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Description automatically generated****Leverington Primary Academy**

**EYFS Long Term Plan 23-24**

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|  | | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **We are learning to do and to know:** | | **All About Me**  My family, my school, my environment, the people around me, people who help us.  Rules and routines | **Let’s Celebrate!**  Bonfire night, Diwali, Christmas.  The changing seasons.  My home. Homes now and in the past.  Our local area. | **Space**  Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station | **Growing and Changing**  Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change. | **Ticket to Ride!**  Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling. | **The World Beneath**  **My Feet**  Minibeasts, rock pools and the seaside.  The changing seasons. |
| **Communication & Language** | | * Listen to others one on one or in small groups * Join in with repeating refrains; anticipating key events and phrases * Understand use of objects and tools in the classroom * Respond to multi-step instructions * Retell past events from stores and own experiences in chronological order   Mrs Wordsmith  Poetry basket | * Join in with repeating refrains; anticipating key events and phrases * Follow directions – left and right * Prepositions - under / on top * Using vocabulary / phrases heard in stories – talking and explaining * Asking questions using what, where, why, when to find out information   Mrs Wordsmith  Poetry basket | * Build up specific vocabulary reflecting knowledge and experience * Using different tenses in discussion – present / past / an age ago * Ask relevant questions to find out more information “I wonder why.” * Share opinions and explain preferences – I like/my favourite / because   Mrs Wordsmith  Poetry basket | * Focus attention – 1:1, small groups, whole class * Understand how and why questions * Use how and why questions in variety of contexts * Use more complex sentences linking thoughts and/because * Using new vocab to name and describe * Apply new vocab to explain changes – ie in plants   Mrs Wordsmith  Poetry basket | * Describe a pretend object in play-based situations – ie using props in role play * Question to understand why things happen – who, what, when, how * Use intonation and rhythm when joining in with stories and rhymes * Respond to questions using full sentences   Mrs Wordsmith  Poetry basket | * Use talk to explain what is happening and explain what might happen next * Recall and relive past experiences * Retell events in order * Respond to comments from peers using full sentences * Explain ideas and experiences using different tenses, propositions and temporal connectives and curriculum specific vocabulary.   Mrs Wordsmith  Poetry basket |
| **Physical Development** | **Gross Motor** | * PE sessions – Get Set for PE. Introduction to PE Unit 1. * Developing gross motor skills by running, jumping, trikes/ scooters with increasing control | * PE sessions – Get Set for PE. Introduction to PE Unit 2. * Developing gross motor skills by running, jumping, trikes/ scooters with increasing control | * PE sessions – Get Set for PE. Fundamentals Unit 1. * Developing gross motor skills by balancing, standing on one leg, walking along a bench climbing | * PE sessions – Get Set for PE. Fundamentals Unit 2. * Developing gross motor skills by running, jumping, hopping from foot to foot, running around obstacles | * PE sessions – Get Set for PE. Gymnastics Unit 1. * Developing gross motor skills by running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope | * PE sessions – Get Set for PE. Sports Day Practice and Swimming (?) * Developing gross motor skills by running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching |
| **Fine Motor** | * Small tools – ie cutlery, tweezers, pipettes, scissors. * Dough Disco * Letter formation in daily handwriting. | * Small tools – ie cutlery, tweezers, pipettes, scissors. * Dough Disco * Letter formation in daily handwriting. | * Small tools – ie cutlery, tweezers, pipettes, scissors. * Dough Disco * Letter formation in daily handwriting. | * Small tools – ie cutlery, tweezers, pipettes, scissors. * Dough Disco * Letter formation in daily handwriting. | * Small tools – ie cutlery, tweezers, pipettes, scissors. * Dough Disco * Letter formation in daily handwriting. | * Small tools – ie cutlery, tweezers, pipettes, scissors. * Dough Disco * Letter formation in daily handwriting. |
