





















Benhall St Mary's Primary School EYFS Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me 	Let's Celebrate 	Around the World AROUND the WORLD 	Once upon a time 	Amazing animals 	Fun at the Seaside 
Core texts	The Colour Monster My Monster and Me Elmer Five Minutes Peace	Stickman Room on a Broom Kitchen disco The Grumpy Reindeer Confetti The Christmas story. Tree	Michael Recycle Handa's Surprise Polar bear polar bear what do you hear? Dear Zoo Hibernation Station And tango makes three. The blue penguin Love splat	Traditional tales – three little pigs Jack and the Beanstalk Gingerbread man Goldilocks and the three bears The little red Hen	The Very Hungry Caterpillar Argh Spider! What the Ladybird Heard The little Red Hen Super worm The Big Bad Bug Nonfiction books	The rainbow fish Commotion in the Ocean Hooray for Fish The Bravest Fish You be you Nonfiction books
All year around	Compare, identify features of our natural world around us and the changes (seasons) weather Daily wake and shake PD					
Possible Lines of Enquiry	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Space Light and Dark Autumn Seasons	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world Recycling	The Little Red Hen Signs of Spring The Great Outdoors Recycling Materials Cooking	Farm Healthy Eating Growing Life Cycles Animals around the world Animal patterns Habitats	Underwater worlds Travel Transport Holidays and places Map work

Enrichment s / Trips	Transition Birthdays Harvest Autumn walk	Nativity /Christmas Performance Pantomime visit Remembrance Day Diwali Guy Fawkes/Bonfire Night	Valentines Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter	Zoo visit Caterpillar transformation	Beach trip Pirate Fun Day Sports day
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Personal Social and Emotional Development						
<i>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.</i>						
Jigsaw						
	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
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Communication Listening and Language

EYFS Statutory Educational Programme: 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.

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Opportunities that take place: Daily Storytimes. Singing nursery rhymes. Daily wake and shake. Carpet learning time Circle time , news telling sharing of tapestry entries, Sharing Sid the squirrel adventures Puppet theatre, welcoming nurturing reading garden area, rich and well-resourced environments

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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Gross Motor Skills

	Fundamentals	Fundamentals	Gymnastics	Dance	Balls Skills	Games
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Fine motor skills

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks.

Funky Fingers sessions and station to be set up for the beginning of the year to support this. Activities such as threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. develop to support their development through other areas of the Development \matters document to ensure these are allowed to develop and strengthen. and spoons.

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Literacy

EYFS Statutory Educational Programme: 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)







Reading

Little Wandle Phonics Programme	Reading: Linking sounds to letters. Initial sounds, oral blending, CVC sounds, reciting known stories. New tricky words Initial sounds, oral blending, CVC sounds, reciting known stories,	Reading: Begin to read words by sound blending. Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as	Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Understand how a story is constructed: beginning, middle and end, the elements of a story, characters settings Phonics Spring 1	Reading Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some	Reading Non-fiction texts, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Phonics Summer 1 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words	Reading Reading and understanding sentences with fluency including some common exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their
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	<p>listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p> <p>Phonics Autumn 1 s a t p i n m d g o c k c k e u r h b f l tricky words is l the</p>	<p>they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p>Autumn 2 Phonics ff ll ss j v w x y z zz qu ch sh th ng nk words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p> <p>Tricky words put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words <p>Tricky words was you they my by all are sure pure</p>	<p>longer words made up of letter-sound correspondences they know</p> <p>Phonics Spring 2 Review Phase 3</p> <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end <p>Tricky words Review all taught so far</p>	<ul style="list-style-type: none"> • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est <p>Tricky words said so have like some come love do were here little says there when what one out today</p>	<p>phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Phonics Summer 2 Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <p>Tricky words Review all taught so far</p>
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Writing

<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly.</p>
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	labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation	Practising correct letter formation.	Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.	captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation	at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Ensuring correct letter formation	Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write a number of sentences with use of punctuation Using correct letter formation. 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
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Mathematics						
<i>EYFS Statutory Educational Programme: 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</i>						
Mastering Number NCTEM						
	identify when a set can be subitised and	connect quantities and numbers to finger	continue to develop their subitising	understand that two equal groups can	continue to develop their counting skills,	begin to generalise about 'one more

	<p>when counting is needed</p> <ul style="list-style-type: none"> • subitise different arrangements, both unstructured and structured, including. using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including 	<p>skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <ul style="list-style-type: none"> • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>counting larger sets as well as counting actions and sounds</p> <ul style="list-style-type: none"> • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 	<p>than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenre
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		actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts				
White Rose Maths						
	Getting to know you Opportunities for settling in, introducing areas of provision and getting to know the children. <u>Just like me</u> Number Match and sort Compare amounts Measure, shape and spatial thinking Compare size, mass and capacity Exploring pattern	It's me, 1, 2, 3! Number Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Measure, shape and spatial thinking Circles and triangles Positional language Light and Dark Number Representing numbers to 5 One more and one less Measure, shape and spatial thinking Shapes with 4 sides Time	Alive in 5! Number Introducing zero Comparing numbers to 5 Composition of 4 & 5 Measure, shape and spatial thinking Compare Mass (2) Compare Capacity (2) Growing 6,7,8 Number 6, 7 & 8 Making pairs Combining 2 groups Measure, shape and spatial thinking Length & Height Time	Building 9 and 10 Number 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, shape and spatial thinking 3D-shape Pattern (2)	To 20 and beyond Number Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate First Then Now Number Adding More Taking Away Spatial Reasoning (2) Compose and Decompose	Find my pattern Number Doubling Sharing & Grouping Even and Odd Spatial Reasoning (3) Visualise and Build On the move Number Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p>Marvellous Me</p> 	<p>Let's Celebrate</p> 	<p>Around the World</p> 	<p>Once upon a time</p> 	<p>Amazing animals</p> 	<p>Fun at the Seaside</p> 
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Understanding the world

