

EYFS LONG TERM PLAN—FS2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Linked texts to help children to secure and think more deeply about knowledge.	Colour Monster Colour Monster Starts School	Little Glow Story of Diwali First Christmas Story The Best Diwali Ever	Non-Fiction topic books Over and Under	The Easter Story A seed is sleepy Non-Fiction Life Cycles	Non-Fiction topic book	Little Red Riding Hood Hansel & Gretel The Emperor's New Clothes
WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge. NUstem project runs throughout the year	Visits to the people who help us in school— Miss Jobey, Mrs Heron & Mrs Hindson in the office, Shaz the school cook, Dave the caretaker, lunchtime supervisors Harvest Festival & collection Mystery Readers in FSU	Walk to the Rising Sun— Santa's Grotto visit Walk around the perimeter of school—naming lamp-posts, paths, Church of the Good Shepherd Walk to post office to post Christmas letters Diwali celebrations Nativity Posting letters to Santa Mystery Readers in FSU	Internet Safer Day—Smartie the Penguin Chinese New Year Mental Health Awareness week Visit to the library RSPB—Great Bird Watch Mystery Readers in FSU Winnie the Pooh Day	Easter time Visit to the Church of the Good Shepherd Mother's Day Afternoon Tea Mystery Readers in FSU Shrove Tuesday/Pancake Day	Visit from fire services Visit from a Dentist/dental nurse Mystery Readers in FSU Queens Jubilee celebrations	Trip to beach & sea life centre 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	National Baseline data RWI assessments On-going formative assessment FSU team meetings	RWI assessments On-going formative assessment FSU team meetings Parents evenings	RWI assessments On-going formative assessment FSU team meetings LA cluster meetings?	RWI assessments FSU team meetings (weekly) Parents Evening Pupil Progress meetings Internal moderation	RWI assessments FSU team meetings (weekly) Pupil Progress meetings	RWI assessments FSU team meetings (weekly) End of year report ELG Data
Strategies to involve families in our learning. <i>Fine motor skills pack sent at beginning of year</i> <i>Maths pack sent</i>	Seesaw Twitter FSU information booklet Whole school newsletter Drop-in sessions (COVID 19 dependent) RWI links sent to parents via Seesaw	Parents Evening Nativity Seesaw Twitter Whole school newsletter RWI links sent to parents via Seesaw	Seesaw Twitter Whole school newsletter Drop-in sessions (COVID 19 dependent) RWI links sent to parents via Seesaw	Seesaw Twitter Parents Evening Mother's Day Afternoon Tea Easter Assembly Whole school newsletter RWI links sent to parents via Seesaw	Seesaw Twitter Whole school newsletter Drop-in sessions (COVID 19 dependent) RWI links sent to parents via Seesaw	Seesaw Twitter Sports Day End of year report Whole school newsletter RWI links sent to parents via Seesaw
Strategies to support our vulnerable children	Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning	RWI interventions & Pinny time Makaton actions used in T4W Launchpad for Literacy		Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning	RWI interventions & Pinny time Makaton actions used in T4W 5 Minute Maths interventions (NCETM) 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 Planting/Garden Centre area		Small world—following children's interests Home corner—regular enhancements Discovery tuff trays Role play areas—Doctors/Vets/Fire station/ police station/ Hospital/ Baby Clinic	

