

EYFS LONG TERM PLAN—FS1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Linked texts to help children to secure and think more deeply about knowledge.	Colour Monster Dear Zoo Meg & Mog	Nativity story Diwali story The Jolly Postman	Peace at Last Lost & Found	The Hungry Caterpillar Jack & the Beanstalk Owl Babies	We're Going on a Bear Hunt Handa's Surprise Elmer	Three Little Pigs Goldilocks & the Three Bears Three Billy Goats Gruff
WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge. NUstem project runs throughout the year	Harvest Festival & collection Mystery Readers in FSU	Santa's Grotto Rising Sun trip Diwali celebrations Nativity Posting letters to Santa Mystery Readers in FSU	Library Visit Internet Safer Day—Smartie the Penguin Chinese New Year Mental Health Awareness week RSPB—Great Bird Watch Mystery Readers in FSU Winnie the Pooh Day	Walk to Rising Sun Mother's Day Afternoon Tea Mystery Readers in FSU Shrove Tuesday/Pancake Day Easter traditions	Rising Sun Farm Bear Hunt Secret Garden Mystery Readers in FSU Queens Jubilee celebrations	Soft Play visit Visit Church of the Good Shepherd Mystery Readers in FSU

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Characteristics of Effective Learning	<p>Playing and Exploring: children investigate and experience things, and 'have a go'</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Creatively: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Overarching Principles	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

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Assessment Opportunities	North Tyneside Communication screener FSU team meetings (weekly) Baseline assessment SALT interventions	Ongoing assessments Seesaw learning journeys FSU team meetings (weekly) Parents Evening Internal moderation	FSU team meetings (weekly) Pupil Progress meetings Cluster Moderation	FSU team meetings (weekly) Parents Evening Pupil Progress meetings Internal moderation	FSU team meetings (weekly) Pupil Progress meetings	FSU team meetings (weekly) End of year report
Strategies to involve families in our learning.	Seesaw Twitter FSU information booklet 1/2 hour visits built up at child's pace of settling Whole school newsletter Drop-in sessions (COVID 19 dependent)	Parents Evening Nativity Seesaw Twitter Whole school newsletter	Seesaw Twitter Whole school newsletter Drop-in sessions (COVID 19 dependent)	Seesaw Twitter Parents Evening Mother's Day Afternoon Tea Easter Assembly Whole school newsletter	Seesaw Twitter Whole school newsletter Drop-in sessions (COVID 19 dependent)	Seesaw Twitter Sports Day End of year report Soft Play day Whole school newsletter
Strategies to support our vulnerable children	Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning Launchpad for Literacy		Early Years Talk Boost—Tizzy Time Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning Launchpad for Literacy			
How will we use our enhanced continuous provision to support learning through independent inquiry.	Small world—following children's interests Home corner—regular enhancements Discovery tuff trays		Small world—following children's interests, animals, life cycles Home corner—regular enhancements Discovery tuff trays		Small world—following children's interests Home corner—regular enhancements Discovery tuff trays Role play areas	

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Communication and Language Listening & Attention Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. EYFS Statutory Educational Programme					
Whole FSU focus—C&L is developed through the year through high quality interactions, daily group discussions (pow-wows), stories, singing, speech and language interventions, Pie Corbett T4W, Pow-wow pals sent home weekly	Join in with support with favourite chants & rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated Develop attention and listening skills Encouraging talk—model the use of language in different areas of the FSU	Join in with favourite rhymes – some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated Developing confidence to talk in front of others Turn taking in conversations	Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes Developing own narratives (Helicopter stories)	Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes	Use talk to organise play, assigning roles, directing others, choosing resources. Understand how to ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and say why they like them	Able to talk about events now and in the past using appropriate tenses. Can start a conversation with an adult or friend. Using longer sentences of 4-6 words. To use talk to organise themselves in their play. Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. Have their own favourite books & say why they like. Continue to develop a bank of Nursery Rhymes.
Poetry/Rhymes	Humpty Dumpty Baa Baa Black Sheep	Twinkle, Twinkle Jack & Jill	The Wheels on the Bus Incey Wincey Spider	Sleeping Bunnies 5 Speckled Frogs	5 Little Monkeys Wind the Bobbin	Row, Row your Boat Down in the Jungle

