



Foundation Stage Long Term Plan 2022 – 2023

This overview is a guide to what will be seen in EYFS, however this will change depending on the children's' interests and their abilities whilst still maintaining a varied and rich curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term Dates	Thursday 8 th September – 21 st October	31 st October – 16 th December	3 rd January-10 th February	20 th February-31 st March	17 th April-26 th May	5 th June-21 st July
Important events/Performances/Diversity-Festivals	<p>Harvest performance</p> <p><i>*Carnival – Floats</i> <i>*Umbrella competition</i> <i>*Roald Dah Day 13th September</i> <i>*World mental health day 10th October</i></p> <p>Visitors: Pre-school staff/childminders</p> <p>Visit: Tour of school and outside areas including forest school, Autumn walk</p>	<p>Nativity performance</p> <p><i>*Diwali 24th October</i> <i>*Fireworks, Guy Fawkes 5th November</i> <i>*Victorian day</i> <i>*Remembrance 11th November</i> <i>*World nurse rhyme week 14th-18th November</i> <i>*Children in Need 18th November</i> <i>*Christmas jumper days</i></p> <p>Visitors: Parents stay and play</p> <p>Visit: Forest school area</p>	<p><i>*safer internet day</i> <i>* Chinese New Year 22nd January</i> <i>*Children mental health week 6th-12th February</i></p> <p>Visitors – Ambulance/people who help us (RE link), Life Education bus</p> <p>Trip/visit: library/Meeting House, Winter walk</p>	<p>Easter performance</p> <p><i>*Fairtrade Fortnight</i> <i>*Shrove Tuesday 21st February</i> <i>*World Book Day 2nd March</i> <i>*Holi 8th March</i> <i>* Mothers' Day 19th March</i> <i>*Ramadan starts 22nd March</i> <i>*Science week 10th-19th March</i> <i>*Red nose day 18th March</i> <i>*Easter 9th April</i></p> <p>Visitors –Mystery readers</p> <p>Trip/visit – Herne Hill</p>	<p><i>*Eid 22nd April</i> <i>*Earth day 22nd April</i> <i>*Children's gardening week 22nd-28th May</i></p> <p>Visitors: Mystery readers</p> <p>Trip/visit – Axe Valley Animal Park, Herne Hill, Spring walk</p>	<p><i>*Fathers' Day 18th June</i> <i>*Sports Days</i></p> <p>Visitors: Mystery readers</p> <p>Trip/visit: Herne Hill</p>
Communication and Language	Children are given the opportunity to express their feelings, needs and wants, their thoughts, ideas and interest. They are able to talk about what has happened and about creative or imaginative events as and when they wish. All communication is valued and encouraged through high quality adult/child interactions and new vocabulary is introduced regularly both through literacy topics (see planning) and as needs are identified. This includes not only gaps but also opportunities to extend vocabulary. The special box is shared throughout the year. Communication and language runs through everything that we do in EYFS.					
Personal, Social and Emotional Development	<p>*Settling in</p> <p><i>*getting used to routines</i> <i>*Making friends</i> <i>*getting to know teachers and other children</i> <i>*Changing for PE</i></p>	<p>SCARF</p> <p><i>Me and my relationships</i></p> <p><i>*All about me</i> <i>*special people</i> <i>*My feelings</i> <i>*Washing hands and</i></p>	<p>SCARF</p> <p><i>Valuing Difference</i></p> <p><i>*same and different</i> <i>*different families and homes</i> <i>*kindness and caring</i></p>	<p>SCARF</p> <p><i>Keeping Myself Safe</i></p> <p><i>*keeping my body safe</i> <i>*listening to my feelings</i> <i>*people who help keep me safe</i> Managing Self</p>	<p>SCARF</p> <p><i>Rights And Responsibilities</i></p> <p><i>*looking after myself and my friends</i> <i>*caring for my</i></p>	<p>SCARF</p> <p><i>Growing and Changing</i></p> <p><i>*changes</i> <i>*life stages</i> <i>*changing</i> <i>*Meeting new teachers</i></p>

