



EYFS Long Term Plan/curriculum 24-25

'Excellence, Enjoyment and achievement together in a nurturing Christian Community'
'They will soar on wings like Eagles – Isaiah 40:31'



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Global curriculum theme Big Question Product outcome Brave changemaker skills	Peace and Conflict How can we get along? Cherry class charter Cooperation and Conflict resolution Empathy	Identity and Diversity What makes me special? Nativity performance Communication Making decisions	Rights and Responsibilities How do our actions make others feel? Interviewing a police officer Cooperation and Conflict resolution Empathy	Social Justice What is fair? Meet foodbank and encourage donations Self-awareness and reflection Communication	Global Neighbours What can you see from your window? Video showing what we see from our window Making decisions and cooperation and conflict resolution	Sustainable Environmental Development How can we make a difference to our world? Litter pick and sort. Critical and creative thinking Managing change
Provision theme linked to GC, time of year and children's interests.	Marvellous me and my friends	Being special	Superheroes brave the cold!	Once upon a time	Let's go outside!	Under the sea
Key texts May adapt due to children's interests.	The Smartest Giant in Town The Gruffalo Room on the Broom The Scarecrow's Wedding Book on farming/harvest (NF)	The Colour Monster Rama and Sita/Binny's Diwali Owl Babies The Elves and the Shoemaker Stickman The Jolly Postman The Christmas Story Little Glow (link to NF)	Penguin Cops and Robbers Supertato (Evil Pea freezing) A Superhero like you (NF link to a people who help us book)	Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Three Billy Goats Gruff Little Red Riding Hood Goldilocks Little Red Hen	The Hungry Caterpillar Farmer Duck Norman the Slug with the Silly Shell Where the Wild things are Poles Apart by Jeanne Willis and Jarvis NF?	The Rainbow Fish Pirates Love Underpants The Night Pirates? Dear Greenpeace Somebody Swallowed Stanley Barry the Fish with Fingers The Coral Kingdom (NF)
Personal, Social and Emotional Development	Jigsaw: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities Getting used to new routines and rules. Explore visual timetable symbols and our daily routine.	Jigsaw: Celebrating Difference Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself Colour Monster to support naming of own emotions.	Jigsaw: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the future Think about our strengths and how we can be everyday superheroes.	Jigsaw: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	Jigsaw: Relationships Piece 1 – My Family and Me! Pieces 2 and 3– Make Friends, Never Ever Break Friends! Piece 4 and 5 – Falling Out and Bullying Piece 6 – Being the Best Friend We Can Be Some strategies for conflict management and resolution "stop, I don't like it".	Jigsaw: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration Sports day – talk about winning/losing/taking part. Children seeing themselves as valuable – talk about how soon children will be in Year One and they will be role