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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	Understand how to listen carefully Know why listening is important. Follow class prompts/cues (MTYT, Visual timetables) Join in with predictable texts. Recall a range of familiar nursery rhymes. Recall and define ‘Fridge Words’ vocabulary for the half term. Begin to be aware of negatives in sentences. To begin understand what a question is. Follow two part instructions. Use T4W to retell a story in order	Learn more complex rhymes. Secure rules for conversational turn taking in a variety of situations. Ask “Tell me more” questions to extend responses. Answer “Why?” and “How/” questions in response to experiences or events. (act on own initiative) Recall and define ‘Fridge Words’ vocabulary for the half term Awareness of negatives in sentences Use T4W to retell a story in order (Nativity)	Join in with familiar repeat & refrain stories and rhymes. Connect one idea or action to another using connectives (and, because, so, but) Recall and define ‘Fridge Words’ vocabulary for the half term Understand negatives in short sentences (Example, Show me the boy who isn’t jumping). Ask “Tell me more” questions to extend responses & clarify understanding.	Play with words and “funny” rhymes, including “add your own word” rhymes. Tell entire familiar stories using sequenced illustrations as prompts. (story maps) Continue to connect one idea or action to another using connectives (and, because, so, but) Answer open ended questions. (Blanks level) Recall and define ‘Fridge Words’ vocabulary for the half term	Recall familiar stories using appropriate language in small world & role play etc. Memorise rhymes and rhythm patterns using body percussion or instrumental sounds in simple performances Answer open ended or speculative questions. Follow three part instructions. Recall and define ‘Fridge Words’ vocabulary for the half term	Makes up own stories using small world, figures or puppets or in role play with open ended props. Process instructional language, adjectives, verbs and prepositions Play a selection of games where they are giving instructions to each other. Recall and define ‘Fridge Words’ vocabulary for the half term
Rhymes/Poems	The squirrel Dingle Dangle Scarecrow 5 Little Leaves	Remember, Remember 5th Nov Pat-a-cake, Pat-a-cake	5 little monkeys swinging in the tree Little Bo Peep	Pancake poem I had a little cherry stone Little Peter Rabbit had a fly upon his nose	Miss Polly had a Dolly London’s Burning	Seashanties Over the Irish sea

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Personal, Social and Emotional Development	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					
SEALS	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be me	Relationships	Changes—Moving on to year 1
Managing Self Self-Regulation Building Relationships <i>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</i>	Follow classroom routines including self-help with clothing. Continue to follow classroom expectations. (Snowbell & Snowdrop rules) See themselves as a valuable individual & develop a positive sense of self. Build a vocabulary around feelings & emotions Identify & communicate own feelings using 5 point scale Building strategies to make new friends. RSE—Caring for Me	Be able to talk about & show good practise with regards to handwashing and food preparation. (clean snack table) Identify healthy ingredients in food & drinks. Work with another to achieve a desired outcome. Building confidence when performing & acting out in front of others (Nativity) Identify the qualities of what makes a good friend. Identify & communicate own feelings using 5 point scale RSE—Respectful Relationships	Work in a small group on tasks like turn-taking games. Talk about simple problem solving approaches. Make healthy snacks Continue to develop strategies for self regulation (5 point scale) RSE—People who care for me—My Family	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to a healthy snacks. Talk about and demonstrate good oral health routines. Continue to develop strategies for self regulation (5 point scale) RSE—Healthy Eating	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge. Spontaneously use strategies for self regulation (5 point scale) RSE—Respectful Relationship	Engage in games where different participants have different roles Build strategies to challenge undesirable behaviour towards others Continue to develop strategies for self regulation (5 point scale)
Computing & Online Safety RSE—online relationships	Use of IWB How to use iPad safely—opening and closing, storage Digiducks Big Decision online story—Childnet	Take selfies and photos using iPads Chicken Clicking Story	Safer Internet Day — Smartie the penguin online story (Childnet) Dot. Story	Use a basic app on the iPad Unplugged Story	Use a basic app on the iPad Use of beebots/codapillar Troll Stinks story	Use a basic app on the iPad Once Upon a Time Online Story
Commando Joes Missions	To be implemented					

