

F1 - LONG TERM PLAN 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
General themes	MARVELLOUS	LET'S	THE WORLD	COME	TICKET TO RIDE	FUN AT THE		
	WE	CELEBRATE	AROUND US	OUTSIDE	N. 1	SEASIDE		
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			3					
Enquiring into	My new class/new	Celebrations	Animals that live in the	Minibeasts	Around the town	Beaches		
•	beginnings	Special occasions	Snow	Growing and planting	Types of transport	Under the sea		
	Learning King Eds rules and routines!	Diwali Bonfire night	Animals that live in the jungle	Lifecycles Spring	Road safety Maps	Sun protection Pirates		
	Feelings/emotions	Remembrance Day	Different types of	Spi mg	Community helpers	Summer		
	My family	Birthdays	weather		oommanii y neipers	ounine.		
	Five senses	Christmas	Winter					
		Autumn						
Key texts	You're fabulous as you are	The best Diwali ever -	Rumble in the jungle -	The very hungry caterpillar	Mr Gumpy's motor car -John	The night pirates -Peter		
,	- Sophie Beer	Sonali Shah	Giles Andreae	-Eric Carle	Birningham	Harris		
	The family book -Todd	Mog's birthday -Judith	Monkey Puzzle -Julia	Sam plants a sunflower -	The runaway train -Benedict	Pirates love underpants -		
	Parr	Kerr	Donaldson	Kate Petty	Blathway	Claire Freedman		
	My body, your body	Fletcher and the falling	A dot in the snow -	Mad about minibeasts -Giles	You can't take an elephant	Tiddler -Julia Donaldson		
	senses -John Wood	leaves -Julia Rawlinson	Corrinne Averiss	Andreae	on the bus -Patricia Cleveland-Peck	Sharing a shell Julia		
		Twinkly, twinkly nativity -			Cievelulia-i eck	Donaldson		
		Sam Taplin				5 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
'Wow' moments	Chatterboxes	Passport -Bake a cake	Significant person -	Significant person -Maddie	Passport -Have a picnic	Significant person - Mo		
		Pantomime visit	Jackson Pollock	Moate	Library visitor	Farah		
/ enrichment /		Library visitor	Passport -Jump in puddles	Butterfly garden	Emergency services vehicle	Pirate day!		
significant		Opportunity -Dancing Clare	Chinese New Year	Passport -Roll down a big hill	visit			
people		Ciui 6		Eid				
Pachia				Easter				
					ldren must approach opportuniti			
					ply it in new situations. These ab	ilities and attitudes of strong		
	learners will support them well and make good progress in all the areas of learning and development.							