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

Past and present

	<p>All about me Own History Look at how they have changed over their lifetime. Talk about events in their life Nursery/Weekends / My family Begin to understand how life has changed overtime for members of their family. Celebrations To understand why some people celebrate Diwali - Diwali Story</p>	<p>Celebrations To understand why we celebrate Bonfire night – Guy Fawkes. To understand why we celebrate Remembrance day To understand why we celebrate Christmas - Nativity Story To understand why we celebrate birthdays. To look at how Christmas celebrations have changed over time. Own History Talk about events in their life</p>	<p>Habitats - How they are changing are time To understand the impact of cutting down trees on the rainforest To understand the issue of global warming on the polar habitat. Discuss what they can do about climate change Recycle – reduce – reuse Begin to understand that some animals are endangered/extinct and why Celebrations</p>	<p>Traditional tales (from the past) Begin to understand the past through settings, characters and events. Compare similarities and differences between now and then (using images from books) Own History Talk about events in their life</p>	<p>Growing (plants) To sequence the stages of a plant growing. (Nursery - 2 pictures/Reception - 3 pictures) To explore changes over time - plants Growing (Insects) To sequence the life cycle of an insect To explore changes over time - insects (caterpillars to butterflies) Farming Compare similarities and differences between farming</p>	<p>Celebrations -in the past and now. Reflect on the school year , how have they changed wishes for the future Own History Transition - Reception to Year 1 Talk about events in their life</p>
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		Birthdays/Christmas .	Why do we celebrate Chinese New Year? - The Great Race Why are the years named after animals? Animals To learn about animals from around the world. Own History Talk about events in their life		Own History Talk about events in their life	
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People, Culture and Communities (Geography/RE)

Location for ourselves Our school / village location – what’s around us . school ethos. History/ geography links Maps of school and Benhall and surrounding areas Class rules Buddies’ links Celebrations Harvest	Celebrations (General) - Birthdays/Christmas To understand what a celebration is. To understand how people celebrate Bonfire Night/Birthdays/Christmas etc. To understand how people in different countries celebrate. Christmas. Bonfire Night	Differences in how they live in other parts of the world – Handa’s surprise to support. Celebrations – Shrove Tuesday /Valentines Day Chinese New Year – how do they celebrate, similarities and differences to us.	Celebrations - Easter How is Easter celebrated? - Explore. Look at similarities and differences to other celebrations. People who help us Think about who helps us and how – vets/ builders Police (link to Big Bad Wolf)	Map work – Locate places on a world map. Sort animals onto areas of the world	People who help us Think about who helps us and Who does at the beach – discuss the differences in these people / teacher (new) Map work – locate the beach. What’s at the beach, How is it different to our local are
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The Natural World (Science)

	<p>Growing To understand that humans grow and change over time. To understand what humans need to grow. To sequence the life cycle of a human</p> <p>Me Identify key features of my appearance. To identify similarities and Differences between myself and others</p> <p>Body To learn about different parts of my body.</p> <p>Seasons To identify the 5 senses and their sense organ</p> <p>Where I live To name important places in my community</p> <p>Seasons - Autumn</p>	<p>Seasons - Autumn To explain the changes that happen in Autumn</p> <p>Space To understand some features of our Solar System To name some planets. Explore outer space. Learn about rockets.</p> <p>To compare similarities and differences between the natural world around us and contrasting environments History/ geography links Maps of school and Benhall and surrounding areas</p> <p>(Space),</p>	<p>Materials To know that things can change shape To learn about melting To know how water changes.</p> <p>Seasons - Winter To explain the changes that happen in Winter To understand the difference between hot and cold To understand how humans react differently to hot and cold.</p>	<p>Forces/materials To explore forces. To know what happens when you push or pull something. To explore floating and sinking. To explore different materials and talk about their strengths/weaknesses (3 Little Pigs house)</p> <p>Seasons – Spring To explain the changes that happen in Spring.</p>	<p>Growing (plants) To understand what plants need to grow.</p> <p>Plants Identify the difference between a plant and tree.</p> <p>Insects To know what an insect is. To learn where insects live. To identify and describe insects. To understand why Bees are important.</p> <p>Seasons – Summer To explain the changes that happen in summer To look closely at a flower and identify different parts.</p> <p>Food To understand where food comes from. eggs -chicken milk - cows To identify healthy/unhealthy foods.</p> <p>Teeth focus To learn about fruit and vegetables</p>	<p>Seasons – Summer To explain the changes that happen in summer clocks change lighter for longer.</p> <p>Vehicles and movement Forces/materials To explore forces. To know what happens when you push or pull something.</p>
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	To explain the changes that happen in Autumn					
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Expressive Arts and Design						
<i>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</i>						
Throughout the year children will have the opportunity to Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.						
Always in Continuous Provision – Playdough. Junk Modelling, funky fingers / instruments						
Ideas link to theme	Self portraits Draw a person Family pictures Mini-me's in provision Junk modelling Nursery rhymes	Firework pictures Rockets Decorations Collage Junk modelling Shaving foam art Nursery rhymes	planets/solar system design Colour mixing Valentine collage Junk modelling Nursery rhymes	Props Masks Box modelling – houses Story retelling – story stones/spoons/puppets Bridges Junk modelling Nursery rhymes	Observational drawings/paintings - animals Animal patterns Camouflage Create habitats/environments Observational drawings/paintings - plants Natural art Andy Goldsworthy Colour mixing Junk modelling Nursery rhymes	Water colours Masks Observational drawings/paintings – Nursery rhymes