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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	<p>Use pincer movements to thread & peg.</p> <p>Use small tap hammers with accuracy.</p> <p>Participate in hand action songs</p> <p>Use a fork and spoon at lunchtimes</p> <p>Put on own coats & lunchtime bibs and attempt fastenings.</p> <p>Pull off jumpers and cardigans with increasing independence.</p> <p>Blow own nose and dispose of tissue</p> <p>Pencil grip: Begin to use tripod grip</p> <p>Scissor skills: Cutting along lines using developmentally appropriate scissor</p>	<p>Join and separate small construction kit components by clicking and twisting.</p> <p>Use small screwdrivers to screw into pumpkins/soft wood.</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Use a fork and spoon at lunchtimes</p> <p>Put on own coats & lunchtime bibs and attempt fastenings.</p> <p>Pull off jumpers and cardigans with increasing independence.</p> <p>Take off own shoes and put back on</p> <p>Blow own nose and dispose of tissue</p> <p>Complete a 6 piece jigsaw</p> <p>Pencil grip: Begin to use tripod grip</p> <p>Scissor skills: Cutting along lines using developmentally appropriate scissor</p>	<p>Weave, thread and tie</p> <p>Continue to develop confidence and skill in using tap hammers and screw-drivers</p> <p>Carry and control small equipment</p> <p>Use a knife, fork and spoon at lunchtimes</p> <p>Take off own jumper and turn correct way, pull arms through coat.</p> <p>Take off own shoes and put back on</p> <p>Complete a 10+ piece jigsaw</p> <p>Pencil grip: Use tripod grip, holding pencil between thumb and two fingers</p> <p>Scissor skills: Cut and turn along outlines.</p>	<p>Continue to develop confidence and skill in using tap hammers and screw-drivers</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Use a knife, fork and spoon at lunchtimes</p> <p>Take off own jumper and turn correct way, pull arms through coat.</p> <p>Take off own shoes and put back on, fastening Velcro fastenings</p> <p>Complete a 10+ piece jigsaw</p> <p>Pencil grip: Use tripod grip, holding pencil between thumb and two fingers</p> <p>Scissor skills: Cut and turn along outlines.</p>	<p>Use hammer and screwdriver skills to join and connect two or more pieces of wood.</p> <p>Join & assemble with tape and glue.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Dismantle objects and mechanisms using a range of hand actions.</p> <p>Use a knife & fork at lunchtimes</p> <p>Know how to button and unbutton own clothing</p> <p>Take off own shoes and put back on, fastening Velcro fastenings</p> <p>Complete a 20 piece jigsaw</p> <p>Pencil grip: Use tripod grip effectively to form letters and shapes</p> <p>Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper</p>	<p>Use hammer and screwdriver skills to join and connect two or more pieces of wood.</p> <p>Use tools to cut and join safely under supervision.</p> <p>Use hand moulding and building techniques with malleable materials</p> <p>Use fine pincer mark-making tools with precision.</p> <p>Use a range of tools to dismantle mechanisms.</p> <p>Take off own shoes and put back on, beginning to tie laces</p> <p>Use a knife & fork at lunchtimes</p> <p>Complete a 20 piece jigsaw</p> <p>Pencil grip: Use tripod grip effectively to form letters and shapes</p> <p>Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper</p>
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.	<p>Stack, align and balance blocks of different shapes and sizes</p> <p>Move safely in a large space, negotiating obstacles</p> <p>Change direction. Stop quickly</p> <p>Use OPAL equipment to create, climb and balance.</p>	<p>Stack, aligning, balancing with magnetic joints</p> <p>Travel in different ways with control and co-ordination.</p> <p>Dig with trowels and hand forks</p> <p>Jump in different ways</p> <p>Use OPAL equipment to create, climb and balance.</p>	<p>Recognise body changes during exercise.</p> <p>Travel across simple obstacle courses</p> <p>Use OPAL equipment to create, climb and balance.</p>	<p>Travel across more complex obstacle courses including changes of height</p> <p>Use OPAL equipment to create, climb and balance.</p>	<p>Control large scale tools, including watering cans.</p> <p>Use parachute developing wrist and shoulder control</p> <p>Control and steer a ball by hand.</p> <p>Use OPAL equipment to create, climb and balance.</p> <p>Play team games/races, involving gross motor movements, balance, obstacle activities moving over, under, through and around.</p>	<p>Bounce a ball on the spot or on the move.</p> <p>Roll or throw a ball under a mat at a target.</p> <p>Control large scale tools including watering cans.</p> <p>Stack and align regular and natural objects.</p> <p>Use OPAL equipment to create, climb and balance.</p>

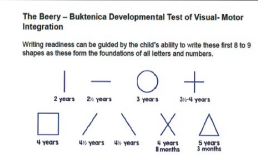


Fig. 4. From VMI Administration, Scoring and Teaching Manual, 6th Edition (Beery, 2010)