Inspiring	hearts,
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Characteristics	Playing and exploring - children investigate and experience things, and 'have a go'						
of effective	Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements						
or effective	Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.						
learning					-		
				tween all staff and parents/care	ers. This promotes independence	across the EYFS curriculum.	
	Children and practitioners are NOT alone - embrace each community.						
	Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.						
				6 1 21 1 1	and the state of the state of		
				aware of children who need gre		NATI A L. C.	
Key questions	What is your name?	What do you like to do	Can you name some	What bugs can you find	What do you see in our	What do we wear when its	
	What could you do with	on your birthday?	animals?	outside?	town?	sunny?	
	your body?	What colour is a poppy?	What animals live in the	How do we look after our	What should we do when we	What animals live in the	
	How do you feel today?	Who is in the Christmas	snow?	plants?	cross the road?	sea?	
	Who do you like to be with?	story?	What animals live in the	What does a caterpillar turn	How do people get to	Where do pirates sail?	
	What do you like to do?	What do you see at	jungle?	into?	places?	What do pirates do while	
		Diwali?	What do you wear when	What do seeds grow into?	Why do we use different	sailing?	
		What happens to the	it's cold?		vehicles?		
		leaves in Autumn?	Where do animals live?		Can you name some vehicles		
		- 1 .1 .	- 1	-	you see in our town?		
Root knowledge	To know how to say and	To know that on your	To know the names of	To know that there are bugs	To know that in our town we	To know that when its	
•	hear your name when	birthday you can have a	some animals	outside	see houses, shops and cars	sunny we wear hats	
	someone calls you	party, cake and gift	To know we wear warm	To know that we can look	To know that people use	To know some animals that	
	To know that you can move	To know that poppies	clothes when it's cold	after plants by giving them	cars, buses, bikes and trains	live in the sea	
	your body in different ways	are red	To know that some	water and sun	to get to places	To know pirates sail on	
	To know different feelings	To know that in Autumn	animals live in snow	To know that when a	To know that different	ships across the sea	
	To know who your family is	leaves change colour	To know that some	caterpillar changes it	vehicles are used for	To know pirates, find	
	To know the five senses	To know that at Diwali	animals live in the jungle	becomes a butterfly	different kinds of travel	treasure	
	and how to use them	you see lights and	To know that animals live	To know that seeds grow	To know that when we cross		
		candles	in hot or cold places	into plants	the road, we stop look and		
		To know that the			listen		
		Christmas story has					
		baby Jesus, Mary and					
	Ab . I I	Joseph	11.1. 11 1	El I C I will	C		
Key vocabulary	Mum, dad, pet, eyes, ears,	Party, cake, card, gift,	Hot, cold, snow, jungle,	Flower, leaf, tree, spider,	Car, bus, train, bike, walk,	Fish, crab, sand, sea, wet,	
,	mouth, nose, hands, hear,	firework, light, poppy,	animal, rain, sun, wet,	bug, worm, ladybird,	house, shop, stop, go, road	shell, sun, hot, hat, pirate,	
	look, see, touch, taste,	leaves, red, tree, Santa	cloud	butterfly, seed		ship, holiday	
	smell, happy, sad	Claus, reindeer, star	E link to	*	T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4	
Rhyme	If you're happy and you	Twinkle, twinkle little	Five little monkeys	Incy wincey spider	The wheels on the bus	A sailor went to sea, sea,	
progression	know it	star	Walking in the jungle	Wiggly woo	Row, row, row your boat	Sea T'm a ninata	
progression	Open shut them	Pat a cake, pat a cake	It's raining, its pouring	Wind the bobbin up	Down at the station	I'm a pirate	
	Miss Polly had a dolly	Happy birthday to you				1, 2, 3, 4, 5 Once I caught	
	The development of child of	analtan lanauraa	all dancer areas a Clarenie	I development Children to 1	and fourth internations from	a fish alive	
				development. Children's back-a			
				they have with adults and peers			
	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						



Communication and language	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, storytelling 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. Whole EYFS focus - C&L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time Whole EYFS focus - C + L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time. These experiences support children's speaking, listening, and understanding, laying the foundation for learning across all areas of the curriculum. 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						
Personal, Social	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						
and Emotional					positive sense of self, set th		
Development	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-						
					ieve at school and in later life.		
	New beginnings I know I belong to my key	<u>Relationships</u> I can take turns and	Good to be me I can express emotions	<u>Relationships</u> I can talk about my family,	<u>Going for goals</u> I know I can do more now	<u>Changes</u> I can talk about how I've	
	worker group	play with others	like excitement	pets and important people	than when I was younger	changed since starting	
	I can share some special	I can work in a group	I can relax with help and	I can share special	U can try to reach a goal	nursery	
	things about me		stay still briefly	friendships and belongings	and stay focused	I can sometimes say how	
	(chatterboxes)		I can talk about how I			change makes me feel	
	I know what to do in		feel in activities				
	nursery I can say when I feel happy						
Dharainal	, 11, 1	Programme: Physical activity	l v is vital in children's all-roun	l d development, enablina them to	pursue happy, healthy and activ	ve lives. Gross and fine motor	
Physical	•				of a child's strength , co-ordina		
Development	through tummy time, crawling	and play movement with bo	th objects and adults. By crea	ting games and providing opport	unities for play both indoors and	d outdoors , adults can support	
	and social and emotional well	-being. Fine motor control ll world activities, puzzles,	and precision helps with hand	-eye co-ordination which is late	or skills provide the foundation or linked to early literacy . Repe feedback and support from adu	cated and varied opportunities	
	Explore movement: walking, r	3.0 1 3.		ries: balance beams	Obstacle courses combin	3 . 0 . 3	
	balancing on low	• •		on equipment atching with smaller balls or	coordi		
	Introduction to simple Ball skills: rolling, throwin		_	arching with smaller balls or	Riding s Group		
	Dan sians ronnig, mirowing	g, carening ial go ballo		ovement to music	3.525	gamoo	
Literacy	EYFS Statutory Educational Programme: 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).						
			. These include modelling and		iting. It is embedded in both pla eas and encouraging talk, recalli		
			Everything we do to build lang at of fine and gross motor is a	uage and support communication	feeds into the writing our child ical play helping to develop the s		



