

<i>EYFS LONG TERM PLAN</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Theme</i>	<i>All About Me. Nursery Rhymes. Autumn.</i>	<i>Traditional Tales. Winter Wonderland. Toys. Christmas.</i>	<i>Cold and Snow. Dinosaurs. Fairy Stories with a Twist.</i>	<i>Super Heroes. Pancake Day. Growing. Lifecycles. Easter/Spring.</i>	<i>Minibeasts. The Sea. Summer. Pirates.</i>	<i>Changes. Holidays. Growing 2.</i>
<i>Values</i>	<i>COMMUNITY LOVE HAPPINESS</i>	<i>DREAMS IDENTITY INDIVIDUALITY</i>	<i>BELONGING VALUE TRUST</i>	<i>FORGIVENESS CONSEQUENCES FRIENDSHIP</i>	<i>CARE RESPONSIBILITY JUDGEMENT</i>	<i>CHANGE RESILIENCE BELIEF</i>
<i>Heart Smart</i>	<i><u>Getting to know Boris.</u> Role play area-Boris' house and the scrap yard.</i>	<i><u>I am Special.</u> What makes you unique and important?</i>	<i><u>I Love Others.</u> Special people in your life and how to love them.</i>	<i><u>I am a Good Friend.</u> Looking at your words and actions.</i>	<i><u>I Tell the Truth.</u> Thinking about the words that we use.</i>	<i><u>I Can't Do It!</u> Keep going and try again.</i>
<i>Spirituality</i>	<i><u>Self.</u> All about me. Intro to HS</i>	<i><u>Others.</u> Setting up a class charter and understanding the school rules.</i>	<i><u>Others.</u> Looking at the Friendship bear and the respect bear in detail.</i>	<i><u>Beyond.</u> HS-who do we love? How do we show love?</i>	<i><u>World and Beauty.</u> Regular walks to see changes over time. Use the environment-forest/field/church. Stop and listen. Stop and look.</i>	<i><u>World and Beauty.</u> Regular walks to see changes over time. Use the environment-forest/field/pool/church. Stop and listen. Stop and look.</i>
<i>RE Topics</i>	<i>INTRODUCTION OF THE 4 VALUE BEARS AND WHAT</i>	<i><u>Celebrating.</u> Why do Christians perform</i>	<i><u>Storytelling.</u> Stories Jesus told.</i>	<i><u>New Life.</u> Why do Christians put a cross in an</i>	<i><u>Specialness.</u> Special things-link to Judaism.</i>	<i><u>Creation.</u> Why is the word God so important to Christians?</i>

	<i>THEY MEAN.</i>	<i>nativity plays at Christmas?</i>		<i>Easter garden?</i>		
<i>Core Texts</i>	<i>Owl Babies. Rosie's Walk. Going on a Bear Hunt. Non-Fiction – bodies. Non-fiction Autumn books. Nursery Rhymes read and sung.</i>	<i>Traditional Tales– books & CDs. Non-fiction- Winter and Christmas. Christmas traditional and new stories. Christmas adverts eg Mog.</i>	<i>Non-Fiction – cold and snow. Twist stories to include books such as Goldilocks and Just One Bear, Little Red Reading Hood, Rapunzel, Rapunzel Wash Your Hair!</i>	<i>Jasper's Beanstalk. Jack and The Beanstalk. Non-fiction Growing, Spring and Easter stories. The Easter story.</i>	<i>The Bog Baby. The Very Hungry Caterpillar. The Gruffalo. Books and poems about the sea. Non-fiction Summer books.</i>	<i>The Rainbow Fish. The Seahorse. Harriet Adrift. The Lighthouse. Keeper's Picnic. Non-fiction books on different countries that we might visit.</i>
<i>Mathematics Numbers. CURRICULUM COVERAGE</i>	<i>Recognise some numerals of personal significance. Recognise numerals 1-5. Count up to 3 or 4 objects by saying 1 number name for each item. Counts actions or objects which cannot be moved.</i>	<i>Counts objects to 10, and beginning to count beyond 10. Counts out up to 6 objects from a larger group. Selects the correct numeral to represent 1-5 then 1-10. Counts an irregular arrangement of</i>	<i>Estimates how many objects they can see and checks by counting them. Uses the language of more and fewer to compare 2 sets of objects.</i>	<i>Finds the total number of items in 2 groups by counting all of them. Says the number that is 1 more than a given number. Finds 1 more or 1 less from a group of up to 5 objects then 10.</i>	<i>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that can interpret and explain. Begins to identify own mathematical problems based on own interest and fascinations.</i>	<i>ELG-children count reliably . . to 20, place them in order and say which numbers are 1 more or 1 less than a given number. Add and subtract 2 digit numbers and count on or back. Solve problems including doubling, halving and sharing.</i>

