

EYFS - Long Term Plan

In EYFS at Finchale Primary, our topics build across the year, and we continue to incorporate children's interests. Topics outlined in this document are designed to create a hook using a range of texts as stimulus for learning. It is important for us to follow the interests of the child, but also to provide children with the **opportunity to learn** about topics they might not access through their own interests, with the prime and specific areas of learning in mind.

AREA OF LEARNING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Topics <i>(These may change to allow for children's interests to lead our learning.)</i>	ME AND MY FAMILY Starting School All About Me and My Family Seasonal Change - Autumn Spain (Focus for European Day of Languages)	PEOPLE WHO HELP US People Who Help Us The Christmas Story Christmas around the world	WINTER AND THE COLD Seasonal Change - Winter Cold Environments and Polar animals	SPRING AND NEW LIFE Seasonal Change - Spring New Life (Living Eggs Project / The Farm)	PLANTS AND MINIBEASTS Seasonal Change - Summer Plants and growth Minibeasts (life cycles)	AFRICA Hot Environments and safari animals Africa
Celebrations and Experiences	European Day of Languages Harvest	Diwali Halloween Bonfire Night Remembrance Day Visit from police and Jet and Ben Visit from the fire service	Chinese New Year Ramadan and Eid	We're Going on a Bear Hunt sports festival - (SSP) Living Eggs - hatching chicks Easter Trip to All Saints church Trip to the Farm	Captain Chemistry visit	Adam Bushnell visit
Key Stories <i>(To be used as a focus for our learning or to be simply shared in daily story times.)</i>	Butterflies on the First Day of School / Starting School The Colour Monster Elmer We Are All Different Theodore's Spanish Adventure When I Was Little Our Class is a Family The Great Big Book of Families The Leaf Thief The Little Red Hen Room on the Broom Winnie the Witch	Let's Meet People Who Help Us A Superhero Like You Charlie the Firefighter Zog and the Flying Doctors The Best Diwali Ever Dipal's Diwali The Jolly Christmas Postman	Winnie in Winter The Polar Bear and the Snow Cloud Lost and Found Looking After the Egg Polar Bear, Polar Bear What Do You Hear? The Curious Polar Bear The Runaway Iceberg Dragons in the City Ruby's Chinese New Year Clever sticks	Wake Up Time on Bumble Farm Farmer Duck Spend a Day on The Farm Little Farmer Joe The Easter Story	Ben Plants a Butterfly Garden Tweenies Caterpillar Surprise The Very Hungry Caterpillar The Cautious Caterpillar The Snail and the Whale Super worm Mad About Minibeasts	Handa's Surprise Handa's Hen Handa's Noisy Night Mama Panya's Pancakes The Water Princess We're Going on a Lion Hunt We All Went on Safari
Communication and Language <i>(Listening, attention and understanding; Speaking)</i>	Understand how to listen carefully and why listening is important. Whole class / small group discussions: Ourselves, families, homes, the community, signs of autumn and changes in our natural world linked to the seasons.	Understand how to listen carefully and why listening is important. Whole class / small group discussions: How people help us, jobs in our community, Diwali, Christmas, changes in our natural world linked to the seasons. Introducing Home Journals - sharing their news from home to promote listening skills and	Whole class / small group discussions: Cold environments, animals from colder climates (polar), signs of winter and changes in our natural world linked to the seasons. Modelling and encouraging use of talk to help work out problems and organise thinking and activities as well as offer explanations for how things work and why things might happen.	Whole class / small group discussions: New life, living eggs project, farm animals, Christian Baptism, Easter, signs of spring and changes in our natural world linked to the seasons. Making observations of our chicks during the hatching process and early growth stages. Modelling and encouraging use of questions to	Whole class / small group discussions: Plants and how they grow, what are minibeasts and where do we find them? Lifecycles, signs of summer and changes in our natural world linked to the seasons. Sharing home journals weekly; ensuring use of full sentences, including conjunctions and use of past, present and future tenses.	Whole class / small group discussions: Hot environments, animals from hotter climates (safari), changes and preparation for year 1. Sharing home journals weekly; ensuring use of full sentences, including conjunctions and use of past, present and future tenses.