	<p>*Firework safety Book - Have you filled a bucket today?</p> <p>Books: <i>Leaf Man, Have you Filled a Bucket Today?, Everyone Is Welcome Here</i></p>	<p>keeping clean</p> <p>*stocking sewing, using tools safely</p> <p>Books: <i>The Colour Monster, Ravi's Roar, The Koala Who Could, Ruby's Worries</i></p>	<p>*Life Education bus – keeping ourselves healthy and safe</p> <p>*workbench – using tools safely</p> <p>Books: <i>It's ok To Be Different, Come Over To My House</i></p>	<p>*Healthy Eating (link to The Enormous Turnip)</p> <p>*Keeping ourselves safe</p> <p>Books: <i>Rosie Revere Engineer, The Dot</i></p>	<p>environment</p> <p>*looking after money</p> <p>Being My Best</p> <p>*bouncing back</p> <p>*healthy eating</p> <p>*exercise and sleep</p> <p>Managing Self</p> <p>*Importance of exercise</p> <p>*Healthy eating</p> <p>Books: <i>Giraffes Can't Dance, Somebody Swallowed Stanley</i></p>	<p>*Visiting new classroom</p> <p>*discussing changes/year 1 and how we feel</p> <p>Managing Self</p> <p>*Keeping ourselves safe</p>
Physical	<p>GROSS MOTOR</p> <p>*P.E (Teacher) games</p> <p>*Climbing (outdoor equipment)</p> <p>Moving and Handling -</p> <p>FINE MOTOR</p> <p>*Funky fingers activities</p>	<p>GROSS MOTOR</p> <p>*P.E (Teacher) dance</p> <p>Nativity</p> <p>*Balancing</p> <p>FINE MOTOR</p> <p>*funky fingers/Pencil grip / handwriting/Doh Disco</p> <p>*scissor control</p>	<p>GROSS MOTOR</p> <p>*P.E (Coach) Multi skills</p> <p>FINE MOTOR</p> <p>*Pencil grip / handwriting</p> <p>*scissor control/ Doh Disco</p>	<p>GROSS MOTOR</p> <p>*P.E (Coach) Gymnastics</p> <p>FINE MOTOR</p> <p>*Handwriting</p> <p>*Using tools</p> <p>*Doh Disco</p>	<p>GROSS MOTOR</p> <p>*P.E (Coach) Athletics</p> <p>*Swimming</p> <p>FINE MOTOR</p> <p>*Handwriting</p>	<p>GROSS MOTOR</p> <p>*P.E (Coach) Athletics</p> <p>*Swimming</p> <p>FINE MOTOR</p> <p>*Handwriting</p>
<p>Literacy</p> <p>Key texts and possible activities</p>	<p>Nursery Rhymes</p> <p><i>Twinkle Twinkle Baa Baa Sheep Humpty Dumpty Incy Wincy Spider Hickory, Dickory 1,2,3,4,5 ... Fish This Old Man</i></p> <p>Activities:</p> <ul style="list-style-type: none"> Name writing *Pencil grip/writing 	<p>Harry and his Bucket Full of Dinosaurs</p> <ul style="list-style-type: none"> CVC/initial sound writing <p>Additional Activities:</p> <ul style="list-style-type: none"> List writing (initial sound/CVC) Rhyming Stories Rhyming word lists 	<p>Holiday writing</p> <ul style="list-style-type: none"> Recount <p>Supertato and the Evil pea</p> <p>Wow: tapped up veggies/freeze veggies</p> <ul style="list-style-type: none"> Wanted poster Speech bubbles <p>Whatever next!</p>	<p>Writing assessments (all letters)</p> <p>Use Your Imagination</p> <p>Favourite book character link to World Book day.</p> <p>Sam Plants a Sunflower</p> <p>Wow: Sunflower planting/Cress heads</p> <ul style="list-style-type: none"> Instruction writing 	<p>Easter Holiday writing</p> <ul style="list-style-type: none"> Recount <p>Rumble in the Jungle</p> <ul style="list-style-type: none"> Animal facts-Guess who clues <p>Monkey Puzzle</p> <ul style="list-style-type: none"> Descriptions of 	<p>Billy's Bucket</p> <ul style="list-style-type: none"> Imaginative writing <p>WOW: Bucket shop</p> <p>The Three Billy Goats Gruff (defeat the monster)</p> <ul style="list-style-type: none"> Troll posters Story Recount

	assessment (name) *Rhymes and retelling *Ordering and hearing initial sounds	Christmas story <ul style="list-style-type: none">• Caption writing• Labelling Father Christmas• Letter writing Wow: Elf on the shelf	<ul style="list-style-type: none">• Sentence writing Aliens love underpants <ul style="list-style-type: none">• Description sentences• Fact writing Wow: pants everywhere Rhyming sentences from Little Wandle <ul style="list-style-type: none">• Rhyming sentences	Pirate McGrew Wants you for his Crew <ul style="list-style-type: none">• Letter writing Wow: Pirate ship building The Troll <ul style="list-style-type: none">• Label a pirate Room on the Broom <ul style="list-style-type: none">• Instruction writing• Ordering the story / sequence of sentences Wow: potion making Easter cards and Mothers' day card writing	Mums/animals The Gingerbread Man (traditional tale) <ul style="list-style-type: none">• Labelling• Story writing	<ul style="list-style-type: none">• Letters to future teacher Wow: Effect Guru
Number	Number and Place Value Numbers to 5 Subitising Comparing groups with 5 Comparing quantities of identical objects / non-identical object Addition and Subtraction Change within 5 One more / one less *Counting songs and rhymes *Matching quantity to numerals *Introduce numicon *Number recognition and ordering *2D shape and sorting *Pattern	Number and Place Value Numbers to 6-10 Making pairs Combining different groups Building 9, 10 Early doubling Subitising Addition and Subtraction Change within 10 One more / one less Comparing numbers to 5 *Measure – length and weight *capacity *Grouping and sharing *ordering numbers *estimating	Number and Place Value Numbers Recap and increase recall for number bonds to 5 and to 10. Revisit doubling and halving Deeper understanding of odds and evens within 10 Sharing equal quantities *Money *Estimating *Pattern and measures *Problem solving *Addition and subtraction			