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	(See benchmark document for detailed progression)						
Maths	EYFS Statutory Educational Programme: 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.						
	Colours	Number 1	Number 3	Number 6	More and fewer	2D shape	
	Matching	Number 2	Number 4	Height & Length	One more	Night and Day	
	Sorting	Pattern	Number 5	Mass & Capacity Id and their community. The fre	One less	Positional language	
Understanding the World	their knowledge and sense of firefighters. In addition, list ecologically diverse world. As children's vocabulary will supp	the world around them - ening to a broad selection well as building important ort later reading comprehe	from visiting parks, libraries of stories, non-fiction, rhym knowledge, this extends the nsion.	and museums to meeting import es and poems will foster their r familiarity with words that su	tant members of society such a understanding of our culturally upport understanding across do	is police officers, nurses and , socially, technologically and mains. Enriching and widening	
People, Culture and Communities	Explore the new community of nursery and the people who are part of it Help children to learn each other's names. Introduce nursery rules and routines as part of the school community Encourage children to share pictures of their family and listen to what they say about the pictures. Create a family photo wall display. Use a diverse range of puppets, dolls and books to encourage children to notice and talk about similarities and differences.	Celebrate and value cultural, religious and community events and experiences - Diwali and Christmas Walk through our local town to the palace theatre.	Celebrate and value cultural, religious and community events and experiences -Chinese New Year Explore simple snack from different countries e.g. prawn crackers, egg fried rice, spring rolls Look at Animals in Hot and Cold Photos. Talk about where these animals live and discuss what's the same/different. Invite the children to create a jungle landscape and a snowy landscape for some small world animals	Celebrate and value cultural, religious and community events and experiences -Eid and Easter. Look at photos of buildings/ natural features e.g. tree, houses, vehicles, flowers. Create a sorting activity make by people/found in nature	Talk about different vehicles and who uses them in the community Use a simple map of the local area to show where important places are e.g. school, shops, park Invite a member from the emergency services to visit with their vehicle Ask children to bring in a photograph of a place they visited in the local community e.g. park, shop, cinema. Encourage children to draw a map of their walk to the field	Create a display about children's families around the world or holidays they have been on	
			Look on world maps or globes to identify where the polar regions are				



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Past and Present	Spend time with children talking about photographs and memories in their Chatterboxes Use a visual timetable to understand what comes next in the nursery day	Explore Remembrance Day with photographs and simple, sensitive story telling Invite children to bring a photo, card or memory from their past birthday celebration Set up a birthday themed role play and encourage children to recreate past experiences	-	Show baby photographs of the children and talk about how they've changed (reflect on then and now). Share the story When I was a baby by Deborah Niland	Show pictures or real-life examples of old and new objects e.g. cars Provide images of old and new transport. Encourage children to sort them.	Send home a form for families to complete: 'A place we've visited.' Ask children to bring in a photograph of a place they visited. Encourage children to recall and describe past experiences. Create a curiosity cube filled with items like sand, shells, sunglasses etc. to spark conversation about past holidays and experiences.
The Natural World	Explore using our five senses e.g. scented play dough, different textures and materials, sound makers, introducing and exploring a range of different foods during snack time, different sensory materials in a tuff tray, using binoculars to look for specific objects Explore mechanical cause and effect toy equipment	Take the children out on a Autumn Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed (What happens to the leaves in Autumn?) Test: Investigate how you can shine light through some materials but not others.	Take the children out on a Winter Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed. Talk about the differences between materials and changes they notice -Explore and observe the changes that occur as ice melts (Why is this ice melting?)	Take the children out on a Spring Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed. Plant seeds and care for growing plants Care for animals and take part in first hand scientific explorations of animal lifecycles -caterpillars (encourage predictions about what comes next) Take time to enjoy bug hunts around school. Encourage children to explore different places, including looking down low, underneath objects and digging in the soil. Document where minibeasts were found.	Explore and talk about different forces they can feel e.g. magnetic attraction and repulsion Observe and test cause and effect -Provide different ramps for children to whizz cars down.	Take the children out on a Summer Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed. Explore and talk about different forces they can feel e.g. how the water pushes up when they try to push a plastic boat under it Explore how different materials sink and float. Describe and sort by properties Set up a rock pool large activity tray with sea creatures, rocks, sand and water. Encourage the children to explore the rock pool and talk about what they see. What creatures can they find?