	<p>Discuss rules and agree to and 'sign' our class charter. Introduce the calm corner and that children can use this if they are feeling some not so good feelings.</p> <p>Build relationships with adults and peers in class.</p> <p>Exploring the classroom. Choosing resources and equipment available to them.</p> <p>Develop a sense of 'belonging' – children will be involved in everyday tasks.</p>	<p>How to deal with different emotions using a range of self-regulation techniques.</p> <p>Exploring our own unique qualities and strengths.</p> <p>Being responsible for classroom resources and equipment (tidying up own area as part of a group). Expressing likes and dislikes in play to peers and adults.</p>	<p>Developing resilience and learning to make mistakes and have another go.</p> <p>Revisit class expectations, rules and boundaries (link to Cops and Robbers). Explore the consequence for the Robbers (going to jail). Unpick natural consequences of making bad choices in school.</p>			<p>models to the upcoming Reception children. Develop 'readiness' for Year One.</p> <p>Importance of keeping healthy and what we can do to be healthy. Focus on oral health.</p> <p>Building Relationships ELG: 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.</p> <p>Managing Self ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Self-Regulation ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>
<p>Physical Development</p>	<p>Outdoor provision to develop gross motor skills eg digging in digging area, balancing on loose parts. Tracing own name. Exploring which hand is dominant (if this is not already clear). Play dough activities. Mark making – lines and circles using a range of media and materials (eg different movements). Gross motor mark making opportunities to develop shoulder pivots (chunky chalks on playground, paintbrushes and water,</p>	<p>Daily name writing opportunities. Encourage tripod grip when holding a pencil. Copying letter shapes/numbers/pictures/ Symbols.</p> <p>Purposeful mark making using gross motor skills eg copying pattern cards (provide opportunities for children to 'write' sounds/numbers using a range of media and materials).</p> <p>Stepping up and down safely (practising moving on stairs safely in</p>	<p>Daily name writing/CVC opportunities.</p> <p>Rolling and throwing safely as well as catching techniques using a range of resources.</p> <p>Practising forming a wider range of letters and numbers. Tracing, copying and independently forming.</p> <p>Chipping at ice using a range of tools.</p> <p>Putting on gloves and winter clothing.</p>	<p>Daily name writing/CVC opportunities.</p> <p>Bouncing, kicking and manoeuvring balls.</p> <p>Encouraging increasing precision and accuracy eg using scissors to cut out smaller things.</p> <p>Picking up small resources using tweezers.</p> <p>PE: Ball Skills</p>	<p>Daily CVC/sentence writing opportunities.</p> <p>Forming sounds correctly.</p> <p>Moving like minibeads (eg wiggle like a worm, slither like a snail) and other animals. Encourage other gross motor movements.</p> <p>Gardening.</p> <p>PE: Fun and Games</p>	<p>Daily CVC/sentence writing opportunities.</p> <p>Tripod grip and forming sounds correctly from memory.</p> <p>PE: Athletics (sports day practise)</p> <p>Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and</p>

	<p>paper under tables, large roll of paper on the floor).</p> <p>PE: Me and Myself</p>	<p>preparation to go on the plane).</p> <p>Balancing on one leg, skipping, hopping, jumping. Play dough for sounds.</p> <p>PE: Movement and Development</p>	<p>PE: Throwing and Catching</p>			<p>coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG: 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<p>Communication and Language</p>	<p>Baseline Assessment</p> <p>Engage in whole class story times – children will listen attentively to a story.</p> <p>Circle times – looking at who is speaking. Answering simple questions directed to them.</p> <p>Making simple introductions to peers and adults “My name is...” “I am...”</p> <p>Listening games eg which animal is making that sound?</p> <p>Whisper games to introduce staff names.</p>	<p>Learn and use new vocabulary (linked to books and/or experiences).</p> <p>Learning words/actions for songs in Nativity.</p> <p>2 o’clock news – children talk to their peers about home life. Supported by an adult to expand.</p>	<p>2 o’clock news – children talk to their peers about home life developing increasingly complex phrases/sentences. Supported by an adult to expand.</p>			<p>Listening, Attention and Understanding ELG: 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.</p> <p>Speaking ELG: 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</p>

