

EYFS Long Term Plan 2022-2023

| Area of learning | Autumn Brilliant Books (Bears) Bear Hunt, Brown Bear, Brown Bear, Polar Bear, Polar Bear, Whatever Next, Little Bear, The Everywhere Bear, Where's My Teddy, A Book of Bears, I want My Hat Back, Five Bears | Spring Toys The Toymaker, Lost in the Toy Museum, Toys Around the World, Toys in Space, That Rabbit Belongs to Emily Brown, Dogger, Naughty Bus, Stanley's Stick, The History of Toys, Kipper's Toybox, The Story of Pinocchio | Summer What a Wonderful World Elmer stories, Caterpillar Cake, The Very Hungry Caterpillar, Super Worm |
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| Literacy | Story maps Non-fiction – use the computer to find information about bears Shared reading and writing Drama sessions focused on topic related stories. | Story beginnings, story language. Children will write stories in shared and guided writing and independently. Instructions – following and writing instructions. Use pictures and paintings as a focus for developing language and providing ideas for writing. | Descriptions, explore non-fiction texts Poetry – colour and sense poems. Writing journals. Work around the Elmer stories Story writing using Pobble 365 as stimulus |
| Maths | Assessment – 4 weeks Match and sort Comparing sizes – length, height, mass Patterns Representing, composition, comparing - 1 Representing, composition, comparing - 2 Representing, composition, comparing - 3 Representing, composition, comparing - 4 Representing, composition, comparing - 5 Introducing 0 (For each number composition, subitising, one-one correspondence in counting, ordering, 1 more, 1 less is taught) Geometry – Spatial awareness Geometry – 2d shapes are introduced alongside respective numbers | Recap numbers 0-5 Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6, 7, 8 Comparing two amounts Making pairs Length and height Time Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3d shapes Spatial awareness Patterns | Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Spatial reasoning Compose and decompose Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build Deepening and understanding – problem solving and reasoning Patterns and relationships Spatial mapping |
| Communication and Language | Read, retell and adapt the story Discuss and describe characters, setting and events. Show and Tell Circle Time | Learn and use story language. Use language in role-play eg shop and puppet theatre. Stories with rhyme, repeating patterns and language. Author's chair, hot-seating. Show and Tell. Develop vocabulary through books. | Ask and answer questions. Describe picture and scenes, say a sentence before writing. Introduce core vocabulary around topic. |

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| Physical development | <p>REAL PE</p> <p>Discuss and observe the effect of exercise on our bodies. Understand why exercise is necessary.</p> <p>Daily fine motor/handwriting practice</p> <p>Junk modelling, clay, playdough, handling pencils and paintbrushes, cooking utensils</p> <p>Indoor and outdoor construction</p> <p>Daily run</p> <p>Weekly yoga</p> | <p>REAL PE</p> <p>Use simple tools such as scissors, saws, hole punches, needles to make toys and puppets. Connecting techniques. Daily run – weather permitting. Yoga. The children practise their writing skills daily.</p> | <p>REAL PE</p> <p>Daily run, Yoga. Continue to develop pencil skills and letter formation. REAL PE- ball skills</p> |
| Personal, social and emotional development | <p>Use Little Bear stories to explore feelings.</p> <p>Set up feelings wall, discuss different feelings, how they feel in different situations</p> <p>Develop positive relationships with everyone in the group/teamwork</p> <p>Circle time activities discussing behaviour, feelings, sharing and being kind to each other</p> <p>Set up the rules of the classroom</p> | <p>Acts of kindness, understanding how other children feel, role-play and social stories. Working together to produce puppet shows, produce dances, sharing resources, taking turns.</p> <p>Physical Health and Fitness</p> <p>-linked to PE curriculum</p> <p>Health and prevention</p> <p>-personal hygiene, importance of handwashing</p> <p>Mental Wellbeing</p> <p>-linked to Children’s Mental Health Week</p> <p>Respectful Relationships</p> | <p>Playing board games independently, working in pairs and groups. Solving dilemmas, learning about the environment, responsibilities. Well-being activities.</p> <p>Physical Health and Fitness</p> <p>-linked to PE curriculum</p> <p>Health and prevention</p> <p>-personal hygiene, importance of handwashing</p> <p>Physical Health and Fitness</p> |
| Understanding the world | <p>Observe, discuss and compare different bears</p> <p>Experiment with freezing water</p> <p>Bear Hunt journey, leading to 3d and 2d large maps leading to journey from home</p> <p>Different habitats</p> <p>Watch and discuss the behaviour of different bears</p> <p>Beginning to understand human influence on animals</p> <p>The seasons</p> <p>Computing – Purple Mash</p> | <p>Forces – pushing and pulling linked with toys. Explore magnets. Explore toys through the ages, compare toys. Simple timelines. Compare toys from around the world. Explore materials. Computing – Purple Mash.</p> | <p>Planting and growing vegetables and flowers. Different environments and the local environment. Wonders of nature eg volcanoes. Life cycles. Looking at maps and globes of the world (eg locate sea, land, islands), using google earth/maps</p> <p>The Big question – Does religion make us good?</p> <p>Computing - Purple Mash</p> |

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| Expressive arts and design | <p>Continuous Provision</p> <p>Self- portraits, using mirrors</p> <p>Explore the effects of marbling</p> <p>Make bear masks</p> <p>Look at and discuss different illustrations</p> <p>Create their own bear hunt trail, and maps</p> <p>Role play – Bear Hunt, Whatever Next</p> <p>Charanga - Introducing Beat /Adding rhythm and pitch</p> | <p>Continuous Provision</p> <p>Practising drawing skills, drawing from observation. Drawings/sketches of toys, self-portraits, using pencils, pastels and paints. Looking at the work of different artists eg Van Gogh, creating their own own work using similar techniques. Create abstract paintings. Re-tell stories, using themselves, puppets and props. Make puppets. Use music in their drama (Cds and musical instruments). Listen to a variety of music, expressing a view and moving to the music. Make toys.</p> <p>Charanga – Introducing Tempo & Dynamics/Combining Pulse, Rhythm and Pitch</p> | <p>Continuous Provision</p> <p>Sketching flowers/plants. e.g sunflower ,</p> <p>Looking at paintings from artists and discuss</p> <p>Painting and drawing using the lyrics to Louis Armstrong’s song..</p> <p>Role- play area – camping. Aboriginal art</p> <p>Colour mixing</p> <p>Charanga - Having Fun with Improvisation</p> |
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