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General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
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 <i>Children have access to reading for pleasure books to take home weekly, pow-wow story strings linked to Over and Over</i>	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Talk about what they see in pictures (Wordless reading books)	Gain & apply an understanding of beginning, middle & end in books, encouraging children to join in. Look for clues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes.	Recall key elements of books they have heard and read. Saying why they like/dislike a book.	Understand cause and effect in books they have heard or read. Predict the endings of books.	Predict the development of the plot. Empathise with characters. Make links between texts. Access & understand simple information books.	Name book characters and describe their qualities. Talk about the dilemmas the characters face. Use the structure of rhyming texts to recall pieces of text.
Word Reading <i>Children will be grouped according to 1/2 termly RWI assessments. Reading books given to children when they reach the appropriate RWI stage</i>	RW1: Recognise Speed sounds Set 1 mas dt j n p g ock u b f e Word Time: 11-12 Recognise name from self register cards	RW1: Recognise Speed sounds Set 1 including digraphs lh r j v y w z x sh, th, ch, qu, ng, nk Word Time: 11-17	RW1: Recognise majority Speed sounds Set 1 speedily, including digraphs ll, ff, ss, ck Blend word times set 1.1-1.6 accurately Read Red Ditties	RW1: Recognise Speed sounds Set 1 speedily Blend word times set 1.1-1.7 accurately Read Red Ditties/Green	RW1: Recognise Speed sounds Set 2— ay, ee, igh, ow, oo, oo Blend set 2 words containing digraphs & trigraphs Read Red Ditties/Green/Purple	RW1: Recognise Speed sounds Set 2— ar, or, air, ir, ou, oy Blend set 2 words containing digraphs & trigraphs Read Green/Purple
Writing <i>Only ask children to write sentences when they have sufficient knowledge of grapheme—phoneme correspondences</i>	Develop more complex mark making. Copy name from a name card Begin to form letters using the RWI jingles	Spell some CVC words (magnetic boards, Fred fingers) Know how to form the capital letter at the start of names. Write first name with limited prompts. Uses some letters in sequence to convey meaning, including CVC words (Santa lists) Write around letters (c,a,o,d,g,q) most of which are correctly formed.	Write first name no prompt Write CVC words Write the grapheme to represent the phoneme for some of set 1 sounds.	Begin to hold a sentence in head. Begin to write short simple sentences. Write first name with no prompt Write down letters (l,t,b,p,k,h,i,j,m,n,r,u,y) most of which are correctly formed. Write the grapheme to represent the phoneme for set 1 sounds and digraphs.	Write a simple phrase/sentence using capital letters and full stops Write surname. Write curly letters (e,f,s) most of which are correctly formed. Spell words by identifying the sounds linking phonemes to graphemes	Write a simple phrase/sentence using capital letters and full stops Spell words by identifying the sounds linking phonemes to graphemes
Stories linked to a story plot	The Colour Monster – Topic link (Emotions) Brown Bear, Brown Bear By Eric Carle - A Repetitive Tale Little Red Hen (T4W) - A Finding Tale	Room on a Broom by Julia Donaldson - A Losing Tale Story of Diwali Nativity (T4W)	Stick Man by Julia Donaldson - A Journey Tale Sharing a Shell by Julia Donaldson - A Meeting Tale Mrs Mole I'm Home! By Jarvis - A Character Flaw Tale	The Gruffalo by Julia Donaldson - Conquering the Monster Tale Can't you Sleep Little Bear by Martin Waddell - A Tale of Fear Easter Story (T4W)	Ugly Duckling T4W The Kings Wish - A Wishing Tale Hansel & Gretel - A Rags to Riches Tale	Little Red Riding Hood - A Warning Tale The Emperor's New Clothes—A Warning Tale

