

# EYFS Long Term Plan 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Naughty Bus	Stick Man	Lost and Found	What the Ladybird Heard	Jack and the Beanstalk	Jack and the Flum Flum Tree
Suggested visits/trips	Sandbach library Bus trip	Christmas at Delamere	Peak Wildlife Park	Farm visit to school		Anderton Boat lift
Personal, Social and Emotional Development	<p><i>Baseline Assessments</i></p> <p>My Happy Mind - Meet Your Brain- looking after our brain. -Celebrate- what makes me special?</p> <p><b>Self regulation</b> I can name and understanding emotions (The Colour Monster) I can take part in circle times</p> <p><b>Managing self</b> I can explain school/class rules I can create class rules I can follow class rules</p> <p><b>Building relationships</b> I can begin to make friends I can take turns (turn taking games, parachute games)</p>		<p>My Happy Mind - Appreciate</p> <p><b>Self regulation</b> I can talk about my feelings and begin to show consideration of feelings of others.</p> <p><b>Managing self</b> I can show resilience and perseverance when meeting new challenges. I can talk about how to keep healthy.</p> <p><b>Building relationships</b> I can build good relationships with my friends.</p>		<p>My Happy Mind -Relate -Engage</p> <p><b>Self regulation</b> I can talk about my feelings I am beginning to regulate my own emotions (My Happy Mind, Mindful Kids) I can set and work towards simple goals I can give focussed attention to the teacher</p> <p><b>Managing self</b> I am confident trying new activities I can show resilience and perseverance I have an understanding of right and wrong I can manage basic needs</p> <p><b>Building relationships</b> I can work and play co-operatively with others. I understand my own needs and the needs of others</p>	
Physical Development	<p><i>Baseline Assessments</i></p> <p><b>Gross</b> I can begin to navigate the outdoor area safely I can begin to use outdoor apparatus safely (trim trail)</p> <p><b>Fine</b> Daily fine motor activities I can develop small motor skills using tools such as tweezers</p>		<p><b>Gross</b></p> <p><b>Fine</b> I can use a range of different tools</p>		<p><b>Gross</b> I can negotiate space and obstacles safely I can demonstrate strength, balance and co-ordination I can move energetically (running, jumping, dancing etc).</p> <p><b>Fine</b> I can hold a pencil effectively I can use a range of small tools, including scissors, paintbrushes and cutlery. I can begin to show accuracy and</p>	

