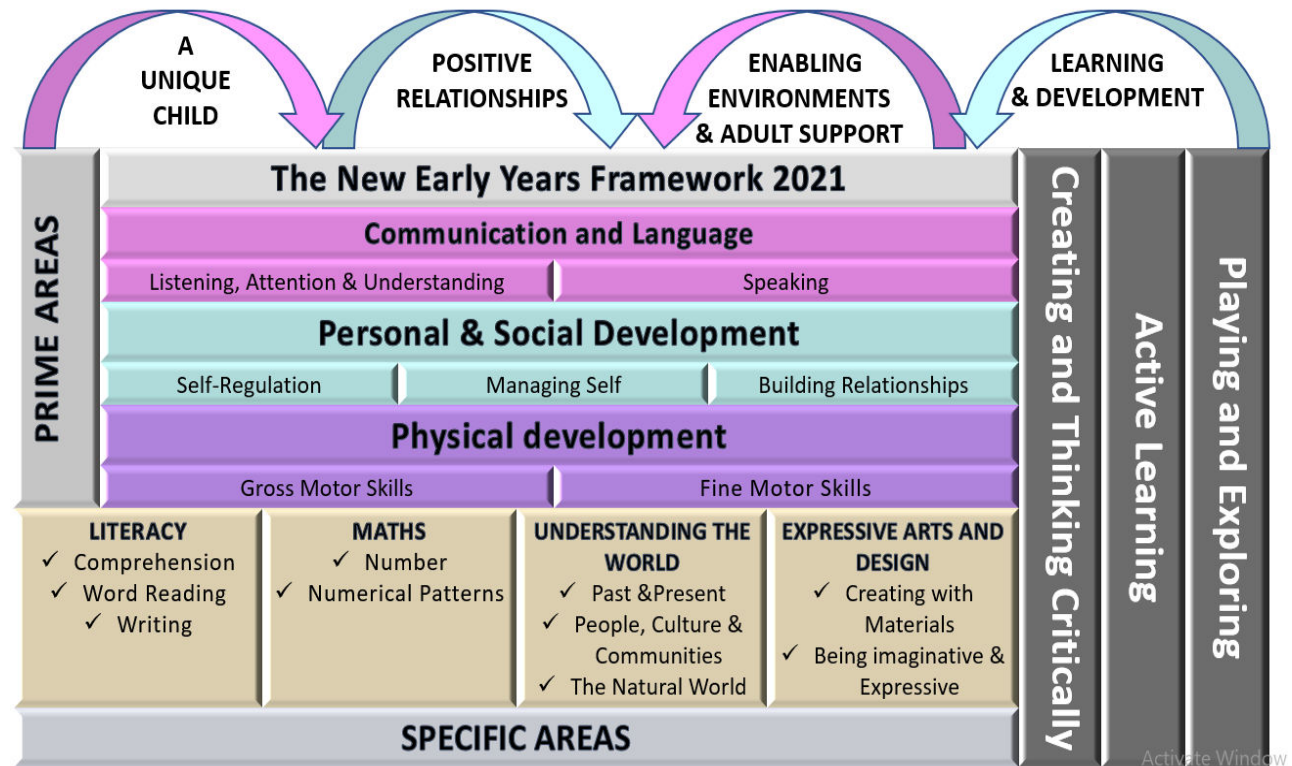


EYFS Long Term Plan 2023-24







"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' and children's interests".

Hogarth Academy EYFS Team

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Hogarth Academy, we provide our children with opportunities to develop their communication and language, gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents throughout this vital year." Hogarth Academy EYFS Team




