



Long term plan: EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Characteristics of effective learning</b>	<p>At Willesley Primary School, the characteristics of effective learning are used as a basis for all of our planning. These are closely linked to our school Core Values and will be promoted alongside throughout the year.</p> <ul style="list-style-type: none"> <li>• <b>Playing and Exploring</b> - children investigate and experience things, and 'have a go'</li> <li>• <b>Active Learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</li> <li>• <b>Creating and Thinking Critically</b> - children have and develop their own ideas; make links between ideas, and develop strategies for doing things.</li> </ul>					
<b>General themes</b>  <b>NB: These themes may change or be adapted at various points to allow for children's interests</b>	<b>Super Me, Super You!</b>  Starting school, my new class, my family, houses and homes, relationships.	<b>Helping Hands!</b>  People who help us, helping others, feelings, staying safe.	<b>Winter Wonderland!</b>  Weather, seasons, hot and cold places, comparing.	<b>Roots, Shoots and Juicy Fruits!</b>  Outdoors, weather, plants, healthy eating, planting and growing.	<b>Creatures Great and Small!</b>  Dinosaurs, farm animals, zoo animals, mini-beasts, life cycles, caring for animals, fossils.	<b>Wheels, Wings and Other things!</b>  Transport, countries, local environment, comparing, land and sea.
<b>Potential Enrichment Opportunities</b>	Harvest Festival National poetry Day (7 <sup>th</sup> October)  Diwali Day (15 <sup>th</sup> October)  Halloween(31 <sup>st</sup> Oct)  Balance Bikes (PE) Forest School (PE)	Bonfire Night (5 <sup>th</sup> Nov) Visits from/ to fire station/ police/ ambulance etc Remembrance Day Christmas Craft Day Nativity Santa Visit Balance Bikes (PE) Forest School (PE)	Chinese New Year (1 <sup>st</sup> Feb)  Valentine's Day (14 <sup>th</sup> Feb)  Pancake Day (1 <sup>st</sup> March)	World Book Day (3 <sup>rd</sup> March)  Planting beans  Mother's Day (8 <sup>th</sup> May) Easter	Visit to the farm  Dino Man	Local area walk  Airport visit?  Father's Day

<p><b>High Quality Texts</b></p> <p><b>NB: These may change dependent on themes</b></p>	<p>Elmer by David Mckee</p> <p>What I Like About Me by Allia Zobel-Nolan</p> <p>The Little Red Hen</p> <p>Ten Little Monsters</p> <p>Leaf Man</p> <p>The Scarecrow</p>	<p>A Superhero Like You by Dr Ranj</p> <p>The Christmas Story</p>	<p>The Snowflake Mistake by Lou Treleaven</p> <p>Secrets of Winter</p> <p>Winter (Non-Fiction)</p> <p>Lost and Found</p>	<p>Super Tato by Sue Hendra</p> <p>_____ (Instructions)</p>	<p>Old Macdonald Had A Farm- Rhyme</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Mad About Minibeasts by Giles Andrae and David Wojtowcz</p>	<p>Hundred Decker Bus by Mike Smith</p> <p>A Ticket Around the World by Natalia Diaz</p>
<p><b>British Values</b></p> <p>Taught through circle times/ class discussions and texts shared</p> <p><b>Willesley Core Values</b></p>	<p><b>Mutual Respect and Mutual Tolerance</b></p> <p><b>Willesley Core Values Key Themes</b></p> <ul style="list-style-type: none"> <li>-Respect</li> <li>-Independence</li> <li>- Listening</li> <li>-Friendship</li> </ul>	<p><b>Rule of Law</b></p> <p><b>Willesley Core Values Key Themes</b></p> <ul style="list-style-type: none"> <li>-Communication</li> <li>-Kindness</li> <li>-Cooperation</li> <li>-Empathy</li> <li>-Confidence</li> </ul>	<p><b>Democracy</b></p> <p><b>Willesley Core Values Key Themes</b></p> <ul style="list-style-type: none"> <li>-Imagination</li> </ul>	<p><b>Individual Liberty</b></p> <p><b>Willesley Core Values Themes</b></p> <ul style="list-style-type: none"> <li>-Perseverance</li> </ul>	<p><b>Recap all British Values</b></p> <p><b>Willesley Core Values Themes</b></p> <ul style="list-style-type: none"> <li>-Self esteem</li> </ul>	<p><b>Recap all British Values</b></p> <p><b>Willesley Core Values Themes</b></p> <p>Recap all for Year 1</p>
<p><b>Assessment Opportunities</b></p>	<p>In house baseline data on entry</p> <p>National baseline data</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>End of Term Assessments</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p> <p>Parents Evening data</p> <p>End of Term Data</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p> <p>Report Data</p> <p>End of Term Data</p>