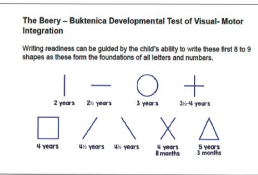
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Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Educational Programme</p>					
<p>Managing Self</p> <p>Self-Regulation</p> <p>Building Relationships</p> <p>Children will follow Snowbell & Snowdrops rules, be encouraged to use a variety of self regulation strategies, some of which suggested by partnership with Silverdale Outreach team</p>	<p>Form a secure bond with key worker and play in parallel, observing others and copying ideas.</p> <p>Select from a small range of resources on offer within a single activity</p>	<p>Become more outgoing with other adults in the setting.</p> <p>Begin to link up with others from their Pow-wow/Small group (Keyworker) by holding hands and travelling to the same play area.</p> <p>Find and bring additional resources needed to activities to achieve a particular goal</p> <p>Show more confidence in new social situations</p>	<p>Follow FSU rules with simple verbal prompts or visual reminders.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Choose and locate the resources they need to achieve a goal</p>	<p>Follow very simple rules to stay safe when visiting the local area with familiar adults.</p> <p>Take turns without reminders</p> <p>Join in with simple discussions with an adult about how to make things fair.</p> <p>Choose the tools and materials they need to achieve their vision.</p> <p>Develop ways to calm themselves and use these with adult support</p>	<p>Follow rules without reminders.</p> <p>Listen and talk to special visitors to the setting.</p> <p>Use play with another child to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self calming strategies spontaneously. Such as draw a star, take a few deep breaths.</p> <p>Carry out simple tasks to help someone other than themselves.</p> <p>Use a small range of adjectives to describe the emotions of</p>	<p>Talk about FSU rules to other their friends.</p> <p>Develop appropriate ways of being assertive.</p> <p>Use a wider range of vocabulary to describe feelings of friends and characters in books.</p> <p>Help to find solutions to conflicts and rivalries & suggestion other ideas.</p> <p>Showing an interest in wanting to do a job for someone other than themselves.</p> <p>Take on the role of a character in role play. Looking at a different perspective</p>
<p>Computing & Online Safety</p> <p>RSE—online relationships</p>	<p>Use of play technology to explore</p> <p>Use of IWB</p> <p>Digiducks Big Decision online story—Childnet</p>	<p>Use of play technology to explore</p> <p>Use of IWB</p> <p>Chicken Clicking Story</p>	<p>Getting familiar with school iPad</p> <p>Safer Internet Day — Smartie the penguin online story</p>	<p>How to use iPad safely— opening and closing, storage</p> <p>Unplugged Story</p>	<p>Learn how to take a photo of something you are proud of.</p> <p>Dot. story</p>	<p>Use of programable toys— Beebots, Codapillar,</p> <p>Troll Stinks story</p>