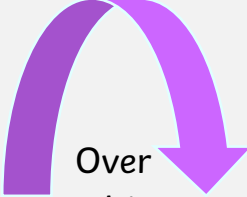
EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Marvellous Me! (6 weeks)	 Celebrate Good Times! (7 weeks)	 Superheroes! (6 weeks)	 Terrific Tales! (6 weeks)	 Amazing Animals! (6 weeks)	 Awesome Adventures! (7.5 weeks)
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/ my new class/ new beginnings How have I changed? My family Belonging Feelings/ Emotions Human Body	Autumn Hibernation & Habitats Celebrating difference The Nativity Panto Christmas Lists Letters to Santa	Superheroes People who help us / careers Staying safe How we can help others Winter Dreams and Goals	Traditional Tales & alternative Fairy Tales Morals Spring Plants and Flowers Planting seeds Easter Time Healthy Me	David Attenborough Life Cycles Safari Down on the Farm Habitats Animals around the World Minibeasts	Summer Adventures / journeys Transport / vehicles (past and present) Where do we live? Maps Under the Sea Fly me to the moon
Possible Texts and 'Old Favourites'	Elmer The Rainbow Fish The Colour Monster Funny Bones Ruby's Worry Meesha Makes Friends The Very First You What Makes Me a Me The Big Book of Families All About Families We are Family. My Magic Family	The Best Diwali Ever Rama and Sita Little Glow Leaf Man Owl Babies Stickman The Christmas Story/ Nativity Santa Comes to Nottingham	Supertato Superworm People Who Help us Real Superheroes Emergency Non-Fiction texts on People who help us (Fire Fighters, Police, Doctors/ Nurses, Vets, Lollipop People, Etc.	Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread Man Bloom One Little Seed Hello Spring The Extraordinary Gardener	The Very Hungry Caterpillar Betsy Saves the Bees Mad About Minibeasts What the Ladybird Heard Dear Zoo The Little Red Hen Farmer Duck Rosie's Walk	We're going on a Bear Hunt The Gruffalo Whatever Next Tiddler Commotion in the Ocean Pirates Love Underpants The Train Ride


EYFS Long Term Plan

<p style="text-align: center;">'WOW' Moments / Enrichment Experiences</p>	<ul style="list-style-type: none"> • Harvest Festival • Black History Month 	<ul style="list-style-type: none"> • Autumn Trail • Diwali (24th Oct) • Halloween (31st Oct) • Guy Fawkes/Bonfire (5th Nov) • Remembrance Day (11th Nov) • Children in Need (18th Nov) • Anti-Bullying Week (14th-18th Nov) • Christmas time/ Nativity • Christingle service • Visit to/from Santa 	<ul style="list-style-type: none"> • Winter walk • Visits from real life superheroes (Fire Fighters, Lollipop Lady, Nurse/Doctor, Etc.) • Chinese New Year (1st Feb) • Superhero Day • Valentine's Day (14th Feb) • Random Acts of Kindness Day (17th Feb) 	<ul style="list-style-type: none"> • Easter Time • Spring Stroll 	<ul style="list-style-type: none"> • Eid 	<ul style="list-style-type: none"> ➤ Summer stroll ➤ School trip ➤ Pirate Day
<p style="text-align: center;">Parental Involvement</p>	<ul style="list-style-type: none"> ➤ Staggered start (Nursery) ➤ Parents welcome meeting ➤ Proud clouds 	<ul style="list-style-type: none"> ➤ Phonics workshop ➤ Nativity performance to parents ➤ Proud clouds 	<ul style="list-style-type: none"> ➤ Parents invited in to share their jobs/ careers as part of our <i>People Who Help Us</i> topic. ➤ Proud clouds 	<ul style="list-style-type: none"> ➤ Stay and Play session. ➤ Proud clouds 	<ul style="list-style-type: none"> ➤ Stay and Play session. ➤ Proud clouds 	<ul style="list-style-type: none"> ➤ Assembly performance to parents ➤ Teddy Bears picnic with parents ➤ Proud clouds


EYFS Long Term Plan

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
  <p style="text-align: center;">Over Arching Principles</p>	<p style="color: green;">Marvellous Me!</p>	<p style="color: green;">Celebrate Good Times!</p>	<p style="color: green;">Superheroes!</p>	<p style="color: green;">Terrific Tales!</p>	<p style="color: green;">Amazing Animals!</p>	<p style="color: green;">Awesome Adventures!</p>
<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Avanti Gardens School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team</p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>						

EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception


EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
 Personal, Emotional & Social Development	<p>Nursery</p> <p>Settling in to Nursery and separating from main carer.</p> <p>Class/school rules, routines, and behaviour expectations.</p> <p>Personal hygiene – importance of washing hands before eating and after using the toilet (use glitter on hands to demonstrate germs)</p> <p>Relationships – forming positive relationships with adults and other children. Joining in with group games, partner talk, Etc.</p> <p>Feelings and emotions</p>	<p>Nursery</p> <p>Individuality – likes and dislikes.</p> <p>Respecting and celebrating other people's religions, beliefs, and celebrations.</p> <p>Reinforce looking after resources and equipment – Rhyme to support 'choose it, use it, put it away'.</p> <p>Joining in with group games, partner talk, Etc.</p>	<p>Nursery</p> <p>Feelings and emotions – focus on vocabulary such as 'happy', 'sad', 'angry' and 'worried'.</p> <p>Caring for and helping others – link to people who help us.</p> <p>Keeping safe – link to people who help us.</p> <ul style="list-style-type: none"> Mrs Colton in (Our Lollipop Lady) discuss road safety and being a safe pedestrian. <p>Lots of adult support in provision to encourage trying new activities, encouraging independence, and modelling positive interactions with other during play.</p>	<p>Nursery</p> <p>Feelings and emotions – How to deal with anger, methods, and techniques to calm ourselves and regulate our emotions.</p> <p>Traditional Tales –</p> <ul style="list-style-type: none"> Right and wrong Stranger danger Considering other feelings within stories and relating this to their own experiences. <p>Healthy Me – looking at the benefits of exercise and healthy food.</p> <p>Adults to model extending and elaborating play ideas within the provision to support and encourage this from the children.</p>	<p>Nursery</p> <p>Showing care for animals, including looking after our pets at home, animals, and insects we see in our environment, Etc.</p> <p>Feelings and emotions - Exploring appropriate ways of being assertive – role play scenarios to model.</p>	<p>Nursery</p> <p>Taking part in sports day – winning and losing</p> <p>Look how far we've come!</p> <p>School trip – showing confidence, demonstrating positive behaviours, Etc.</p> <p>Feelings and emotions – Understanding the feelings of others and looking at ways we can show sensitivity to others needs.</p>

EYFS Long Term Plan

	<p>Reception</p> <p>Settling in to Hogarth</p> <p>Class/school rules, routines, and behaviour expectations.</p> <p>Personal hygiene – Going to the toilet, importance of washing hands after the toilet and before eating snack/lunch, Etc.</p> <p>Jigsaw Being Me in My World</p> <ul style="list-style-type: none"> • Who... Me? • How am I feeling today? • Being at Nursery/ Pre-school • Gentle hands • Our rights • Our responsibilities 	<p>Reception</p> <p>Respecting and celebrating other people's religions, beliefs, and celebrations – link to Diwali, Christmas, Bonfire Night, Remembrance Day</p> <p>Jigsaw Celebrating Difference</p> <ul style="list-style-type: none"> • What I'm good at • I'm special, I'm me! • Families • Houses and Homes • Making friends • Standing up for yourself 	<p>Reception</p> <p>Respecting and celebrating other people's religions, beliefs, and celebrations – link to Chinese New Year.</p> <p>Caring for and helping others – link to people who help us.</p> <p>Keeping safe – link to people who help us.</p> <ul style="list-style-type: none"> • Mrs Colton in (Our Lollipop Lady) discuss road safety and being a safe pedestrian. <p>Jigsaw Dreams and Goals</p> <ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Award ceremony. 	<p>Reception</p> <p>Respecting and celebrating other people's religions, beliefs, and celebrations – Link to Easter.</p> <p>Traditional Tales –</p> <ul style="list-style-type: none"> • Right and wrong • Stranger danger • Bravery, making difficult decisions and kindness. <p>Showing sensitivity to how and where others might live.</p> <p>Caring for plants</p> <p>Jigsaw Healthy Me</p> <ul style="list-style-type: none"> • Everybody's body. • We like to move it move it! • Food, glorious food • Sweet dreams • Keeping clean • Stranger danger 	<p>Reception</p> <p>Respecting and celebrating other people's religions, beliefs, and celebrations – Link to Eid.</p> <p>Showing care for animals and insects.</p> <p>Jigsaw Relationships</p> <ul style="list-style-type: none"> • My family and me! • Make friends, make friends, never ever break friends! • Falling out and bullying • Being the best friend, we can be. 	<p>Reception</p> <p>Taking part in sports day – winning and losing</p> <p>Look how far we've come!</p> <p>School trip – showing confidence, demonstrating positive behaviours, Etc.</p> <p>Thinking about what is special to us and our families.</p> <p>Jigsaw Changing Me</p> <ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Fun and fears • Fun and fears • Celebration
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EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery