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Mathematics	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					
White Rose Maths	Getting to know you Just Like Me	It's Me 1, 2, 3! Light & Dark	Alive in 5! Growing 6, 7, 8	Growing 6, 7, 8 Building 9 and 10	To 20 and Beyond First and Then	Find my Pattern On the Move
Numbers Numerical Patterns Mastery of Maths approach used as part of NCETM training Numberblocks used daily/when appropriate to support learning.	Match objects that are the same Sort sets into groups based on attributes. Comparing amounts saying when they have the same, more or fewer. Use language of big, small, little, large to compare objects and order Use language of tall, long and short to compare and order objects. Exploring Patterns—Complete AB visual linear patterns (NCETM Progression) Narrate pattern of the school day using now, next, after, before.	Sort by one criterion. Recognise the odd one out in a set. Count backwards within 10, understanding the number before and counting back from a given number Number composition to 5. Subitising Positional language with 3D shapes 2D shape properties Qualitative comparison of mass and capacity. Make AB transient linear pattern Talk about the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time	Count forwards and back within 20. Compare length and height Composition 6, 7 and 8, partitioning and recombining Subitise to 5. Narrate the pattern of a week using today, tomorrow, yesterday Design with 2D shapes. Make 2D shapes out of other 2D shapes	Count forwards and back within 20. Make comparison of length and height using non-standard measures. Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames Subitise to 5. Designs with 2D shapes – problems and properties. Sort 2D shapes according to properties. Narrate the pattern of a week using the names of the days	Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames Recall and apply double 1 to double 5 Recall subtraction facts within 5 and apply Recall evens and odds and apply Count by rote to 100, recognising decade numbers. Design 3D shapes on mirrors Make 3D shapes out of 2D shapes Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday	Verbally count beyond 20. Notice and talk about patterns on a 100 square. Recall and apply doubles and halves within 10 Continue and create more complex patterns. Continue and create circular and symmetrical designs with 2D and 3D shapes
Possible linked texts	Squash & Squeeze Monkey Puzzle Button Box A New House for Mouse	Circle /Triangle Rosie's Walk The Very Hungry Caterpillar Kipper's Birthday Bear in a square Day Monkey, Night Monkey The Dark, Dark Tale	Anno's Counting Book None the Number Balancing Act Six Dinner Sid The Ugly Five Simon's Sock	Anno's Counting Book Ten Black Dots Pattern Fish Mouse Count How long is a whale? Titch Mr Wolf's Week	One is a snail ten is a crab Which is Round? Which is Bigger? One to ten and back again Mouse Count Mr Grumpy's Outing One Ted falls out of bed	Double Dave Bean Thirteen One Odd Day The Doorbell Rang How Many Legs? Pattern Fish Once Upon a time map book In every house on every street

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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. EYFS Statutory Educational Programme					
Past & Present	Use daily caterpillar timeline to recall the passage of time.	Know that children were babies in the past. Know that adults were children in the past..	Know that adults can remember things from the past.	Identify similarities and differences between us now and as babies	Describe how people change in the first four years of life.	Use past and present seaside photographs to talk about change.
People, Cultures and Communities	Talk about members of my immediate family Name and describe people who are familiar to them Describe and explain changes of state with bread dough	Describe family Christmas traditions & key celebrations Recognise that people have different beliefs and celebrate special times in different ways	Describe and re-enact traditions from Chinese New Year celebrations. Talk about the similarities and differences between Chinese food and the foods we eat.	Develop and awareness of where food comes from.	Describe the roles of significant adults in the community. (Firefighters, Nurses, Dentists, police, doctors)	Compare and talk about differences in beaches around the world (man made v natural—pebble/sand)
The Natural World 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 NUstem Project to run throughout school	Notice seasonal changes around us (Focus on FSU garden tree) Talk about the weather. (drawing on comparisons from holidays) Become familiar with new school surroundings (where is lunch hall, PE hall, new entrance) comparing differences with home (naming rooms) Look at fruit & vegetables with seeds (pumpkins—keep seeds for planting in Spring 2)	Name some special buildings in our community and explain their function through role play and small world re-enactment. Notice & describe seasonal changes around us (Focus on FSU garden tree) Know and demonstrate how to plant bulbs & predict how it will grow (Plant Christmas gift – hyacinth) Talk about animals preparing for hibernation, making bird feeders	Notice & describe seasonal changes around us (Focus on FSU garden tree) Describe and explain changes to water. (freeze/melt) Observe changes to the secret garden pond. (Frogs spawn/ nesting birds) Observational drawings of their surroundings Mapping—naming buildings in local area begin to create maps Name street that they live in.	Notice & describe seasonal changes around us (Focus on FSU garden tree) Sequence the life of a baby bird from hatching to maturity. Plant pumpkin seeds and potatoes (Innocent Big Grow project) Revisit secret garden pond to observes changes to frogspawn/ tadpoles)	Notice & describe seasonal changes around us (Focus on FSU garden tree) Know and demonstrate how to grow seeds and care for seedlings. Observational drawings of their surroundings Use google earth/drone to identify familiar places.	Notice & describe seasonal changes around us (Focus on FSU garden tree) Describe and recall the transition from caterpillars into butterflies. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment
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
Possible linked texts	Goodbye Summer, Hello Autumn The Leaf Thief Leaf Man		A Seed is Sleepy The Tiny Seed Big People Little World David Attenborough Goodbye Winter, Hello Spring		Goodbye Spring, Hello Summer People who help us selection of Non-Fiction books	

