## **Mayespark Primary School: Long Term Plan – EYFS**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic**  | Ourselves!  | Celebrations | Light and Dark  | The world around us  | Animals and Minibeasts | Seaside  |
| **Texts**  | -Starting school by *Allan Ahlberg and Janet Ahlberg* -It is ok to be different by *Todd Parr*-what I like about me *by Allia Zobel Nolan*-My Hair *by Hannah Lee* | -Super doper you by *Sophy Henn*- What do you celebrate? by *Whitney Stewart* - The festival of light – *the story of Diwali*- The story of Christmas  | - Handa’s Surprise by *Eileen Browne* - Oliver’s vegetables by Vivian French -Whatever next by Jill Murphy - The night pirates by Peter Harris& Deborah Allwright - Darkness slipped in by Ella Burfoot  |  -We are going on a bear hunt by Michael Rosen -Rosie’s walk by Pat Hutchins-The Foggy Foggy Forest by Nick Sharrat- The world around us (non-fiction texts)  | -Little Red and a very Hungry Lion by Alex T Smith -Little Rabbit Foo Foo by Michael Rosen - Giraffes can’t dance by Giles Andreae -The bad-tempered Ladybird by Eric Carle- The crunchin1g Munching Caterpillar by Sheridan Cain-Arrrrggghhhh Spider by Lydia Monks  | -Town is by the sea by Joanne Schwartz -The snail and the whale by Julia Donaldson -You Can't Take an elephant on Holiday by [Patricia Cleveland-Peck](https://www.amazon.co.uk/Patricia-Cleveland-Peck/e/B0759QMS1Q/ref%3Ddp_byline_cont_book_1) -Billy’s Bucket by Kes Grey |
| **Communication and Language**  | -Learning to listen to stories with increasing attention and recall-Sitting, listening and joining in as appropriate- practise speaking in full sentences  | -Learning to use talk to organise, sequence and clarify thinking, ideas, feelings and events-Discussions about the story that has been read -Learning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words | -Retelling our favourite stories to each other -choosing our favourite books and discussing why we like them | -sharing enjoyment of reading poems -discussing rhyming words and how they sound -exploring traditional and contemporary poems. **-** Talking about seasons and weather | -Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.**-**discussing books that extend knowledge of the world**-**Discussing our favourite animals  | -practising speaking in a clear loud voice -using new taught vocabulary and putting them into sentences -describing events in some details  |
| **Personal, Emotional and Social development.**  | -learning to show more confidence in new situations like the school routine-understanding the different ways to solve problems between friends  | -Understand that people have different interests and beliefs and to learn to respect them  | -Build good relationships with adults and other children -Understanding that some words and actions can both affect other people’s feelings. | -Expressing our feelings and consider the feelings of others  | -show resilience and perseverance in the face of challenge-learning from our mistakes | -making own decisions about setting goals and discuss how to achieve them-reflecting on our work and discussing how to improve  |
| **Physical Development**  | -use a comfortable grip with good control when holding pens and pencils -develop movement through balancing **PE**Indoor: Gymnastics Outdoor: Games | -use one-handed tools and equipment, for example making snips in paper with scissors -using a range of tools safely and confidently for drawing, writing and cutting**PE**Indoor: Dance  Outdoor: Games | Practising writing the correct letter formation **PE**Indoor: Gymnastics  Outdoor: Games | -developing overall body strength, balance and co-ordination **PE**Indoor: Dance  Outdoor: Games | -learning to develop core muscle strength to achieve good posture**PE**Indoor: Gymnastics  Outdoor: Athletic Skills  | -use large muscle movements to wave flags. Streamers, paint and make marks **PE**Indoor: Dance  Outdoor: Athletic Skills |
| **Literacy**  | -learning how to handle books and looking the print -discuss what is happening in the texts that has been read -using clues from the pictures to help us answer questions about a story.  | -Engage in extended conversations about stories - To predict what might happen next in the story-Learn new vocabulary from the stories and use them in everyday sentences -Learning to answer how and why questions  | -Exploring different types of texts -Using exciting vocabulary to describe characters in the story  | discussing rhyming words and how they sound -exploring traditional and contemporary poems**-**Learning about the different types of questions and what skills we need to answer them | - Exploring facts from non-fiction texts -learning how to retrieve information from a non-fiction text | -Re-read books to build up confidence and fluency-learning new vocabulary from books and using them in sentences -describing events in some detail |
| **RWI**-learning initial sounds  | **RWI**-learning initial sounds Blend sounds into words  | **RWI**-Read some letter groups that each represent one sound and say sounds for them-Read a few common exception words (you, the, she, he, your, was, said) | **RWI**-Read simple phrases and sentences made up of words with known sounds -Read a few common exception words (you, the, she, he, your. Was, said) | **RWI** -Read simple phrases and sentences made up of words with known sounds -Read a few common exception words (you, the, she, he, your. Was, said) | **RWI**-To develop the skill of self-correcting when a sentence does not sound right  |
| **Writing**-practice writing our names -practice mark making  | **Writing**- practice writing our names- form lower case letters correctly | **Writing**- spell words by identifying the sounds then writing the sound with letter/s- form lower case letters correctly-To write labels and captions  | **Writing**- spell words by identifying the sounds then writing the sound with letter/s- write short sentences with words with known sound letter using full stop.-To write poems about colours  | **Writing**-write short sentences with words with known sound letter using full stop-To write shopping lists  | **Writing**-To practise editing our writing by rereading the sentences to check it makes sense - To write our own adventure stories  |
| **Maths**  | -counting and recognising numbers to 20-comparing size, mass and capacity.-exploring patterns. | -representing numbers-comparing quantities-describing 2d shapes-finding one more and one less than numbers *Number blocks series 1, Episodes 1-11*  | -comparing numbers to 10-compare mass andcapacity-combining two groups- discussing length and height and time*Number blocks series 1, Episodes 12-15* | -learning number bonds to 10-comparing numbers to 20-describing 3d shapes -making patterns *Number blocks series 2, Episodes 1-10**Number blocks series 3, Episodes 6-15* | -counting patterns beyond 10-adding numbers within 20-subtracting numbers within 20-doubling and halving numbers within 20*Number blocks series 3, Episodes 24-29**Number blocks series 4, Episodes 1-15* | -counting beyond 20-exploring odd and even numbers -sharing and grouping-developing a deeper understanding of numbers and patterns *Number blocks series 2, Episodes 9 and 11**Number blocks series 3, Episodes 17-20* |
| **Understanding of the World**  | -talking about our families -learning about places that are special to our community  | -exploring the different beliefs that people have and how they celebrate special times in different ways-discussing the similarities and differences between life in our country and life in other countries  | Describing what see, hear and feel. - comparing and contrasting from stories including figures from the past.  |  -exploring maps and our local area -looking at aerial views of the school setting-Recognise some environments that are different to the one in which they live.  | -learning to use our senses to describe what is around us-describing some plants and animals in our environment  |  -learning about nature and how we should respect the environment-comparing hot and cold environments -discussing the change in seasons  |
| **Expressive Arts and Design.**  | -learning to use a range of materials and tools to create collages  | -exploring musical instruments and the sounds they make | -learning to act out a story using props   | -learning about the different colours and the effects of what happens when they are mixed  | -practising the skills of observational drawings  | - exploring and engaging in music and dance, performing in groups |
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