EYFS Long Term Plan

	Reception	Reception	Reception	Reception	Reception	Reception
	RWI set 1 sound: m, a, s, d, t, i, n, p, g, o, c, k.	RWI set 1 sound: u, b, f, e, l, h, r, j, v, y, w, z, x.	RWI set 1/2 sounds: she, th, ch, qu, ng, nk, ay, eye, igh, ow.	RWI set 2 sounds: oo (short), oo (long), ar, or, air, ir, ou, oy.	Recap all RWI set 1/2 sounds.	Recap all RWI set 1/2 sounds.
	Fred Talk activities for oral blending	Fred Talk activities for oral blending	Spotting digraphs and trigraphs in words	Spotting digraphs and trigraphs in words	Spotting digraphs and trigraphs in words	Spotting digraphs and trigraphs in words
	Letter formation rhymes	Letter formation rhymes	Reading the tricky words 'no', 'go' and 'so'.	Reading the tricky words 'he', 'she', 'we', 'me' and 'be'	Reading the tricky words 'of', 'my' and 'are'	Reading the tricky words 'you', 'said' and your
	Reading the tricky words 'I' and 'the'	Reading the tricky words 'to' and 'into'	Blending and segmenting CVC words	Blending and segmenting CVC, CVCC, CCVC words	Blending and segmenting CVC, CVCC, CCVC words	Blending and segmenting words with 5 sounds.
	Word Time	Word Time	Reading and writing captions/ short phrases	TFW Text – The Three Billy Goats Gruff	TFW Text – The Little Red Hen	TFW Text – The Gruffalo
	Recognising initial sounds activities	Labelling using initial sounds & CVC words.	TFW Text – Supertato	Retelling story using Pie Corbett actions.	Retelling story using Pie Corbett actions.	Retelling story using Pie Corbett actions.
	Recognising names/ name writing activities	TFW Text – Stickman	Retelling story using Pie Corbett actions.	Sequencing and editing story maps and stories.	Reading and writing dictated captions/ short phrases and simple sentences	Reading and writing dictated and own sentences.
	Joining in with/showing an interest in songs and rhymes.	Sequencing stories using pictures – story maps.	Sequencing stories – using vocabulary including settings, characters, key events, beginning, middle and end.	Answering prediction questions based on what has happened in a story so far.	Anticipate key events in stories.	Writing character descriptions, lists of items you'd take to the moon.
	Modelling reading from left to right and top to bottom, talking about authors, illustrators, titles, Etc. – Have pictures of the authors/illustrators up on display for children to recognise they are real people	Editing story maps/ stories	Editing story maps/ stories	Reading and writing captions/ short phrases and simple sentences	Writing character descriptions, instructions on how to make bread.	Beginning to correctly form capital letters and use full stops at the end of sentences.
	Learning new vocabulary linked to stories.	Rhyming/ rhyming strings	Writing shopping lists, instructions for veg soup?	Wanted posters.	Beginning to correctly form capital letters and use full stops at the end of sentences.	Increasing confidence and fluency in reading
		Christmas letters/ lists	Hot seating Evil Pea	Instructions for porridge/ Gingerbread men	Increasing confidence and fluency in reading	Re-reading work to check for mistakes and that it makes sense.
		Modelling reading from left to right and top to bottom, talking about authors, illustrators, titles, Etc.	Learning new vocabulary linked to stories.			
		Learning new vocabulary linked to stories				

EYFS Long Term Plan




Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Nursery</p> <p>Counting songs and rhymes for numbers within 5</p> <p>Sorting objects by colour, size, object, Etc.</p> <p>Identify patterns in the environment; spotty, stripy, Etc.</p> <p>Comparing objects by length and height</p>	<p>Nursery</p> <p>Counting songs and rhymes for numbers within 5</p> <p>Sorting objects by colour, size, object, Etc.</p> <p>Identify patterns in the environment; spotty, stripy, Etc.</p> <p>Comparing objects by length and height</p>	<p>Nursery</p> <p>Counting songs and rhymes for numbers within 5</p> <p>Noticing</p> <p>Subitising to 3</p> <p>Matching and sorting objects by colour, size, shape, pattern, Etc.</p> <p>Compare objects by size, length, weight, and capacity.</p> <p>Talk about and explore 2d shapes in the environment - begin to use language such as 'sides', 'corners', 'straight', 'flat' and 'round' when talking about 2d shapes.</p> <p>Understanding position through words alone, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'</p>	<p>Nursery</p> <p>Counting songs and rhymes for numbers within 5</p> <p>Noticing</p> <p>Subitising to 3</p> <p>Matching and sorting objects by colour, size, shape, pattern, Etc.</p> <p>Compare objects by size, length, weight, and capacity.</p> <p>Talk about and explore 2d shapes in the environment - begin to use language such as 'sides', 'corners', 'straight', 'flat' and 'round' when talking about 2d shapes.</p> <p>Understanding position through words alone, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'</p>	<p>Nursery</p> <p>Counting songs and rhymes for numbers within 10</p> <p>Linking numerals to amounts</p> <p>Subitise to 5</p> <p>Comparing quantities using the language 'more than' and 'fewer than'</p> <p>Compare objects by size, length, weight, and capacity.</p> <p>Begin to describe a sequence of events using words such as 'first', 'then', Etc.</p> <p>Explore and describe 2d and 3d shapes in the environment.</p>	<p>Nursery</p> <p>Counting songs and rhymes for numbers within 10</p> <p>Linking numerals to amounts</p> <p>Subitise to 5</p> <p>Comparing quantities using the language 'more than' and 'fewer than'</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>AB patterns</p> <p>Recognise and correct an error in a pattern.</p> <p>Learn to describe a familiar route and discuss routes and locations using words like 'in front of' and 'behind'.</p> <p>Explore and describe 2d and 3d shapes in the environment.</p>