						past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Literacy (reading and writing)	Baseline Assessment Learn set 1 RWI sounds. Fred Games – oral blending Tracing own name. Mark making – lines and circles using a range of media and materials.	Learn set 1 RWI sounds. Using magnetic tiles (supported by an adult) to develop blending. Practise formation of individual sounds using RWI rhymes with increasing independence. Writing own name using a variety of media.	Learn set 1 RWI sounds (including special friends). Practise formation of individual sounds (including special friends).	Practise formation of individual sounds (including special friends).	Practise formation of individual sounds (including special friends). Write simple sentences and phrases about a range of topics. Use finger spaces and full stops accurately.	Word Reading ELG: 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 ELG: 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. Comprehension ELG: 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.
Mathematics	Baseline Assessment. Counting songs. Exploring numbers 1,2 and 3 (subitising, counting, representing and finding 1 more and 1 less). Compare amounts (using objects).	2D shapes – circles, triangles, squares and rectangles. Day and night. Recognising, continuing and creating simple repeating patterns. Exploring numbers 1-5 subitising, counting, representing and finding 1 more and 1 less).	Exploring numbers 0-8 subitising, counting, representing, finding pairs and combining groups and finding 1 more and 1 less). Exploring mass and capacity.	Length, height and time. Numbers 9 and 10. 3D shapes.	Teen numbers. Addition and subtraction using concrete resources. Manipulating and composing shapes.	Drawing maps. Counting from different starting points. Sharing and grouping. Number ELG: 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 ELG: 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.
Understanding the World	Who is in my family? Talk about different types of family.	Bonfire night – who was Guy Fawkes? Diwali – who celebrates it? How do they celebrate?	How the emergency services help us. Invite in members of the Emergency services.	Sinking/floating with different objects and materials. Link to The Gingerbread Man – what	Draw a map of our indoor and outdoor classroom to show new starters.	Cherry class tree – summer. Class tree – reflect upon and compare seasons through the lens of the class tree.

	<p>Cherry class tree - autumn.</p> <p>Harvest – how harvest/machinery has changed from the past to now. Harvest – food now/in the past (healthy/unprocessed).</p>	<p>Opportunities for children to talk about what they celebrate at home eg different festivals.</p> <p>Exploring light and dark. What do we do in the day/night. Exploring nocturnal/diurnal animals – owl babies.</p> <p>Visit to the Church.</p> <p>Exploring why do Christians celebrate Christmas?</p> <p>Families in more depth – explore different types of families.</p>	<p>Cherry class tree – winter</p> <p>Freezing and melting.</p> <p>Roles of different jobs in society.</p>	<p>could have helped him cross the river? Planting beans – link to Jack and the Beanstalk. What do plants need to survive?</p> <p>Exploring why do Christians celebrate Easter?</p>	<p>Cherry class tree -spring (beginning of term).</p> <p>Looking at globe. Looking out a window in different countries (animals we might see in Polar Regions and Africa v Alveston). Observing minibeasts. Taking care of the creatures around us.</p>	<p>Litter pick. Non-fiction texts – looking after our world. Exploring the impact of plastic/litter on our environment. Explore alternatives to plastic. Explore recycling.</p> <p>Past and Present ELG: 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.</p> <p>People, Culture and Communities ELG: 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.</p> <p>The Natural World ELG: 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</p>
<p>Expressive Arts and Design</p>	<p>Painting self-portraits.</p> <p>Introducing children to open access creative resources and how to use them.</p> <p>Autumn pictures using natural resources. Printing with leaves and pinecones.</p>	<p>Firework pictures using chalk.</p> <p>Making Christmas decorations and cards.</p> <p>Listen to and learn songs linked to our Nativity. Create and perform corresponding actions.</p>	<p>Role play – hospital/doctors surgery link to everyday superheroes</p> <p>Chinese New Year pictures – linked to animal.</p>	<p>Role play – home corner</p> <p>Baking Gingerbread People.</p> <p>Make porridge.</p>	<p>Roleplay area –</p>	<p>Role play indoor – recycling centre. Role play outdoor – aquarium. Designing pick up your litter posters.</p> <p>Creating with Materials ELG: 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.</p>

	Learning songs and actions – Harvest Festival. Role play – costa coffee.	Primary colours and introduction to colour mixing. Role play – Christmas grotto (from late November onwards)				Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG: 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.
Key events	Harvest	Bonfire night Remembrance Day Diwali Christmas	Chinese New Year	Lent Easter Eggs/chicks	Ramadan / Eid	Transition day to Year 1. Sports Day. 'Beach' day.
Trips/visitors	Local farmer – link to harvest.	Visit/zoom call a local nursing home to perform Christmas songs	'Everyday superheroes' to visit us in school (midwife, policeperson)	Foodbank	Bristol Zoo Project	