<b>Parental Involvement</b>	Parent 1-1 consultations Phonics and Early Reading Evening Home Learning Diary	Parents Evening Nativity Decorations Morning Home Learning Diary	Home Learning Diary	Parents Evening Mothers to School Morning Home Learning Diary	Home Learning Diary	Fathers to School Morning End of Year Reports Home Learning Diary
<b>Communication and Language (PRIME AREA)</b>  <b>Whole EYFS focus- C &amp; L will be developed through year through high quality interactions, daily group and class discussions.</b>	Developing the use of language through role-play Learning and singing nursery rhymes Developing conversational skills – eye contact, listening, responding, taking turns in the conversation Sharing information about themselves (All About Me boxes) Responding to questions asked by others Listening to stories	Develop vocabulary and begin to use vocabulary modelled by adults and books Listening and responding to stories Following instructions Takes part in small group discussions Begin to use more complex sentences when responding to people Prepositions such as 'under', 'on top', 'behind'	Asks how and why questions Learn rhymes, poems and songs. Characters and settings in stories – using adjectives to describe them Developing the use of language through role play Ask questions to clarify understanding To begin to work with a talk partner consistently Holding a back and forth conversation	Recite poems and songs To articulate their ideas and thoughts into well-formed sentences To ask questions to find out more	Offer explanations for why things might happen Express own ideas and feeling using full sentences To describe an event in detail Verbally offer explanations for why things might happen	To talk about my experiences over the year To talk about changes and how we may feel. To be able to take part confidently in whole class discussions
<b>Personal, Social and Emotional Development</b>	Settling into school routines Parting from parents	Say no to bullying Understanding feelings of others and	Set and work towards simple goals Begin to show more independence during activities	Begin to show resilience in the face of challenge Staying healthy and healthy eating	Being kind to all living creatures Taking care of animals	Preparing for Year 1 Reflecting and making goals

<p><b>(PRIME AREA)</b></p>	<p>Creating class and playground rules</p> <p>Forming new friendships</p> <p>Self-care – hygiene, toileting, exercise, dressing</p> <p>How to express their own feelings</p> <p>Turn taking Table Manner Using Cutlery</p>	<p>Family celebrations – Christmas</p> <p>Respect for other cultures and beliefs</p> <p>Follow multiple set of instructions</p> <p>Show sensitivity towards others needs</p> <p>Oral hygiene</p>	<p>Keeping safe (e-safety)</p>			<p>Dealing with change</p> <p>Developing Independence</p>
<p><b>Physical Development</b></p> <p><b>(PRIME AREA)</b></p> <p><b>Fine Motor Skills</b></p> <p><b>Gross Motor Skills</b></p>	<p>Daily Squiggle whilst you wiggle session</p> <p>Playdough manipulation.</p> <p>Draw lines and large circles using gross motor movements.</p> <p>Begin to hold pencil and paint brush beyond whole hand grasp.</p> <p>Hold a pencil and begin to mark make</p> <p>Apply pressure on a whiteboard using a whiteboard pen. Take shoes on and off.</p> <p>Link movements to music and sound</p>	<p>Daily Squiggle whilst you wiggle session</p> <p>Threading</p> <p>Playdough manipulation.</p> <p>Develop muscle tone to assist in writing</p> <p>Use tools to change materials.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to form some letters correctly.</p> <p>Take large items of clothes on and off.</p> <p>Cut straight lines</p>	<p>Threading</p> <p>Playdough manipulation.</p> <p>Handwriting – correct letter formation</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Begin to button/ zip clothing up</p> <p>Cut multiple straight lines</p> <p>PE Lessons will involve:</p> <p>- Use apparatus to climb and then</p>	<p>Hold a pencil effectively.</p> <p>Begins to form recognisable letters consistently and correctly.</p> <p>Cut curved edges</p> <p>PE Lessons will involve:</p> <p>Ball skills Rolling/ Passing</p>	<p>To begin to colour inside lines.</p> <p>To become more confident when drawing.</p> <p>Cut curved shapes</p> <p>PE Lessons will involve:</p> <p>Ball skills Catching/ Throwing</p>	<p>Forms recognisable letters consistently.</p> <p>Begin to draw diagonal lines to create shapes.</p> <p>To colour inside the lines.</p> <p>Cut zig zag lines</p> <p>PE Lessons will involve:</p> <p>Athletics</p> <p>Running skills Agility Sports day games</p>