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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Educational Programme					
Fine motor Daily opportunities for fine motor activities  <small>Fig. 4. From VMI Administration, Scoring and Teaching Manual, 6th Edition (Beery, 2010)</small>	Shows an interest in one handed tools Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance	Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Begin to use one handed tools with support (hand over hand) Copy most aspects of whole body action rhymes.	Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Make marks with different size pens with a palmer grip	Independently uses one handed tools to begin to make snips Using pincer movements to pick up small items or nip malleable materials. Post and thread. Imitate a tooth brushing routine.	Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing.	.Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Uses one handed tools and equipment independently for example to make snips in paper
Gross motor Children take part in daily wake up, shake up linked to squiggle Whilst you Wiggle' movements. Free flow access to the outdoors for large Physical development.	Jump two feet to two feet on the spot. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Climb steps or stairs with alternate feet, using a hand for support.	Make marks with large tools using arms and shoulders Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Kick. Roll, chase and collect a ball. Drive scooters, bikes and trikes by pushing feet.	Use the toilet independently, managing clothing and washing hands without a reminder Bowl, roll, chase and collect, tyres and barrels. Hop on the spot and on the move.	Take own coat/cardigan/jumper off and put it on Ride pedalled vehicles With an adults hand travel above floor height by walking or crawling.	Develop techniques for working simple mechanisms Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement.	Play follow my leader in a small group, imitating a range of gross motor movements. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). EYFS Statutory Educational Programme					
Comprehension Children have access to FSU lending library, pow-wow story strings linked to Over and Over	Maintain focus on a short picture book shared with an adult until the end. Begin to join in with rhymes & repeated refrains	Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Join in with rhymes & repeated refrains	Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Developing own narratives using helicopter stories	Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels.	Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality.	Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers
Phonics Letters & Sounds Phase 1 to give children a solid start	Phase 1 Letters & Sounds Aspects 1 General sound discrimination Environmental sounds	Phase 1 Letters & Sounds Aspects 2 Instrumental sounds Environmental sounds	Phase 1 Letters & Sounds Aspects 3 & 4 Body Percussion Rhythm and Rhyme	Phase 1 Letters & Sounds Aspects 5& 6 Alliteration Voice sounds	Phase 1 Letters & Sounds Aspects 7 Oral Blending & Segmenting	RWI—Introduce pictures Oral Blending & Segmenting
Talk 4 Writing	The Enormous Turnip	Nativity	Peace at Last Rosie's Walk	The Very Hungry Caterpillar	We're Going on a Bear Hunt	The Three Little Pigs
Writing Daily Squiggle Whilst you Wiggle & Dough Disco	Make marks on a range of scales with a range of tools and grips	Make marks on a range of scales with a range of tools and grips Squiggle Whilst you Wiggle	Focus on marks as they are being created by a range of tools Squiggle Whilst you Wiggle	Make continuous linear marks and other effects with hands and tools on a range of scales Squiggle Whilst you Wiggle	Make marks, including strings of symbols for others and ascribe meaning to them Squiggle Whilst you Wiggle	Use imitative writing during role play. Demonstrate a hand preference. Write some or all of their name Write some letters accurately Squiggle Whilst you Wiggle



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Mathematics	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding -such as using manipulatives, including small pebbles and tens frames for organising counting -children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. EYFS Statutory Educational Programme</p>					
<p>Numbers</p> <p>Mastery of Maths approach used as part of NCETM training</p> <p>Numberblocks used when appropriate to support learning.</p>	<p>Compare small sets of objects by processing language "more than".</p> <p>Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties.</p> <p>Process simple positional vocabulary in the run of child initiated play.</p> <p>Match pairs to demonstrate a secure grasp of commonality</p>	<p>Compare small sets of objects by processing language "more than" and "fewer than".</p> <p>Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle.</p> <p>Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play.</p> <p>Process and use positional vocabulary in large scale physical play.</p> <p>Sort sets of objects such as building blocks into sets of identical members</p>	<p>Subitise within 3.</p> <p>Show sets on fingers within 5.</p> <p>Process and use positional vocabulary accurately in small world scenes and when building.</p> <p>Arrange 2D shapes, narrating choices with informal descriptions of properties.</p> <p>Create a set out of positive and negative examples of objects.</p> <p>Use everyday language to compare size</p>	<p>Solve everyday problems with numbers up to 5.</p> <p>Process and use positional vocabulary accurately when out in the wider locality.</p> <p>Ascribe meaning to 3D shapes when building, according to their properties.</p> <p>Process language to Fill and empty containers.</p> <p>Process language to create structures or arrangements longer, shorter, taller, wider than mine.</p> <p>Finding out how many by counting 1:1</p> <p>Understanding the oneness of 1-5.</p>	<p>Link numerals to sets of 1, 2 or 3.</p> <p>Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty</p> <p>Compare lengths by aligning and accurately identify longer, taller and shorter.</p> <p>Process and use positional vocabulary accurately when describing book illustrations.</p> <p>Continue an ABAB linear pattern with everyday objects.</p>	<p>Link numerals to sets within 5.</p> <p>Predict changes in amounts in stories and rhymes, counting forwards and backwards</p> <p>Use a few of their own symbols and marks to represent mathematical experiences.</p> <p>Combine 2D and 3D shapes to make new shapes and narrate the effects created.</p> <p>Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller</p> <p>Correct an error in an ABAB pattern.</p> <p>Participate accurately in ABAB repeated patterns of actions.</p> <p>Talk about things that have already happened and things that are going to happen.</p>
Possible linked texts	Rosie's Walk Meg and Mog- Making spells	One duck stuck Supermarket zoo	Who sank the boat? Kipper's Toy Box	The Very Hungry caterpillar Handa's surprise	10 Little Rubber ducks The Crayons book of numbers.	10 Little Dinosaurs Walters Wonderful web