		increase confidence in speaking in front of others.	Sharing home journals weekly.	find out more and to check understanding. Sharing home journals weekly.		
	Engage in daily story times and Time for Rhymes sessions, listening carefully to stories and learning rhymes, poems and songs, paying attention to how they sound. Learn new vocabulary and use it in different contexts throughout the day. Engage in daily interactions and conversations with their peers and familiar adults.					
Personal, Social and Emotional Development <i>(Self-Regulation; Managing Self; Building Relationships)</i>	See themselves as a valuable and trusted individual. Introduce the Zones of Regulation. Identify and express their feelings and begin to regulate behaviour accordingly. Give focused attention to follow instructions. Know the class rules and school values. Know right and wrong. Form positive attachments and take turns. Be inclusive and share resources with others.	Develop respectful relationships, looking after each other and our classroom, showing kindness . Understanding feelings and behaviour and show sensitivity to others' needs in our community . Understanding consequences and making the right choices. Manage basic hygiene and personal needs.	Work and play co-operatively, resolving conflicts independently. Be confident and independent. Set and work towards simple goals. Show independence, resilience and perseverance in the face of challenge. Understand the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.			
	NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development <i>(Gross Motor Skills; Fine Motor Skills)</i>	Develop fundamental movement skills: running, jumping, hopping, galloping, climbing, catching, throwing, kicking, underarm roll and striking. Changing speed and direction. Develop balancing skills using apparatus and balance bikes. Develop fine motor skills - using cutlery, holding pencil correctly, using paintbrushes, manipulating playdough with hands, using scissors to cut straight lines, using tweezers and introduce weaving etc.	Developing Fundamental Movement Skills through stories - The Gruffalo / The Smeds and the Smoos / The Smartest Giant in Town / We're going on a Bear Hunt / We're going on a Lion Hunt. Develop fine motor skills - developing correct grip when using pencils and paintbrushes, manipulating playdough with tools, using scissors to cut curved lines, using tweezers, weaving.	Confidently and safely use a range of large and small apparatus indoors and outside (incl. the balance bikes.) Negotiate space safely with consideration for themselves and others. Develop confidence, control, accuracy and precision in their fine motor skills and when using tools such as scissors and pencils.			
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming.					
Literacy <i>(Comprehension; Word Reading; Writing)</i>	Monster Phonics Phase 1/2 Spot and suggest rhymes. Count / clap syllables in a word. Recognise words with the same initial sound. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our Monster Phonics programme. Use some of their print and letter knowledge in their early	Monster Phonics Phase 2 Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our Monster Phonics programme. Write recognisable letters, some of which are correctly formed. Spell cvc words by identifying the sounds and then writing the sound with letter/s.	Monster Phonics Phase 2/3 Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write recognisable letters, some of which are correctly formed. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondence.	Monster Phonics Phase 3 Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment. Write recognisable letters, most of which are correctly formed.	Monster Phonics Phase 3 Read simple phrases and sentences consistent with their phonic knowledge, including some common exception words. Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment. Form lower case and some capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences using a capital letter and full stop.	Monster Phonics Phase 3/4 Read simple phrases and sentences consistent with their phonic knowledge, including some common exception words. Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

	writing, writing some recognisable letters. Write own name. Writing initial sounds.			Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write short sentences with words with known letter-sound correspondence.		
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.					
Mathematics <i>(Number: Numerical Patterns)</i>	WHITE ROSE + NUMBER BLOCKS Getting to know you Match, sort and compare Talk about measure and patterns	WHITE ROSE + NUMBER BLOCKS It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	WHITE ROSE + NUMBER BLOCKS Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time	WHITE ROSE + NUMBER BLOCKS Length, height and time Building 9 and 10 Explore 3-D shapes	WHITE ROSE + NUMBER BLOCKS To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	WHITE ROSE + NUMBER BLOCKS Sharing and grouping Visualise, build and map Make connections Consolidation
	Engage in daily Time for Rhyme sessions to sing number rhymes and practise rapid recall of number, addition and subtraction facts.					
Understanding the World <i>(Past and Present: People, Culture and Communities: The Natural World)</i>	Me and how I've changed - thinking about their own life story so far, exploring the concept of the past. (Enquiry 1 How have I changed since I was a baby?) Families and communities. Signs of Autumn. Hibernating animals. Spanish culture and traditions (European Day Of Language focus.) Harvest: Making bread.	People who help us: Finding out about the lives of people around them and their roles in society. <i>(Visits from emergency services)</i> Understanding the importance of Remembrance Day. Recognising that people have different beliefs and that they celebrate special times in different ways. - Diwali - Christmas story - Christmas celebrations around the world	Signs of Winter. Where am I on a map? Cold climates (Arctic / Antarctic - Recognise some environments are different to the one in which they live. (Oddizzi - Virtual fieldwork: Antarctica) Snow and investigating ice and changing states of matter. Animals from colder climates Exploring floating and sinking - exploring materials to make their own boats. Programming a bee bot Explore similarities and difference between different religious and cultural communities. - Chinese New Year Who, why and how is it celebrated? Links to other celebrations.	Signs of Spring New life - Living Eggs project, hatching our own chicks. Observations of hatching process and early growing. Caring for the chicks. Life cycle of a chick. Looking at farm animals and new life on the farm. <i>(Visit to Hall Hill farm)</i> Recognising that people have different beliefs and that they celebrate special times in different ways. - Baptism - Easter Story <i>(Visit to All Saints church)</i>	Signs of Summer Plants - the different parts, what they need to survive and the life cycle of a plant (sunflower.) How to care for a plant - Planting seeds in the garden planter. Minibeasts and their habitats. Life cycles. Programming a bee bot.	Signs of Summer Exploring hot environments and animals from hotter climates. Where am I on a map? Comparing UK and another country - Kenya and other African countries. (Oddizzi - Classpals: Nigeria) Exploring similarities and differences between life in this country and life in a contrasting environment, drawing on their experiences and what has been read in class. Programming a bee bot.
	Explore the natural world around them. Understand the effect of changing seasons on their immediate environment through our seasons walks. Making observations and describing what they see, hear, and feel whilst outside. Decorate seasons tree and dress our class rabbit appropriately for the season. Ongoing enquiries throughout the year: Why do we wear different clothes during the year? What are our favourite celebrations during the year?					
Expressive Arts and Design	Whole school Art week: (activities linked to a particular artist)	Making autumn hedgehogs with leaves (PMM) Halloween crafts - handprint spiders and chalk webs (PPM)	Paper snowflakes - folding and cutting practise (CD) Drawing penguins following step by step instructions (D)	Making collage chicks (PMM) Observational drawings of our chicks (D) Mother's Day cards - handprints (CD)	Whole school DT week Observational paintings of Sunflowers (Vincent Van Gogh) using paint sticks (PMM)	Father's Day Cards - Little Monster handprints (CD) Making salt dough fruits (S3D) Making African necklaces, using paper plates and paint (T)

