneme sounds.	which letters represent some of them. Begins to read words and simple sentences.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.	high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describe the main events in the simple stories they have read.
Key Literacy Texts	**Perfectly Norman & Ruby's Worry – Tom Percival**	**The Everywhere Bear- Julia Donaldson**	**Lost and Found -Oliver Jeffers** Penguins -National Geographic	**The Three Little Pigs & Pigs Might Fly – J.Emmett & S.Cox**	**The Bog Baby & The King of Tiny Things -**	**Handa's Surprise – Eileen Brown**
Writing	Rhyming words Mark making and ascribing meaning Name writing Set 1 sounds.	Letter formation Recognise all Set 1 sounds CVC, CVCC, CVVC words.	Use phonics knowledge independently to read and then complete simple sentences.	Begin to use set 2 sounds when writing labels, captions. Joined handwriting Set 2 sounds.	Confidently able to write a simple sentence using CVC words and some CVVC words.	Independently able to write a simple sentence. Recognise and spell some common

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	Letter formation. Retelling stories Ordering events	Labels Captions Look at sentence structure	Recognise and spell some common exception words. Develop use of finger spaces. Labels Captions Explore story language in a range of texts.	Begin to write simple sentences with greater independence. Recognise and spell some common exception words independently. Use clear finger spaces.	Can confidently read back what they have written. Write for a range of purposes-labels, cards, description. Recognise and spell some common exception words independently. Use clear finger spaces.	exception words independently. Use clear finger spaces. Write in a range of contexts. Uses some story language in writing. Evident use of phonics within writing.
	Grammar and composition: CVC words Applying phonics **RWI Phonics programme followed**	**Grammar and composition:** Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces Full stops	**Grammar and composition:** Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words	**Grammar and composition:** Applying phonics to write words using Set 1 and 2 sounds. Capital letters, Finger spaces, Full stops Common exception words.	**Grammar and composition:** Applying phonics to write words using Set 1 and 2 sounds. Writing full sentences. Capital Letters	**Grammar and composition:** Using phonics knowledge confidently and independently. Write a short sequence of simple sentences. Capital Letters
Maths	Getting to know you Match, Sort and Compare Talk about Measure and Pattern Gov. Baseline Assessment.	It's Me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 Sides Representing 0-5 Composition of 0-5 Comparing 0-5	Alive in 5 Mass and Capacity Growing 6, 7, 8 Introducing zero Comparing numbers to 5 Representing 4 and 5	Length, Height and Time Building 9 and 10 Explore 3D shapes Representing 9 and 10. Composition of 9 and 10.	To 20 and beyond How many now? Manipulate, Compose and Decompose. Building numbers beyond 10	Sharing and Grouping Visualise, Map and Build Make Connections Doubles Sharing and Grouping

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	Formative Baseline Assessment. Sorting, matching, comparing amount, comparing size, mass, capacity, exploring pattern.	Introducing circles and triangles and shapes with 4 sides.	Comparing numbers to 5 Compare mass and capacity. Making pairs. Making 6, 7, 8 and combining groups. Length and Height Comparing durations of time.	Number bonds to 9 and ten. 3D shape Patterns.	Counting patterns beyond 10 Spatial Reasoning- Match, Rotate, Manipulate Adding More Taking away Spatial Reasoning- compose and decompose	Even and Odd Spatial Reasoning- Visualise and Build Deepening understanding Patterns and relationships. Spatial Reasoning- Mapping
EAD Access Art Units- see separate coverage document.	**Art and Design** *How can we explore materials and marks?*	**Art and Design** *How can we explore colour?*	**Art and Design** *How can we use our imagination?*	**Art and Design** *How can we use our bodies to make art?*	**Art and Design** *How can we build worlds?*	**Art and Design** *What can we see? How can we explore 3D Materials?*
	Music Focus: Timbre, beat, pitch contour. Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions	Music Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. •	Music Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using	Music Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. Focus: Timbre, tempo, structure (call-and-	Music Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-	Music Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner.