EYFS LONG TERM PLAN—FS2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
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					
Creating with Materials Children will have free access to wide variety of creative opportunities; painting, model making, collage, cutting, threading, clay sculptures, woodwork etc.	Draw self using mirrors. Use junk modelling to create simple models of choice Use objects to create prints (Kandinsky)	Create autumn colours by mixing other colours. Use junk modelling to create simple models of choice from imagination. Use collage to create a simple pattern (Alma Thomas) Experiment with different mediums on natural objects (pumpkins)	Create new colours by layering and overlapping blue, green, and white translucent materials Twist, wrap and weave Draw self portrait using colour to express feelings (reflect on colour monster)	Draw single or a sequence of images from the imagination to illustrate a story. (Story maps) Use clay to create own designs and sculptures (clay nature faces)	Make increasingly detailed observational drawings and paintings of natural found objects and living things. Use tools to join materials (wood, hammers, nails) Shape and mould wet sand and clay with hand tools to create particular effects.	Create, describe and talk about 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours
Being Imaginative & Expressive Children will have free access to wide variety of imaginative resources, role play, small world, music stations, dance, songs, rhymes and poetry.	CHARANGA—ME Clap or tap to the pulse of songs or music. Copy, memorise and perform a repertoire of simple hand-action songs. Enact domestic routines and brief family narratives using props.	CHARANGA—My Stories Sing call and response songs Echo back phrases of songs Perform a small repertoire of short repetitive songs. (Nativity) Dance with large arm movements using props – ribbon and fabric (Bollywood dances) Use small world props to support story telling	CHARANGA—Everyone Imitate rhythmic patterns with tapping instruments Move body to beat and rhythm in songs Copy dances with props (Lion Dance) Retell episodes from a known story in role or small world play.	CHARANGA—Our World Retell episodes from a known story with dialogue using small world figures or puppets Speak and act in role, demonstrating recall of the jobs of key members of the community.	CHARANGA—Big Bear Funk Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with percussion. Discuss the pitch contrasts in tuned percussion Create own music performing solo or in a group. Retell episodes from a known story with dialogue using small world figures or puppets	CHARANGA—Reflect, Rewind and Replay Create own dances performing solo or in a group
Key Artist Focus	Kandinsky—Circles Mondrian Squares & Rectangles	Alma Thomas (calendar) Yayoi Kusama—pumpkins	Snail Trail—Matisse	Andy Goldsworthy—Sculpture art	Antony Gormley—Angel of the north	
Possible linked texts Oti’s Boogie Beebies, Andy’s Wild Workouts, Jump Start Jonny	Rum Pum Pum	Old Macdonald had a Truck Yayoi Kusama covered everything in spots and wasn’t sorry Big People Small World Alma Thomas	Giraffe’s Can’t Dance Snail Trail: In search of a Modern Masterpiece	Tabby McTat	The Happy Hedgehog Band	Little Melba and Her Big Trombone



EYFS LONG TERM PLAN—FS2

Early Learning Goals—end of year expectation—best fit judgement

Communication & Language	Personal, Social, Emotional Development	Physical Development	Literary	Mathematics	Understanding the World	Expressive Arts & Design
<p>ELG: Listening, Attention & Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instruction</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>ELG: Past & Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>
<p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: People, Culture & Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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>	<p>ELG: Being Imaginative & Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
	<p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>		<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing</p>	

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, angry, shocked, excited Healthy, unhealthy,	Stack, build, on top, next to Cut, straight, line Hand action rhymes Run, stop, go, walk, safe	Simple nursery rhymes Stop, listen, quite, talking
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Simple action rhymes	More, less, add One more, one less Now, next, then	Myself, harvest, farm, crop, vegetable, fruit,	Mam, dad, brother, sister, face, hair, eyes, nose, lips, mouth, ears, tongue, hair, glasses, arms, legs, body Hand action song	

