**EYFS – Long Term Planning Overview**

**Making the Most of Every Day**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Theme Title** | **ALL ABOUT ME** | **THE LAND OF MAKE BELIEVE (NURSERY RHYMES)** | **BEARS** | **HOMES** | **NEW LIFE** | **JOURNEYS** |
| **Why this topic and why now?****(Rationale)** | Putting the children at the centre of their learning by giving them the opportunity to develop their sense of self and to share who they are as a starting point for school life. | Developing literacy with rhymes that children should be familiar with.  | Moving towards longer children’s stories with a recurring theme and again focusing on something the children will be very familiar with. | Focused on the immediate area around our school, developing an understanding of where the children live. | Focused on the nature around us, using the garden and wild garden to explore mini beasts, moving towards farm animals, British wildlife and developing an understanding of life cycles | To support the transition of children either into main school (Rec) or into KS1 as well as leading towards some of the journeys they may take during the summer. |
| **Enrichment** | Nurse, tooth brushing |  | Teddy bears picnicWith parentsTeddy bears hospital | Local area walk | Newham Grange FarmEggs and chicks | Sports’ Week |
| **Remembering Experience** |  |  |  |  |  |
| **LITERACY** | ListsLabelsRecipesGreetings CardsParty Invitations | CardsInvitations/lettersListsLabelsSpells and Potions | Descriptions – missing posterLabelsSpeech BubblesT4W approach | House ListingInstructionsMapsInformationPrint in the Environment | Diary of a Plant/CaterpillarSpeech BubblesT4W – recount/retellSeed Packet - instructions | Story maps (T4W)Retelling a storyInstructionsPostcardsTicketsPassports/Boarding Cards |
| **MATHS** | Counting/graphsSortingNumber RecognitionMore/Fewer1 to 1 correspondenceRepeating Patterns3D shape | Ordering Missing numbersCounting beyond 10Place ValueMoneyTimeCapacity | Addition – practical and pictorialPlace Value – teens numbers.Shape – finding 2D shapes within 3D.Measuring - length | Patterns and sequences (Tessellation)Problem SolvingSubtraction – practical and pictorialShapes in the Environment | Calculations – using a number line.MeasuringTimeSymmetryPatterns | DirectionsPositional LanguageCounting in 2s/5s and 10s linked to money |
| **THE WORLD** | Extended FamilyWeddings, BirthsChanging SeasonsPeople who help us | Similarities and Differences of characters | Habitats of bears, features of bears.Chinese New Year | MaterialsTesting materialsWaterproofingMagnetsElectricity | NatureGrowthSimilarities and differencesLife Cycles | Local areaAnd wider worldMapsPacking a suitcase – linked to destination |
| **EXPRESSIVE ARTS AND DESIGN** | Printing – wrapping paperPainting Mackenzie Thorpe style self portraitsColour Mixing | CollageJunk modellingPainting – Each Peach Pear Plum Characters | Painting – bearsModelling materialsActing out roles from This is the Bear.Color Mixing | ConstructionNewspaper StructuresWire StructuresPrinting – Paul Klee | Sunflowers – Van GoghPatterns in natureRubbingsAndy Goldsworthy – nature sculpture | WeavingUsing different media to recreate landscapes in the style of Monet |
| FISCHY MUSIC, CHARANGA |
| **ROLE PLAY PROVISION** | Baby ClinicBirthday PartyDoctor’s Surgery | Witches and Wizards | 3 bears cottageMasks | Building SiteEstate Agents | Garden CentreFlorist | Train StationAirport |
| **RE (AGREED SYLLABUS 2019)** | F2. Which people are special and why? | F4. Which times are special and why? | F1. Which stories are special and why? | F3. Which places are special and why? | F6. What is special about our world? | F5. Where do we belong? |
| **RE Special days****EID moves\*** | Harvest Sukkot | DiwaliHalloweenBonfire NightChristmas | New YearChinese New Year | Mother’s DayEasterHoli |  | Eid Ul Fitr |
| **PHONICS (SOUNDSWRITE)** | Units 1-3 | Units 4 -7  | Unit 8 and 9 | Unit 10 and 11 | Units 11 | Unit 11 + Bridging Lessons |

EYFS use Development Matter Statements on Target Tracker to assessment children’s learning and to plan more specifically to meet the needs of individual and groups of children.