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	Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing.	Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments	instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions	response), active listening. Objectives: • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.	D-E). • Listen to a range of sea-related pieces of music and respond with movement. Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dy namics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.
UW	**RE – Norfolk Agreed Syllabus**		**RE – Norfolk Agreed Syllabus**		**RE – Norfolk Agreed Syllabus**	
	Introduction to Christianity and the core values,traditions and beliefs. Core Question – What does the word God mean? What puzzles you?		Introduction to other religions/beliefs. Core Question – What is it? What is it for? Exploring artefacts from different faiths. Core Question – Why do Christians put a cross in the Easter garden?		Exploring celebrations. Core Question – How do people celebrate?(Islam,Judaism,Sikism)	

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	Core Question – How do people celebrate? (Hinduism,Judaism) Why do Christians perform Nativity plays at Christmas?					
	People Culture and Communities • To identify features about themselves that make them individuals • To identify how we are similar and different • To know who is in their family and how families can differ • To know what belonging means • To know what a community is and identify the communities and groups they belong to Take part in celebrations about Harvest. .	People Culture and Communities *Christmas, Diwali* • To know which jobs need to be done at home and identify how they can help • To know who works at school, what jobs they have and how these people help them • To identify ways in which the police, ambulance service and fire service help in the community • To know how doctors and nurses help in different settings • To know how we can help to keep ourselves healthy and safe • To know about a wider range of people who help in our communities such as builders,	People Culture and Communities • To know about some key aspects of Chinese culture, including Chinese New Year • To know about some key aspects of Indian culture, including festivals such as Diwali • To explore some basic identifying features of Russia's culture • 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 • know human geographical features are man-made	People Culture and Communities *Easter, Pancake Day* To take part in Easter Celebrations.	People Culture and Communities • To identify things that they consider to be 'pretty' and know that pretty things are not gender-related	People Culture and Communities

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		electricians, waiting staff etc. • To identify ways in which we can help each other • To identify people who need more support, such as elderly people • 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	• know physical geography features are natural			
	Natural World • To know that eyes are used to see and ears are used to hear • To name and identify body parts on humans and animals • To know that animals use their senses in different ways to us • explore the natural world around them,	Natural World know that food comes from plants or animals and that food has to be grown or caught	Natural World • To know that a map is a drawing of all or part of Earth's surface • To know that China / India / Russia / Egypt can be found on a map of the world • To know that Egypt is a country located across Africa and Asia	Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know that saying what you see is an important aspect of science Observe and record living things and materials.	Natural World • To know features of a variety of living things and be able to identify ways of taking care of them • explore the natural world around them, making observations and	Natural World

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	making observations and drawing pictures • know about similarities and differences between themselves and others • • understand some important processes and changes in the natural world around them • know that processes and changes occur		• To know that Russia is a large country in Asia • know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • know the names of places in their immediate locality and say what those places are like • know that physical geographical features are natural	• explore the natural world around them, making observations and drawing pictures of animals and plants • know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	drawing pictures of animals and plants • know some similarities and differences between the natural world around them and contrasting environments, drawing on what has been read in class • know that saying what you see is an important aspect of science • understand some simple generic vocabulary linked to science e.g. experiment, record • • know that human geographical features are man-made • know that physical geographical	

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					features are natural	
	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
	• talk about the lives of the people around them • order and sequence familiar events • understand and use language related to the passing of time • talk about the lives of the people around them • know about similarities and differences between themselves and others	• know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class • know about similarities and differences between themselves and others • understand and use language related to the passing of time • state examples of change • know what causes everyday things to happen	• To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids		• To know what makes someone or something 'old' and identify ways in which we can reuse and recycle old things • To know what 'new' means • • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • talk about the lives of people around them and their roles in society • understand and use language related to the passing of time (Hi KB)	• 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.

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					• know about similarities and differences between themselves and others (Hi KB)	