EYFS Long Term Plan

	Reception	Reception	Reception	Reception	Reception	Reception
	<p>Baseline</p> <p>Counting rhymes and songs</p> <p>Recognise, describe, copy, and extend patterns including colours, size, shape, and object patterns.</p> <p>Count and represent numbers 0-2</p> <p>Name and describe 2d shapes, circle, and semi-circle.</p> <p>Estimate, order, compare, discuss, and explore amounts, size, mass, and capacity.</p>	<p>1 more and 1 less within 5</p> <p>Subitising to 5</p> <p>Number bonds to 5.</p> <p>Count, identify, represent, order, compose and compare numbers within 5.</p> <p>Name and describe 2d shapes, circle, semi-circle, triangle, square, rectangle, kite, and pentagon.</p> <p>Estimate, order, compare, discuss, and explore mass and capacity.</p>	<p>Subitising to 5</p> <p>Count, identify, represent, order, compose and compare numbers within 7.</p> <p>Name and describe 2d shapes, circle, semi-circle, triangle, square, rectangle, kite, pentagon, hexagon, and heptagon.</p> <p>Name and describe 3d shapes, sphere, cube, cuboid, and cylinder.</p>	<p>Counting forwards and backwards within 10</p> <p>1 more and 1 less within 10</p> <p>Count, identify, represent, order, compose and compare numbers within 10.</p> <p>Subitising to 5</p> <p>Positional language including, under, over, around, next to, through.</p> <p>Estimate, order, compare, discuss, and explore length and height.</p>	<p>Counting within 20</p> <p>Count, identify, represent, order, compose and compare numbers within 10.</p> <p>Number bonds to 10. Doubling and halving</p> <p>Estimate, order, compare, discuss, and explore mass and capacity.</p>	<p>Counting beyond 20</p> <p>Count, identify, represent, order, compose and compare numbers within 10.</p> <p>Number bonds to 10.</p> <p>Identify and build numbers to 20.</p> <p>Doubling and halving</p> <p>Even and odd numbers</p> <p>Time</p> <p>Name and describe 2d and 3d shapes.</p>


EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
	<p>Identifying their family - Commenting on photos of their family brought from home; naming who they can see and of what relation they are to them.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>Autumn – Explore and talk about autumnal objects in the environment.</p> <p>Religious festivals</p> <p>Nottingham – Use the story <i>Santa comes to Nottingham</i> to introduce children to the term ‘city’ and that the city we live in is Nottingham.</p> <p>Explore and talk about different forces they can feel – E.g. how they can snap a twig but cannot bend a metal rod and magnetic attraction and repulsion.</p>	<p>Introduce children to different occupations, including fire fighters, police, doctors/nurses, vets, lollipop people, Etc.</p> <p>Road safety – link to our Lollipop Lady and having her visit to talk with the children.</p> <p>Winter – Explore and talk about what they can see in the environment during winter.</p> <p>Explore different materials and the changes they notice – link to winter with ice/melting.</p>	<p>Bravery and kindness – Think back to a time when you’ve shown bravery or kindness to others (link to Traditional Tales stories).</p> <p>Spring – Explore features of spring/ natural objects and talk about what they can see in the environment during spring.</p> <p>Planting – Children will plant and grow a fruit/vegetable/herb.</p> <p>House types – What types of houses can you see in our stories?</p> <p>Materials – Children to explore different materials linked to our Traditional Tales stories.</p>	<p>Pets – What pets have you got at home/ what animals do you like? Create a tally.</p> <p>Animals – where do they live? (farm, jungle, zoo, Etc.)</p> <p>Life cycles – Have some tadpoles and caterpillars in class for children to observe and discuss changes over time.</p> <p>Use these insects in class to introduce and discuss how we can care for living things and the importance of this.</p>	<p>Nursery – Our time in Nursery and looking to the future in Reception.</p> <p>Summer stroll - Explore features of summer/ natural objects and talk about what they can see in the environment during summer.</p> <p>Seaside theme – features of a beach. Floating and sinking.</p> <p>Investigating light, dark and shadows.</p>