	<p>Hold scissors correctly</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>-Forest school skills</li> <li>-Balance (inc on a bike)</li> <li>- Different ways of moving</li> <li>- How to negotiate space</li> <li>- Travel with confidence and with some changes in speed</li> <li>-Parachute</li> </ul>	<p>PE Lessons will involve:</p> <p>Forest school skills</p> <ul style="list-style-type: none"> <li>-Balance (inc on a bike)</li> <li>- Use apparatus to climb, balance and move in different ways</li> </ul>	<p>dismount by jumping safely and in different ways.</p>			
<p><b>Literacy</b></p> <p><b>(Specific Area)</b></p> <p><b>Word Reading</b></p> <p><b>Comprehension</b></p> <p><b>Writing</b></p>	<p><b>Phonics Scheme</b> Sounds Write Phonics (Units 1-3) Segmenting, blending and phoneme manipulation</p> <p><b>Comprehension</b> Listen to and join in with familiar stories and poem.</p> <p>Enjoy talking about what they can see in illustrations in books.</p> <p><b>Word Reading</b> Recognise name and familiar signs</p> <p>Knows that print carries meaning</p> <p>Recognise initial sounds in words</p>	<p><b>Phonics Scheme</b> Sounds Write Phonics (Units 4-7) Segmenting, blending and phoneme manipulation</p> <p><b>Comprehension</b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Identify characters and key events in fiction texts. To know information can be found in non-fiction texts.</p> <p><b>Word Reading</b> Begin to blend and segment CVC</p>	<p><b>Phonics Scheme</b> Sounds Write Phonics (Units 8-11) Segmenting, blending and phoneme manipulation</p> <p><b>Comprehension</b> Know that a story has a beginning, middle and end and be able to use a story map to help retell these.</p> <p>Answer simple recall questions about a text.</p> <p><b>Word Reading</b> Begin to read simple phonetic sentences</p> <p><b>Writing</b></p>	<p><b>Phonics Scheme</b> Sounds Write Phonics (Units 8-11)</p> <p>Guided reading/ whole class reading</p> <p><b>Comprehension</b> Begin to look at features of a non-fiction text in detail.</p> <p>Begin to retell stories in their own words and suggest how it may end.</p> <p><b>Word Reading</b> Starts to link sounds to letters of the alphabet and using their letter names</p> <p><b>Writing</b></p>	<p><b>Phonics Scheme</b> Sounds Write Phonics (Bridging to extended code)</p> <p><b>Comprehension</b> Use vocabulary and forms of speech that are increasingly influenced by experiences of reading.</p> <p>Describe main story settings, events and characters with increasing detail.</p> <p><b>Word Reading</b> Reads some H/F words accurately and fluently within sentences</p> <p>Begins to link sounds to some digraphs</p>	<p><b>Phonics Scheme</b> Sounds Write Phonics (Bridging to extended code)</p> <p><b>Comprehension</b> Recall and discuss stories or information that has been read to them or read by themselves in some detail.</p> <p>Begin to make simple inferences with leading questions from an adult.</p> <p><b>Word Reading</b> To read a book matched to phonic knowledge with some fluency, including some</p>