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Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. EYFS Statutory Educational Programme					
<p>Creating with Materials</p> <p>Being Imaginative & Expressive</p> <p>Children will have free access to wide variety of creative opportunities; painting, model making, collage, cutting, threading, music, dance, role play & small world</p>	<p>Use their imaginations as they consider what they can do with different materials in role play.</p> <p>Use small world props in short non-verbal narratives</p> <p>Make marks with a wide range of tools and grips</p> <p>Explore the different sounds of instruments</p> <p>Listen with developing attention to familiar sounds.</p>	<p>Use props, similar to those they represent, appropriately during role play with simple dialogue.</p> <p>Use small world props in simple stories with some narration.</p> <p>Make marks with a wide range of tools and grips.</p> <p>Explore the different sounds of instruments with increasing rhythm</p> <p>Remember and sing songs. (Nativity/Wake up shake up</p>	<p>Use materials for a purpose.</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Explore colours and colour mixing</p> <p>Use figures from familiar stories/animations to recreate short episodes.</p> <p>Use mark making tools to make enclosed shapes.</p> <p>Listen with increased attention to sounds instruments make</p>	<p>Use a wider range of objects as props in spontaneous story telling.</p> <p>Create original stories with small world figures.</p> <p>Join materials for a purpose.</p> <p>Use mark making tools to make a range of enclosed shapes.</p> <p>Listen and respond to how music makes them feel.</p>	<p>Take on a role in simple story telling.</p> <p>Join materials in a range of ways to make things for a purpose.</p> <p>Use mark making tools with control to add detail to shapes.</p> <p>Accurately match environmental sounds to pictures.</p> <p>Play instruments with increasing control to express to express their feelings and ideas</p>	<p>Generate simple stories inspired by props.</p> <p>Create original stories with small world figures, including dialogue</p> <p>Use mark making tools to make very simple representational drawings.</p> <p>Accurately match instrumental sounds to familiar percussion instruments.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes</p>
Key Artist Focus	Picasso—self portraits	Jackson Pollock—firework style	Eric Carle—Collage		Van Gogh—Bridges (linked to 3 Billy Goats Gruff)	
Possible linked books	Tap! Tap! Guess the Toy	Toot! Toot! Guess the instrument	Lost and Found What's that sound?	Who's That Singing?	Peace at Last	Be Quiet Mike!

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Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them—from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. <i>EYFS Statutory Educational Programme</i>					
Past & Present	Recognise self in baby photos	Name family members in photographs.	Recognise self and others in photographs and relate to simple		Name family members in photographs.	Begin to make sense of their own life story & family history.
People, Cultures and Communities	Can develop positive attitudes about the differences between people.	Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately Continue to develop positive attitudes about the differences between people.	Celebrate & value cultural and religious events (CNY)	Understand that some places are special to members of the community.	Know that there are different countries in the world & talk about the differences they have experienced & seen in photos. Continue to develop positive attitudes about the difference between people	Work alongside adults imitating their actions as they care for living things. Describe and enact some of the roles of community figures
The Natural World <i>Weather, seasons and changes in the environment will run throughout our daily routines. Use of the blossom tree in the FSU garden to notice seasonal changes</i> <i>NUstem Project to run throughout school</i>	Sustain interest in action and reaction toys. Actively collect and enjoy transporting materials. Use their senses in hands on exploration of natural materials Engage in joint attention with adults for short periods of time in respectful observations of living things	Use some very simple adjectives to describe the sensory properties of everyday materials. Explore collections of materials with similar and different properties Improve techniques with a range of action and reaction toys	Explore and talk about different forces they can feel. Explore and talk about the differences between materials and the changes they notice (melting/cooking/freezing) Explore how things work. (wind up toys, pulleys, sets of cogs with peg boards Collect particular materials for a purpose. Make mechanisms such as peg-board cogs and other simple construction kit components such	Understand the life cycle of living things. Plant seeds & care for new plants. Respond appropriately to adult guidance to treat living things with care. Collect materials for a particular purpose and explain. Talk about what they see using a wide range of vocab.	Talk about, a stage at a time, the way a growing plant or animal is changing. Work alongside adults imitating their actions as they care for living things. Name some common animals and their babies	Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Use remote control toys to a particular end and explain how to do it. Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Answer closed and anticipatory questions in simple adult led experiments about the properties of materials
Linked Festivals & Celebrations	Bible story—Noah's Ark	Remembrance Day Bonfire Night Bible story—The first Christmas Diwali	Chinese New Year Valentine's day Bible story—The Last Supper Shrove Tuesday	Mother's Day Bible story—The Easter Story Lent, Easter	Bible Story— Jonah & the Whale Christenings Muslim—Eid	Bible Story— Joseph's Coat of Many Colours