EYFS Long Term Plan

Reception	Reception	Reception	Reception	Reception	Reception
<p>Families – Children to bring in photos of their families to discuss; identifying and describing family members, talking about what they do with their family and places they have been with their family.</p> <p>Drawing similarities and making comparisons between theirs and other families.</p> <p>What is special for me and my family?</p> <p>Describing how we've changed – past and present me.</p> <p>Human body – our senses</p> <p>Our route to school – what does we see along the way?</p>	<p>Autumn Trail - observational drawings, using senses to describe what they see, hear, and feel. What is the weather like?</p> <p>Nocturnal animals, habitats & hibernation</p> <p>Nottingham – Use the story <i>Santa comes to Nottingham</i> to introduce children to the terms 'city' and 'country'. Discuss that the city we live in is called Nottingham and that Nottingham is in England.</p> <p>Celebrations – discuss past Christmas celebrations.</p> <p>Religious festivals</p> <p>Magnets – What objects/materials do magnets attract?</p>	<p>Naming and describing people who are familiar to us – link to people who help us and invite visitors to discuss occupations.</p> <p>Road safety – Lollipop Lady visit</p> <p>Stranger danger – how to identify strangers who can help us when in need.</p> <p>Florence Nightingale – Who is she and why is she important? Compare past and present nursing.</p> <p>Winter walk – observational drawings, using senses to describe what they see, hear, and feel. What is the weather like? Compare features of autumn and winter.</p> <p>Observe natural process such as ice melting.</p> <p>Chinese New Year</p>	<p>Homes/houses – Children to discuss their homes. Identify similarities and differences between their home and others.</p> <p>Spring stroll - observational drawings, using senses to describe what they see, hear, and feel. What is the weather like? Compare features of autumn, winter, and spring.</p> <p>Planting experiment – Plant seeds in different conditions to observe and learn what they need in order to grow best.</p> <ol style="list-style-type: none"> 1. sunlight and water 2. sunlight but no water 3. no sunlight but water 4. no sunlight or water <p>Planting – Plant and observe seeds. Compare with others. Learn how to care for them.</p> <p>Easter</p>	<p>David Attenborough – why is he important? What does he do? How can we help?</p> <p>Explore a range of animals – where they live, what country they come from, Etc.</p> <p>Compare land/water animals.</p> <p>Life-cycles – Have tadpoles and caterpillars in class. Children to talk about the changes and stages of their life cycles.</p> <p>Eid</p>	<p>Transport – past and present. Making comparisons.</p> <p>Maps – Show the children aerial maps of school and the surrounding area.</p> <p>Maps – follow & make treasure maps, simple maps of the classroom/outdoors. Bee Bots</p> <p>Talk about cities and countries (Nottingham and England). Compare life in England to life in other countries – Use <i>Handa's Surprise</i> story as a starting point.</p> <p>Summer stroll - observational drawings, using senses to describe what they see, hear, and feel. What is the weather like? Compare features of autumn, winter, spring, and summer.</p> <p>Floating and sinking linked to beach theme.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Nursery Learning a variety of Nursery Rhymes/Songs, including: <ul style="list-style-type: none"> • Twinkle, Twinkle, Little Star • Incey Wincey Spider • Baa, Baa Black/White/ Fluffy/Rainbow Sheep • The Dingle, Dangle Scarecrow 	Nursery Learning a variety of Nursery Rhymes/Songs, including: <ul style="list-style-type: none"> • If You’re Happy and You Know it • I’m a Little Teapot • Wind the Bobbin Up 	Nursery Learning a variety of Nursery Rhymes/Songs, including: <ul style="list-style-type: none"> • Rain, Rain, Go Away • Twinkle, Twinkle, Chocolate Bar • The Grand Old Duke of York 	Nursery Learning a variety of Nursery Rhymes/Songs, including: <ul style="list-style-type: none"> • Humpty Dumpty • Jack and Jill • Little Bo Peep 	Nursery Learning a variety of Nursery Rhymes/Songs, including: <ul style="list-style-type: none"> • 5 Little Ducks • 5 Little Speckle Frogs • Old MacDonald had a Farm. 	Nursery Learning a variety of Nursery Rhymes/Songs, including: <ul style="list-style-type: none"> • The Wheels on the Bus • 5 Little Men in a Flying Saucer • Row, Row, Row Your Boat