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			T			
				Provide opportunities to look		
				close-up at minibeasts,		
				identifying features (legs,		
				wings, colour) Encourage		
				children to choose how they		
				would like to explore,		
				offering them a choice of		
				tools, such as magnifiers or		
				viewfinders		
Expressive arts	The development of children's	artistic and cultural aware	ness supports their imaginati o	on and creativity. It is importan	t that children have regular oppo	ortunities to engage with the
•	arts, enabling them to explore	e and play with a wide range	of media and materials. The	quality and variety of what child	ren see, hear and participate in	is crucial for developing their
and Design	understanding, self-expressi	on, vocabulary and ability	to communicate through th	e arts. The frequency, repetiti	on and depth of their experien	ces are fundamental to their
3	progress in interpreting and a	appreciating what they hear	, respond to and observe. Give	e children an insight into new mu	isical worlds. Invite musicians in	to play music to children and
	' =		· · · · · · · · · · · · · · · · · · ·	terns as a piece of music develo		' '
	Imaginative play: home	Imaginative play: home	Imaginative play: home	Imaginative play: home	Imaginative play: home	Imaginative play: home
	corner, dressing up clothes	corner, dressing up	corner, dressing up	corner, dressing up clothes	corner, dressing up clothes	corner, dressing up clothes
	·······	clothes	clothes	,	,	ς
	Music exploration: Explore			Music exploration: Explore	Music exploration: Explore	Music exploration: Explore
	musical instruments, songs,	Music exploration:	Music exploration:	musical instruments, songs,	musical instruments, songs,	musical instruments, songs,
	rhymes, stage area	Explore musical	Explore musical	rhymes, stage area	rhymes, stage area	rhymes, stage area
	, , ,	instruments, songs,	instruments, songs,	, , ,	, , ,	, , ,
	Make marks by drawing	rhymes, stage area	rhymes, stage area	Create a caterpillar by	Place toy vehicles and play	Create their own piece of
	circles and lines	,,	,,gg.	exploring different	vehicle sound recordings e.g.	work
		Draw enclosed spaces	Draw potato people	textures and joining	beep, beep, vroom, screech,	
	Experiment by making a	giving meaning e.g.		techniques e.g. glue sticks	whoosh.	Begin to name some
	range of sounds using their	shapes representing	Hold a paintbrush in the	,		equipment
	voices	objects	palm of their hand	Draw faces with features	Draw simple things from	- 1 · 1 · · · · · · · ·
		3	,		memory (vehicles)	Draw things that they
	Explore clay: touching,	Explore making marks in	Manipulates clay (rolls,	Use thick brushes	Provide a range of drawing	observe
	poking, feeling texture	clay to create lines,	squashes)		materials to create drawings	
	, , , , , , , , , , , , , , , , , , , ,	dots or impressions	7,	Explore colour by creating a	of vehicles	Add other materials to
	Use hands, feet and fingers		Move in time to music and	fold over butterfly print.	., ,	develop models: junk model
	to paint	Experiment by joining in	listen to sounds and	Paint half a butterfly on one	Join items using glue	boats. Discuss what worked
	10 pa	with simple songs using	changes in music	side of the paper and fold it	spatulas	well, what would you
		repetition	onanges in masic	over to print on the other	oparaias	change?
				side	Names simple colours	eriange.
		Print with large blocks	Encourage the children to	Side	radiles simple colodi s	Mix primary colours to
		and sponges	dip their fork in the paint		Junk model simple vehicles	appropriate consistency
		and sponges	and scrape it on the paper		dank model simple vehicles	app. opriate consistency
		Manipulate clay to	to make a furry polar		Create a colourful travel	
		create diva lamps	bear. Add eyes, ears and		map using large-wheeled	
		ci care arva lamps	a nose to finish.		vehicles. Children can dip	
		Jackson pollock:			their vehicles into paint	
		explore colour and			before pushing them across	
		patterns			large rolls of paper	
		parterns			large rons or paper	



Christmas cards/calendars Explore a range of Respond to sounds Explore mark making on a Take photographs of Use a simple pictogram or Look at photographs and Computing technologies and begin to turned on and off screen e.g. when using a observations: minibeasts photos to count or organize describe what we see link them to their uses e.g. touch screen to draw using the iPad information -my favourite (photos from holidays and phones in the home corner, Experiment controlling vehicle summer) a range of toys using kettle Staying safe online controls (bee-bots)

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