	*Measure size, position , time, ordinal numbers *More and less		*3D shapes *Doubling and halving			
	Number of the week Reciting to 10 and then 20		Number of the week Reciting to 20 and beyond Counting in 10's and 2's		Number of the week Reciting to 20 and beyond Counting in 10's, 2's and 5's	
Understanding The World	<i>People, Culture and communities</i> Talking about families- writing book covers *Special box <i>The Natural World</i> *Autumn – changing seasons Leaf Man Technology <i>Technology in our lives</i> *I pad photos *Completing simple programmes Online safety: Smarty the Penguin	<i>People, Culture and communities</i> *Explore Diwali – Books The Best Diwali Ever, Little Glow, Rama and Sita, The Story of Hannukka, Eight Candles to Light *Special box * Africa – Link to Black History Month and Handa's Surprise <i>The Natural World</i> *Floating and Sinking/magnets <i>Past and Present</i> *Bonfire night – Guy F *Victorian day- compare- look at photos Technology <i>programming</i> *Codapillar – bee bots and bee bot app Online safety: lined to	<i>People, Culture and communities</i> * Chinese New Year *Special box <i>The Natural World</i> ice balloons – Science <i>Past and Present</i> RE link 'people who help us visitors' Technology *Programming scratch *Online safety: lined to apps children use *Technology questionnaire	<i>People, Culture and communities</i> *Fairtrade *Mothers' Day *People Who Help Us –RE link *Special box *Maps - Pirates - Compare Ilminster to the beach. <i>The Natural World</i> *Growing – seeds – taking care of seeds and plants Technology * Google Earth to compare countries * ICT: <i>handling data</i> 2 count gather info and talk about findings *Online safety: lined to apps children use	<i>People, Culture and communities</i> *Special box *Explore Ramadam *Maps - Pirates Compare Ilminster to the jungle <i>The Natural World</i> *Looking after our World (RE link) *plastic/litter *Herne Hill trip <i>Past and Present</i> *History – The past – old photographs – growing and changes Technology * <i>multimedia 2 paint</i> Online safety: lined to apps children use <i>ICT:</i>	<i>People, Culture and communities</i> *Special box *Transition to year 1/school *Explore Eid <i>The Natural World</i> Compare Ilminster to other places Technology *recording events – video sports day Online safety: lined to apps children use

		apps children use				
Religious Education (Understanding Christianity)	UC - Harvest 'What is Harvest?' *Rainbow fish *Sharing with family *Sharing food *Recount Harvest Festival	UC - Incarnation 'Why do Christians Perform Nativity Plays at Christmas?' *What makes us special? *Jesus healing the blind *Read/order nativity *Perform a nativity	UC - Salvation – Easter 'Why do Christians put a cross in an Easter Garden?' *The snail and the whale - heroes *Fiction/non-fiction hero *People who help us *Helping others *Making the right decision / wrong decision *Easter Story *Shrove Tuesday - Pancakes *Meaning of the cross - Stain Glass Windows, Easter gardens, Easter Prayer - Perform Easter Service		UC - Creation 'Why is the word 'God' so important to Christians?' *Creation story – Jellyfish *Order/Act creation story *Ipad Walk – God's World *Looking after God's World *Hand Print Word – 'I promise to..' *10 Commandments *The Precious Pearl – Decorating names. *The Lord's Prayer *Charities of the world	
Expressive Arts And Design	<i>Being Imaginative and Expressive</i> *Role play *self-portraits- pastels *family portraits *Exploring the sounds of different instruments/name instruments *Charanga Me! *Singing Nursery rhymes *Autumn art (Leaf Man)	<i>Being Imaginative and Expressive</i> *Textiles: Stocking designs/sewing/evaluations *Firework art *Nativity singing/dancing	<i>Creating with Materials</i> *music – dragon dance *Work bench tools *Colour mixing *3D models *Charanga Our World	<i>Creating with Materials</i> *Easter cards *Observational water colours of Spring flowers *collage *Easter signing	<i>Being Imaginative and Expressive</i> *drawing *vegetable printing *Charanga Big Bear Funk	<i>Creating with Materials</i> *photos/digital *Father's Day cards

Early Learning Goal

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.