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	Reception	Reception	Reception	Reception	Reception	Reception
	<p>Mr Tumble Rhyme and Sign:</p> <ul style="list-style-type: none"> • Hello Song • Head, Shoulders, Knees, and Toes • This is The Way we... • If You're Happy and You Know it... • Hokey Cokey <p>Self-portraits – Colour mixing for skin types, hair/eye colour, Etc.</p> <p>Fruit and vegetable portraits in the style of Giuseppe Arcimboldo.</p> <p>Collages and crafts linked to topic – making themselves, their families, Etc.</p> <p>Playdough linked to topic – Can you create yourself, your family, your new friends at school? Etc.</p> <p>Teddies/props added into reading corner after each book focus for children to retell and role play stories.</p>	<p>Mr Tumble Rhyme and Sign:</p> <ul style="list-style-type: none"> • I Can Sing a Rainbow • I am the Music Man • Hickory, Dickory, Dock • 2 Little Dicky Birds • Wind the Bobbin Up • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Jingle Bells <p>Wassily Kandinsky inspired art to link with Bonfire Night/fireworks/ Diwali: Squares with concentric circles – What do you see when you look at these paintings? What shapes has Kandinsky used? How do you think Kandinsky was feeling when he painted these? Why? How does the painting make you feel? Do you like it? Why?</p> <p>Mixing primary colours to make secondary colours.</p> <p>Diwali Lamps: moulding clay</p> <p>Rangoli patterns</p> <p>Blow painting & Marble painting - fireworks.</p> <p>Printing – autumn paintings</p>	<p>Mr Tumble Rhyme and Sign:</p> <ul style="list-style-type: none"> • I Hear Thunder • Aunt Polly Had a Dolly • Rock-A-Bye Baby • Horsey, Horsey, Don't You Stop • Little Bo Peep • Brush your teeth song <p>2D collages</p> <p>Henry Matisse style art: collages – How does Henry Matisse's art make you feel? Can you explain why they make you feel this way? How would the pictures make you feel if you used really dark colours instead?</p> <p>Fruit and Vegetable printing</p> <p>Making lanterns</p> <p>Chinese New Year animal dances</p> <p>Observational drawings linked to winter.</p>	<p>Mr Tumble Rhyme and Sign:</p> <ul style="list-style-type: none"> • Round and Round the Garden • The Grand Old Duke of York • I'm a Little Teapot • Mary, Mary, Quite Contrary • Ten in the Bed • Keep Fit Song <p>3D collages</p> <p>Monoprinting</p> <p>Andy Warhol pop art – Spring/flowers theme.</p> <p>Observational drawings linked to Spring.</p> <p>Junk model houses -link to Traditional Tales using different materials, textures, Etc.</p> <p>Easter crafts</p> <p>Mother day cards</p>	<p>Mr Tumble Rhyme and Sign:</p> <ul style="list-style-type: none"> • Chick, Chick, Chick, Chick, Chicken • Incy, Wincy Spider • There's a Worm at the Bottom of the Garden • Old McDonald had a Farm. • 5 Little Speckled Frogs • Learn to Sign Animals <p>Antoni Gaudi style art: Mosaic effect animal art.</p> <p>Animal prints</p>	<p>Mr Tumble Rhyme and Sign:</p> <ul style="list-style-type: none"> • The Sun Has Got His Hat On • Row, Row, Row, Your Boat • 3 Little Ducks Went Swimming One Day • Hey, Diddle, Diddle • Twinkle, Twinkle Little Star • The wheels on The Bus • Goodbye Song <p>Georgia O'Keeffe style art: Landscapes – link to our theme of journeys.</p>

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		Christmas cards/ nativity				
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