(Creating with Materials; Being Imaginative and Expressive)	Making collage colour monsters (PMM) Elmer activities - collage and colouring practise (PMM) Paper plate faces (PMM) Self portraits (D) Drawing our families using house template (D) European Day Of Languages - Spain - Making collage turtles / lizards in the style of Antonio Gaudi (PPM) Making Dingle Dangle scarecrows with split pins (T) Making bread (CN)	Making 3D pumpkins using paper strips (S3D) FMS practise - Printing pumpkins using cotton buds (PMM) Making collage Remembrance Day poppies (PMM) Fireworks printing using cardboard tubes (PMM) Making Rangoli patterns with coloured rice (PMM) Making and decorating Divali lamps (S3D) Christmas crafts - Hand/footprints, weaving (CD)	Creating their own boats using junk materials (S) Chinese New Year - Making dancing dragons / collage lanterns / lucky money envelopes (PMM/ CD)	Mother's Day flowers - making vases of daffodils using egg boxes and paper straws (S) Blossom tree printing using bottles (PMM) Easter cards - printing chicks using forks and feathers (CD)	Creating whole class Hungry caterpillar using handprints (PMM) Making collage hungry caterpillars (PMM) Printing symmetrical butterflies - photo of themselves in middle (PMM) Paper plate butterflies - joining different materials (T) Making snail pictures in the style of Henri Matisse (PMM) Making junk model minibeasts (S)	
	Learn our Hand Washing song. Daily Time for Rhymes: - Nursery rhymes - Counting songs Learn and perform : Big Red Combine Harvester. Dingle Dangle Scarecrow. (Both with actions)	Practise our Hand Washing song. Daily Time for Rhymes: - Nursery rhymes - Counting songs Learn and perform: Christmas songs. Take part in KS1 Christmas production.	Daily Time for Rhymes: - Nursery rhymes - Counting songs - Songs about polar bears and penguins Watch traditional Chinese dragon and lion dancing in parades - express their feelings and responses. Learn and perform: Chinese New Year songs - including musical instruments Dragon Dances with Dragon costume. Perform class assembly for whole school and parents on Chinese New Year. Weekly Little Fingers music sessions with Durham music service.	Daily Time for Rhymes: - Nursery rhymes - Counting songs Learn and perform: 5 Little Eggs Spring Chicken (Both with actions) Weekly Little Fingers music sessions with Durham music service.	Daily Time for Rhymes: - Nursery rhymes - Counting songs	Daily Time for Rhymes: - Nursery rhymes - Counting songs Listening to African music including African drumming. Watching traditional African dancing - express their feelings and responses. Explore African drumming. Learn and perform: Reception graduation for parents - sharing their highlights of Reception through words and their favourite songs from throughout the year.
	Create collaboratively sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.					
R.E.	Durham Agreed Syllabus: Christianity: Let's find out about Harvest.	Durham Agreed Syllabus: Hinduism: Let's find out about Diwali. Christianity: Let's find out about the Christmas story.	Durham Agreed Syllabus: Christianity: Let's find out about Christian baptism. (Visit to All Saints Church to take part in a role play baptism.) Let's find out about the Easter story.	Durham Agreed Syllabus: Religions of the World: Let's find out about different religious celebrations in this country and around the world. (Explore Ramandan and Eid, Holi, Wesak and any other religious celebrations liked to the particular cohort of children, as they arise throughout the year.)		