Which **words and phrases** do we want children to recall and define by the end of this block?

Autumn 1	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Autumn, myself, angry, worried, emotion, Harvest	Happy, sad, cross This one, that	Round and round One step, two step Jump, run, gallop Kick, push, roll, catch Hat, coat	My turn, Your turn, Up, down, round , listening
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Pen, pencil, crayon, paper	More than Small, big, medium In front, behind, next to Same, different	Soft, hard, rough, scratchy Carry, fetch	Cup, plate, knife, fork, spoon, plate, kettle	

Autumn 2	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Autumn, Nativity, Bethlehem, Celebration, Festival, Diwali, Firework, gifts	Happy, sad Cold, warm Play, turn	Up, down Two, jump, higher, lower Kick, roll, chase, Arms, legs, hands, feet Toilet, pants, wee, poo	Jack and jill, Twinkle, twinkle little star We do, me do, I do Simple nursery rhymes
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Pen, pencil, paper This one, that one	More than, fewer than Less, more, some One, two, three, four, five Next to, beside, behind, in front Same, different	Soft, fluffy, shiny, thin, rough Stop, go, slow, fast	Cars, trains, animals, people This is my.... Look a...	

Which **words and phrases** do we want children to recall and define by the end of this block?

Spring 1	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Winter, cold, ice, melt, snow, frost, freeze, chilly, snowball, snowflake	I did it , rules, my turn, your turn	Hop, one leg, foot Roll, push Fork, spoon Action rhymes	My turn, Your turn, rhymes
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Start, finish, front, back	Triangle, square, circle, diamond, star Sides, points Big, little small, large, medium	Wheel, round, move Kind, gentle, care	shop, till, money, bag Car, bus	

Spring 2	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Plant, grow, soil, stem, leaf, bud, Spring, life cycle, hatch	Stay close, safe, careful Take turns, share, be kind	Pedal, push, pull, turn In, post, pop Toothbrush, teeth, toothpaste, water, clean, brush, back, forth Coat, on, off, zip	Why, because The end, rhymes
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Shop names Food names	One, two, three, four, five In front, behind Cube, cylinder, prism Full, empty, tip, pour, fill Zig zag, bumpy, waves, lines	kind, gentle, soft, feed Build, take apart I do this	Glue, join, fix, tape, box Crayon, pencil, pen, paint	

Which **words and phrases** do we want children to recall and define by the end of this block?

Summer 1	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Emergency, rescue, help	Hello, good bye Put that there, take that out, remove, add We do, we can, we are Annoyed, anxious, happy, cross, frustrated, surprised, exhausted	Run, fast, miss, avoid Push, pull, in, out, under, over Teeth, brush, clean, decay Button, zip, fasten, open	Why, what, when, because You do, your turn, question
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
How, why, what, what for	Heavy, light, empty, full, big, little, bigger, taller, shorter, smaller Start, end, middle Yesterday, old, did, done	Soft, hard, rough, smooth, metal, wood Baby, young, adult, old Seed, shoot, seedling, plant, flower	I am, you are, we did, they did Add more, add less, make, build, join	

Summer 2	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Beginning, end, middle, story, problem, repeat	Don't do that because Do that Frustrated, annoyed, angry, excited We can do Would you like to	Wheel, pedals, bike, scooter Knife, fork, spoon	Then, now He is doing, they are doingis happening rhymes
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Simple rhyming words	One, two, three, four, five Names of 2d and 3d shapes Morning, afternoon, evening, night	Me, mine, you, mum, dad Grow, die	Musical instrument names Soft, loud, bang, ring, tap, drum, blow, rattle Simple songs Nursery rhymes	