		up to 10 objects.				
<p><i>Mathematics Numbers. POSSIBLE ACTIVITIES</i></p>	<p><i>Lots of number songs and rhymes. Counting body parts/parts on Boris.</i></p>	<p><i>Count presents, decorations, sleighs, Santa's etc Make gifts in the Grotto counting how many you need. Decorate wrapping paper counting the objects that you use on it.</i></p>	<p><i>On a Winter walk look at the wintery objects and count them. Draw wintery pictures with a certain number of icicles, snowmen, scarves, buttons etc. Guess how many pine cones we have. Count and check.</i></p>	<p><i>Lots of cooking counting how many pancakes you need or how many cookies you have and how many buttons you need to put on the cookies. When cooking talk about 1 more and 1 less than the number of cakes etc that you are making.</i></p>	<p><i>Add minibeasts together that you find. How many legs does this minibeast have? How many legs would 2 have? Draw them and write the numbers by the side.</i></p>	<p><i>Use objects that you are playing with to talk about 1 more and 1 less. How many pizzas do we need for all these children? Can you tell me how many we need with double those children?</i></p>
<p><i>Mathematics Shape, Space and Measures. CURRICULUM COVERAGE</i></p>	<p><i>Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.</i></p>	<p><i>Can describe their relative position such as behind or next to. Orders 2 items by weight and capacity.</i></p>	<p><i>Uses everyday language related to time. Measures short periods of time in simple ways. Orders and sequences</i></p>	<p><i>Orders 2 or 3 items by length or height.</i></p>	<p><i>Beginning to use everyday language related to money.</i></p>	<p><i>ELG-Children use everyday language to talk about size, weight, capacity, position, distance, time and money... They recognise, create and describe patterns. They ...use mathematical language to describe shapes.</i></p>

	<p>Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>		<p>familiar events.</p>			
<p>Mathematics Shape, Space and Measures. POSSIBLE ACTIVITIES</p>	<p>Make a Boris. Make his home. What shapes can you see all around you?</p>	<p>Use the characters from the story to talk about where they are. Weigh Santa's presents. Make potions in the mud kitchen using liquids.</p>	<p>Look at the changes in the Seasons. Look at changes in your day. Order parts of a story or your daily routine.</p>	<p>Look at the heights of the plants and flowers that we grow.</p>	<p>Create a shop in the classroom related to the children's interests using money. Pay for sacks.</p>	<p>Bringing together of all the learning through indoor and outdoor play. Make summer pictures talking about shapes and patterns.</p>
<p>Other Curriculum Coverage UTW</p>	<p>UTW - Favourite food & cooking, activities (pictograms) <u>Important People (PSED)</u> People at home & at school <u>Celebrations</u> UTW & PSED)</p>	<p><u>Sound</u> UTW - Patterns, rhyme, alliteration Story telling linking to stories with a moral - religious stories, fables, nursery rhymes</p>	<p><u>Cold and Snow</u> UTW -look at the properties of ice and water. What does the icicle look like? How is ice formed?</p>	<p><u>The Needs of Others (PSED)</u> - Our School, Class rules, Ways to play, Looking after my belongings <u>Weather</u> UTW - Hot and cold countries & environments,</p>	<p><u>The Seaside</u> UTW - Asking questions about the beach, Materials (sand, water, shells, rocks), Beach & water habitats <u>Pirates</u> UTW - Treasure (money), Maps and direction <u>Homes for Animals</u></p>	<p><u>Growing Up</u> UTW & PSED) - Personal history & timeline, How I've changed (I can now ... / I would like to ... statements) <u>Growing Plants</u> UTW - EYFS Allotment, What plants need to thrive, Lifecycles <u>Transitions (PSED &</u></p>

	<p>Christenings & other annual occasions</p> <p><u>Where I live</u> (UTW)</p> <p>Local area & simple maps</p> <p><u>Human Body</u> (UTW) – Naming body parts, being healthy</p>	<p>& traditional tales</p> <p><u>Technology</u> (UTW) – moving toys, CD player, video recorders, computer games</p> <p><u>Toys</u> (UTW) – Historical toys, Toys around the world, Toys that move, Junk modelling, Using tools</p> <p><u>Christmas</u> (PSED)</p>	<p>Can we melt it?</p> <p><u>Buildings</u> (UTW) – Build an igloo or a snow home. Build a home for an animal to shelter in</p> <p>What type of home does Shadrack live in? Where is he?</p>	<p>focus country?</p> <p><u>Growing Plants</u> (UTW) – EYFS Allotment, What plants need to thrive.</p> <p>Lifecycles.</p> <p><u>Easter</u> (PSED)</p>	<p>& Minibeasts (UTW)</p> <p>- Materials, what animals need, environments around the world, lifecycles</p>	<p>(UTW) – Moving into Year 1, Going on holiday, Ways to travel, World maps</p> <p><u>Mindfulness</u> (PSED) – Recognising own emotions and how others feel, Techniques for coping with difficult emotions</p>
Possible Trips and Visitors		Open Box	Staunton Country Park and Farm	QE Country Park	Southsea Aquarium	The Beach Marwell Zoo