			care when drawing.
<b>Communication and Language</b>	<p><i>Baseline Assessments</i></p> <p><b>Listening attention and understanding</b>  I can listen to a story time  I can take part in small group work  I can listen to others during carpet time</p> <p><b>Speaking</b>  I can share my ideas during circle time  I can take part in role play (Home corner, bus journeys,</p>	<p><b>Listening, attention and understanding</b>  I can listen carefully- story times, instruction games- parachute.  I can talk about stories  I can retell a story (story maps)  I can take turns in a conversation</p> <p><b>Speaking</b>  I can learn and use new vocabulary (story box sessions)</p>	<p><b>Listening, attention and understanding</b>  I can Listen and respond during daily story times, whole class discussions and small groups  I can ask questions to clarify understanding  I can hold back and forth conversations</p> <p><b>Speaking</b>  I can use learnt vocabulary  I can participate in small group discussions  I can express ideas and feelings  I can give explanations.</p>
<b>Literacy</b>	<p><i>Baseline Assessments</i></p> <p><b>Comprehension</b>  I can listen to a story and begin to talk about it  I can begin to role play familiar stories  I can begin to learn new vocabulary from stories (Narrative immersion)</p> <p><b>Word reading</b>  Daily phonics- recognising initial sounds  RWI sound blending books when appropriate (October half term) - blending cvc words  Phonics application activities in the classroom</p> <p><b>Writing</b>  I can begin to form letters  I can write my name  I can identify and record initial sounds  I can begin to record end sounds  I can begin to write cvc words</p>	<p><b>Comprehension</b>  I can begin to predict what might happen next in a story  I can retell stories using puppets/story maps  Vocabulary related to topic</p> <p><b>Word reading</b>  Daily phonics- recognising Set 1 sounds and beginning Set 2. Segmenting / blending  RWI sound blending books/red ditty books when appropriate (reading simple phrases with sounds taught).</p> <p><b>Writing</b>  I can write recognisable letters  I can spell words by identifying sounds  I can begin to write a simple caption</p> <p><i>Wanted posters</i>  <i>Postcards</i>  <i>"I can see..." sentences</i>  <i>Fact files</i>  <i>Story maps</i>  <i>Penguin fact file</i>  <i>Lost and found poems</i></p>	<p><b>Comprehension</b>  What will happen next?  RWI sound blending books/red ditty books when appropriate  Story time discussions  Role-play stories  Retell stories using puppets/story maps  Vocabulary related to topic  Non fiction books about the sea, pirates, boats</p> <p><b>Word reading</b>  Daily phonics  Continue to work on essential comprehension and word decoding skills  RWI books (Green and Purple) when appropriate</p> <p><b>Writing</b>  I can write recognisable letters, most of which are correctly formed.  I can spell words by identifying sounds in them and representing the sounds with a letter or letters.  I can write simple phrases and sentences that can be read by others.</p>
<b>Maths</b>	<p><i>Baseline Assessments</i></p> <p><b>Mastering Number</b>  I can show the right number of objects for numerals up to 5.  I can subitise numbers to 5.  I can say the number that is one more or one less than a number to 10.  I can count beyond 10.</p> <p>I can continue a repeating pattern.</p>	<p><b>Mastering Number</b>  I can count objects, actions and sounds  I can recognise numbers  I can subitise numbers to 5.  I can say the number that is one more or one less than a number to 10.  I can count beyond 10.  I can create simple repeating patterns.  I can say number bonds for numbers up to 5.  I can compare numbers  I can talk about and explore</p>	<p><b>Mastering Number</b>  Have a deep understanding of number to 10, including the composition of each number.  I can subitise to 5  I know my number bonds to 5.  I can count beyond 20.</p> <p>I can compare length, weight and capacity.</p>

			2D and 3D shapes			
<b>Understanding the World</b>	<i>Baseline Assessments</i> <b>Past and present</b> I can talk about the roles of people in society- PCSO, Fire service I can talk about members of my family Family  <b>People, culture and communities</b> I can talk about home and school routines I can talk about different celebrations- Diwali and Christmas I can create a simple map I can follow a simple route  <b>The natural world</b> I can talk about the season and seasonal change- Autumn and Winter I can notice changes in the outdoor area- how does the acorn tree change? I can explore floating and sinking		<b>Past and present</b> I can sort objects old and new Compare and contrast characters from stories, including figures from the past.  <b>People, culture and communities</b> I can understand that some places are special to members of their community I can look at maps of the world  <b>The natural world</b> I can describe simple life cycles I can talk about differences between contrasting countries (Antarctica and UK) I can explore melting and freezing		<b>Past and present</b> I can talk about the people around me and their roles in society I can talk about how things have changed.  <b>People, culture and communities</b> I can talk about features of my immediate environment- school town, journeys (link to Jack and Flum Flum Tree)  <b>The natural world</b> I can compare seasons Spring and summer I can talk about the habitats of different animals I can identify animals and plants in the area around me. I can plant a seed and observe its growth I can care for growing plants	
<b>Expressive Arts and Design</b>	<i>Baseline Assessments</i> <b>Creating with materials</b> I can make simple shape pictures I can use simple collage techniques I can create a self portrait  <b>Being imaginative and expressive</b> I can take part in singing songs I can take part in role play		<b>Creating with materials</b> I can experiment with colour mixing I can complete simple observation drawings  <b>Being imaginative and expressive</b> I can follow a melody when singing in a group I can develop storylines in my pretend play.		<b>Creating with materials</b> I can talk about what I have made and how I have made it I can use different creative techniques. I can use props in my role play or to re-tell a story.  <b>Being imaginative and expressive</b> I can join in with singing nursery rhymes and songs I can begin to move in time to music	
<b>RE</b>	Good News God	Christian Community Incarnation	Kingdom of God	Forgiveness Resurrection	Creation Holy Spirit	Discipleship