| **Personal, Social & Emotional Development** | | * Rules and routines – making our classroom a happy place to learn * Who can help me at school * My feelings – words I can use to describe how I am feeling / what I can do when I am angry / upset * Cambridgeshire scheme | * Team work and sharing: working together and waiting to take turns * How can I help my friends?   Cambridgeshire scheme | * Including everybody; diversity within our school and the wider community   Cambridgeshire scheme | * Healthy diets to help us grow – what we need to eat, how we look after our bodies and keep ourselves clean   Cambridgeshire scheme | * Doing things for myself and helping others * Independence * What do I do when things are hard? * Perseverance   Cambridgeshire scheme | * Challenges – moving to Year 1 * What can I do if I am worried?   Cambridgeshire scheme |

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| **Literacy** | * Oral retelling of familiar stories using own words and recently introduced vocabulary. * Story language; becoming familiar with phrases like ‘once upon a time’, ‘a long time ago’, ‘lived happily ever after’. * Use puppets to retell familiar stories. * Poetry; learning and reciting simple poems with rhyme and repetitive language | * Identify and anticipate key events in familiar stories including repeated refrains. * Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories | * Identify and anticipate key events in familiar stories including repeated refrains. * Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories | * Identify and anticipate key events in familiar stories including repeated refrains. * Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories * Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide! * Role play using newly acquired vocabulary. | * Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide! * Role play using newly acquired vocabulary e.g. role play a coronation | * Character profiling; what do we know about the bad wolf? * Using descriptive language in oral storytelling and in writing. * Creating our own stories (orally or written) with a Beginning, middle and end. * Jumping into the story - Settings- what was the character thinking at this point in the story? * Nonsense poetry- how authors play with words |

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| **Suggested Texts** | * Fiction including picture books with familiar settings, relating to families, people who help us. * Traditional tales. * Daily Drawing Club.   **Suggested Texts:**   * Dan and Diesel by Charlotte Hudson * Hari’s Box by Juliet Bell * Love Makes a Family by Sophie Beer * Here We Are by Oliver Jeffers * Tree by Britta Teckentrup * The Squirrels who Squabbled by Rachel Bright and Jim Field * Seasons by Hannah Pang * The Growing Story * Titch * Funnybones     **Additional Suggestions**:   * I am too Absolutely Small for School by Lauren Child * Later by Curtis Ackie * Owl Babies * Little Bear Lost * Goldilocks and the Three Bears * Where’s My Teddy? * Ruby’s Worry by Tom Percival * Peepbo by Janet and Alan Ahlberg * The Gingerbread Man * Goldilocks and the Three Bears * The Tiger Child (Indian Traditional Story)   **Traditional Rhymes and Poetry**   * A Great Big Cuddle (poetry) by Michael Rosen * Baa, baa, black sheep * Diddle diddle dumpling * Hey diddle diddle * Hickory dickory dock * Early to bed * Georgie Porgie | * Fiction & Non-fiction books about celebrations and festivals. * Traditional tales. * Daily Drawing Club.   **Suggested Texts:**   * The Christmas Eve Tree * Mince Spies * The Christmas Story * The Night Before Christmas * The Snowflake * The Christmas Pine * Little Robin Red Vest * The Best Diwali Ever * Binny’s Diwali   **Additional Suggestions:**   * Rosie’s Walk * The Gruffalo * Stick Man * The Three Little Pigs * The Billy Goats Gruff * The Christmas Story * The Story of Diwali   **Traditional Rhymes and Poetry**   * Little Bo Peep * Little Jack Horner * Little Miss Muffet * One, two, buckle my shoe * Star light, star bright * Twinkle, twinkle | * Fiction & Non-fiction texts about space. * Traditional tales. * Daily Drawing Club.   **Suggested Texts:**   * Caroline’s Comets by Emily Arnold McCulley * Look Up by Nathan Bryon * Astro Girl by Ken-Wilson Max * How the Stars came to be by Poonam Mistry * The Hunting of the Great Bear (Native American Traditional Story)   **Additional Suggestions:**   * Cinderella * Jack and the Beanstalk * Rosie’s Walk * The Elephants and the Mice   (Indian Folk Tale)  **Traditional Rhymes and Poetry**   * It’s raining, it’s pouring * Jack and Jill * Old King Cole * Old Mother Hubbard * Rain, rain, go away * Sing a song of sixpence | * Fiction & Non-fiction texts about how people, animals and plants grow. * Traditional tales. * Daily Drawing Club.   **Suggested Texts:**   * The Tiny Seed by Eric Carl * Baby Botanist by Dr Laura Gehl * Jack and the Beanstalk * The Enormous Turnip * Baba Yaga (Traditional)   **Additional Suggestions:**   * The Elves and the Shoemaker * Rapunzel * Noah’s Ark * The Easter Story * The North Wind and the Sun (Aesop’s Fable)   **Traditional Rhymes and Poetry**   * Ladybird, ladybird * Tadpole * Little boy blue * Mary had a little lamb * Mary, Mary, quite contrary * Old MacDonald had a farm | * Fiction & Non-fiction texts about transport. * Traditional tales. * Daily Drawing Club.   **Suggested Texts:**   * Naughty Bus by Jan Oke * Duck in the Truck by Jez Alborough * Mrs Armitage on Wheels by Quentin Blake * The Wheels on the Tuk Tuk by Kabir Sehgal * Guido’s Gondola by Steve Bjorkman * Other non-fiction books about transport around the world. * Mr Gumpy’s Motor Car by John Burningham * The Cat, The Mouse and the Runaway Train by Peter Bently * Shackleton’s Journey by William Grill   **Additional Suggestions:**   * Hairy Maclary from Donaldson’s Dairy * Hairy Maclary’s Bone * Where the Wild Things Are * The Way Back Home * On Sudden Hill by Linda Sarah * Tom’s Magnificent Machines by Linda Sarah     **Traditional Rhymes and Poetry**   * Humpty dumpty * She’ll be coming around the mountain * The Grand Old Duke of York | * Fiction & Non-fiction books about minibeasts. * Traditional tales. * Daily Drawing Club.   **Suggested Texts:**  The Hungry Caterpillar  Yucky Worms  Aaargh Spider  Snail Trail  The Big Book of Bugs.  **Additional Suggestions:**   * Little Red Riding Hood * The Hare and the Tortoise * Alice in Wonderland * Robin Hood * The Hare and the Tortoise (Aesop’s Fable) * King Midas and the Golden Touch (Greek Myth)   **Traditional Rhymes and Poetry**   * Jack be nimble * Monday’s child * See saw, Margery Daw * Nonsense Poetry e.g. Spike Milligan, Edward Lear. * Poetry Week |
| **Writing** | * Opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. * Focus on letter formation in line with handwriting policy | * Opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. * Focus on letter formation in line with handwriting policy | * Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. * List writing * Opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. * Focus on letter formation in line with handwriting policy | * Labelling e.g seed pots * Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall. * Letter writing including simple sentences and phrases * Write simple phrases and sentences * Focus on letter formation in line with handwriting policy * Opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, with pens, pencils etc. * Writing short sentences using growing knowledge of phonics to attempt unknown spellings | * Annotating pictures * Descriptive sentence writing * Instructions; writing simple instructions for a familiar process in a numbered list. * Create fact books about kings and queens and notice the difference between writing stories and writing information. * Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. * Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc. | * Creating our own stories (orally or written) with a Beginning, middle and end. * Instructions; writing numbered lists in a logical order. * Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary. |
| **Phonics /**  **Reading** | See Sounds Write Phonics scheme | See Sounds Write Phonics scheme | See Sounds Write Phonics scheme | See Sounds Write Phonics scheme | See Sounds Write Phonics scheme | See Sounds Write Phonics scheme |

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| **Maths** | | White Rose   * Block 1: Match, sort and compare. * Block 2: Talk about measure and pattern. * Block 3: It’s me 1, 2, 3.   Mastering Number | White Rose   * Block 4: Circles and triangles. * Block 5: 1, 2, 3, 4, 5. * Block 6: Shapes with 4 sides.   Mastering Number | White Rose   * Alive in 5. * Mass and capacity. * Growing 6, 7, 8.   Mastering Number | White Rose   * Length, height and time. * Building 9 and 10. * Explore 3D shapes.   Mastering Number | White Rose   * To 20 and beyond. * How many now? * Manipulate, compose and decompose. * Sharing and grouping.   Mastering Number | White Rose   * Sharing and grouping. * Visualise, build and map. * Make connections. * Consolidation.   Mastering Number |