Autumn 2	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Autumn, Nativity, Bethlehem, Celebration, Festival, Diwali, Firework, gifts	Now, next, then, later Brush, toothbrush, toothpaste, water, clean, decay Germs, soap, dry, front, back Snack food names Healthy, unhealthy	on top, next to Twist, join, connect Dig, hole, move, mud Push, pull, roll, squash, squeeze Cut, lines Run, jump,	My turn, your turn, Now, next Because, maybe
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Start, middle, end, action rhymes, CVC words	tall; short; wide; narrow Before, after Infront, behind, next to More, less, heavy, light Days of week	Trees; woodland; leaves; plants; ; deep; dark; green; log; weather; wildlife; animals House; flat; garden; Jesus; stable; manger; Bethlehem; tradition; festive; stockings; presents; jolly; reindeers; celebration; elves; carols; mistletoe; Church; family; sleigh bells.	Colours, mix, pour, little, lot Light, dark Stripes, squares, waves, lines Christmas song	

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	Respectful, polite, listening, healthy, unhealthy, fruit, vegetable, sugar	heart, pump, blood, sweat, hotter, cooler, exercise, travel, obstacle Weave, thread, tie	Because, and, also, then, after, next
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Title, illustrator, author, character, rhyme, sentence, word	3D shape names Today, tomorrow, yesterday, week, weekend Forwards, backwards, length, height, tallest, shortest, longest	Library, community, celebration, China, tradition, new year Autumn, spring, summer, winter, season, evergreen, deciduous, woodland, root, trunk, leaves, branches, frozen, ice, melt, solid, liquid	Layering, overlapping, materials, texture, twist, wrap, feature, melody, rhyme, instruments, movement	

Spring 2	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Plant, grow, soil, stem, leaf, bud, Spring, life cycle, hatch	Your turn, my turn, wait Try this, Names of fruits, vegetables, snacks	Knife, cut, chop Run, climb, under, over, through, on, in Push, pull Careful, risky, safe, help Navigate, direction, turn, left, right	Once upon a time After a while Later The same day They all lived happily ever after
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Information book, nonfiction, contents page, index, illustration, diagram, label Old, young, child, adult	2D shape names Sides, corners, edges Days of the week	Egg, hatch, chick, feathers Growth, decay, change Family, memory, bulb, stem, seed, flower, root, soil	Squeeze, push, press, clay, design, join, assemble	

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	Fair My turn, your turn Worried, excited, nervous, terrified, disappointed, angry This worked well because... This was difficult because...	Names of woodwork tools and joining mechanisms and materials. Names of gardening tools Names of components of mechanisms Action verbs for physical challenges with appropriate adverbs.	Once upon a time After a while Later The same day They all lived happily ever after I think.....because It could be It might
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
First, next, then, after that, later Worried, excited, nervous, terrified, disappointed, angry Information book, non-fiction, contents page, index, illustration, diagram, label	Part, part, whole Double Even and odd 3D shape names Symmetrical Names of the weekdays, weekend, today, tomorrow, yesterday	trunk, branch, twig, bud, leaf seed, seedling, soil, stalk, stem, leaf, bud, flower, fruit, soil, water, light, sunshine Gate, pavement, kerb, road, crossing, traffic light, house, office, shop, library, road sign, Emergency services	Shape, colour, shade, line, detail Recycled, cardboard, plastic, wood, cloth, metal rigid, flexible, transparent, Clip, stick, tie, nail, tape I chose this to I chose this because Feel the beat, mark the beat Rhythm, repeat Higher and lower	

Summer 2	Prime Area of Learning			
	Topic words	PSED	Physical Development	Communication & Language
	Summer, beach, rockpool, Once upon a time, traditional tale	Your turn, my turn, You do, I do Be kind, helpful,	our, dig, cut, chop Screw, hammer, turn Clockwise, anticlockwise Catch, throw, over, under	Infront, behind, next to, underneath, opposite Once upon a time After a while Later The same day They all lived happily ever after I think.....because It could be It might
	Specific Areas of Learning			
	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Information book, nonfiction, contents page, index, illustration, diagram, label	Part whole Double, half, Even and odd, 3D shape names, Symmetrical, Full, empty, tens	Growing, light, dark, shade Treasure. Sand, fossil, water, sea, glass, rock pools Lava, caterpillar, cocoon, butterfly Shipwreck, sea-shore, waves, tide, current, weather words Bark, sap, evergreen, deciduous,	Shape, size, colour Sea shanties rhymes Move to the beat, feel the beat, tap out the beat	