	<p><b>Writing</b> Give meaning to marks they make</p> <p>Write own name</p>	<p>words with known sounds</p> <p>Begins to read some H/F words</p> <p><b>Writing</b> Begin to write other known names e.g. siblings</p> <p>Begin to form some recognisable letters</p> <p>Begin to write CVC words</p>	<p>Write CVC independently</p> <p>Begin to label and write short phrases with support</p> <p>Finger Spaces</p> <p>Simple H/F words</p>	<p>Begin to write sentences with support</p> <p>Full stops</p> <p>Begin to form most letters correctly</p>	<p><b>Writing</b> Hold a simple sentence and then write it</p> <p>Most letters are being formed correctly including some capital letters</p> <p>Begin to write words including digraphs</p>	<p>digraphs and H/F words.</p> <p><b>Writing</b> To think of a sentence independently and then write it</p> <p>Write words including digraphs</p> <p>Use a full stop and finger spaces mostly independently and a capital letter with some support.</p>
<p><b>Maths</b> <b>(Specific Area)</b></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p> <p><b>(Link to White Rose Planning and Number Blocks )</b></p>	<ul style="list-style-type: none"> <li>❖ Matching objects</li> <li>❖ Sorting objects</li> <li>❖ Comparing objects</li> <li>❖ Simple object/ colour patterns</li> <li>❖ Representing 1-5</li> <li>❖ Sorting 1-5</li> <li>❖ Comparing 1-5</li> <li>❖ Matching 1-5</li> <li>❖ Composition 1-5</li> <li>❖ 2D shape- circle, triangle, rectangle and square in particular</li> <li>❖ 1 more and 1 less than a number to 5 <ul style="list-style-type: none"> <li>❖ Subitising to 5</li> </ul> </li> <li>❖ Counting verbally up to 20 forwards and from any given number <ul style="list-style-type: none"> <li>❖ Making bonds to 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Representing 0</li> <li>❖ Representing 5-10</li> <li>❖ Composition of numbers 5-10</li> <li>❖ Comparing numbers 5-10</li> <li>❖ Ordering 0-10</li> <li>❖ Making bonds to 10</li> <li>❖ Equal and unequal groups</li> <li>❖ Combining two groups together</li> <li>❖ Comparing mass, height and length</li> <li>❖ Measuring mass/ height and time in non-standard units <ul style="list-style-type: none"> <li>❖ Making pairs</li> <li>❖ Days of the week</li> <li>❖ 3D shape</li> <li>❖ Creating patterns</li> </ul> </li> <li>❖ Verbally counting beyond 20</li> <li>❖ Verbally counting backwards and forwards within 20</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to recognise number patterns to 20 <ul style="list-style-type: none"> <li>❖ Adding 1 / 2 by counting on</li> <li>❖ Adding two numbers using objects</li> <li>❖ Subtracting 1 / 2 by counting backwards <ul style="list-style-type: none"> <li>❖ Subtracting using objects</li> <li>❖ Ordering numbers to 20</li> <li>❖ Missing numbers to 20 <ul style="list-style-type: none"> <li>❖ Doubling</li> </ul> </li> </ul> </li> <li>❖ Sharing into equal groups (mention halving) <ul style="list-style-type: none"> <li>❖ Odd and Even numbers <ul style="list-style-type: none"> <li>❖ Estimating</li> </ul> </li> </ul> </li> <li>❖ Problem solving using all skills, including shape</li> </ul> </li> </ul>			

<p><b>Understanding The World</b></p> <p><b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b></p>	<p>Identifying their family and talk about the lives of people familiar to them.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>To ask questions about aspects of my familiar world such as the place where I live or the natural world</p>	<p>Show an interest in different occupations and ways of life</p> <p>Name and describe people who can help them.</p> <p>People roles in society</p> <p>Talk about and compare celebrations that are familiar to them.</p>	<p>Know some similarities and differences between the world around them and contrasting environments</p> <p>Explore differences in life in this country and other countries-stories</p> <p>Map work linked to stories</p> <p>Take part and describe changes to materials during simple experiments.</p>	<p>Explore the natural world, observing and describing the world around them.</p> <p>Take part and describe changes to materials during simple experiments.</p>	<p>How to look after other living creatures.</p> <p>How do other living things grow?</p>	<p>Differences between the natural world and contrasting environments (E.g. Ashby de-la Zouch town centre and Hicks Lodge</p> <p>Compare and contrast the past and how we get around</p>
<p><b>Expressive Arts and Designs</b></p> <p><b>Creating with Materials</b></p> <p><b>Being Imaginative and Expressive</b></p>	<p>Joining in with action rhymes</p> <p>Exploring their voice</p> <p>Use props for role-play</p> <p>Experiment with colour, form, function, texture and design</p> <p>Handling, feeling, enjoying and</p>	<p>Perform actions to accompany songs</p> <p>Sing confidently in a group</p> <p>Copy rhythms and melodies using their voice</p> <p>Drawing pictures for a purpose</p> <p>Explore colour mixing</p>	<p>Move in time with music</p> <p>Building for a purpose and Recognise primary colours</p> <p>To begin to choose the appropriate colours for pictures</p> <p>Begin to add more detail to drawings</p>	<p>Start to sing broadly in tune</p> <p>Respond to sounds</p> <p>Explore a variety of materials</p> <p>Observational drawing and painting</p>	<p>Creating their own ideas</p> <p>Create own songs, dances and pieces of music</p> <p>Build for a purpose using a variety of construction materials beginning to adapt work where necessary</p>	<p>Listen to and copy back</p> <p>Create own songs, dances and pieces of music</p> <p>Evaluate their own work</p> <p>Combining different media in their creations</p>

	manipulating materials	Experiment with different tools to print with and join materials  Hold and use drawing tools using them with some dexterity and control.	Playing with a purpose in the role play areas			Using appropriate materials / colours for art work and staying within the lines when colouring / painting
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