| **Understanding the World** | **History** | * My past, present, future and that of others including characters from stories * Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. * Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? * Our school year – what will we do this year in Reception? | * Homes now and in the past. * How celebrations have been celebrated over the years, family traditions. Comparing our families and how we celebrate. * Talking to a grandparent about their childhood memories of celebrations and festivals. | * People who looked at the stars; Galileo. * Traditional stories to explain the stars e.g. The hunting of the Great Bear * What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. * The Moon landings; Neil Armstrong * The International Space Station; when and why it was built and launched | * Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. * How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming. | * George Stevenson; The invention of the Steam Train * Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history * Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport * Ernest Shackleton the explorer; The South Pole, the challenges of his journey | * Seaside holidays in the past. * How holidays now are the same and or different. |
| **Geography** | * Location of our school and the local area * My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? * Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. * People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors. | * Locate the places that feature in the key stories chosen for this topic. * Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story. * Celebrations and festivals around the world, locating countries on our world map/globe. | * Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel. | * Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. * Identify where the fruit and vegetables we eat come from. Including but not limited to: * Oranges: Spain * Bananas: Central America * Lemons: South Africa * Pineapples: Costa Rica * Apples: France * Onions: The Netherlands * Cauliflower: Spain * Broccoli: The UK | * Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. * Road Safety – how we travel safely. * How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway. | * Comparing contrasting environments and habitats. * Transport to different areas for holidays. |
| **Science** | * The human body: Facial features, body parts, the senses * Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. | * Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? * Transport in the winter; snow ploughs, gritting roads, snow tyres. * Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold? | * Our planet Earth, land and sea, plants and animals, weather, gravity. * The moon, the sun, the planets in our solar system, space travel, astronauts. * Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. | * Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. * Identify and draw the following animals and their babies including but not limited to:   Sheep and Lamb, Cows and Calf, Horse and foal, Butterfly and Caterpillar, Frog and tadpole, Dog and puppy, Cat and kitten   * Plants; how they grow from seeds and bulbs. * What plants need to grow. * Identify parts of plants including roots, stem and leaves. * Identify trees and plants growing locally on the school grounds or in local parks. * Draw pictures of local plants. | * Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. * Forces: push, pull, twist * Air transport * Water transport | * Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. * Changing state of matter; Why do our ice lollies melt? |
| **Expressive Arts and Design** | **Creating with Materials** | * Portraits * Marvellous Marks (drawing) * Autumn Wreaths | * Paint my world (Painting and mixed media) * Salt dough decorations * Christmas cards * Calendars | * Threaded snowflakes (winter craft) * Valentines cards | * Mothering Sunday cards * Easter cards and baskets * Egg threading | * Let’s get crafty (craft and design) * Suncatchers * Creation station (sculpture and 3D) | * Salt painting |
| **Being Imaginative and Expressive** | * Exploring sound – Kapow. | * Singing in a group (Christmas Performances) * Celebration music - Kapow | * Music and movement - Kapow * Listening to and responding to Holst’s Planet Suite | * Musical Stories - Kapow * Music and dance sessions: link to Carnival of the Animals | * Transport - Kapow | * Big Band – Kapow. |