

Muskham Primary School - EYFS Long Term Plan - Year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	It's Good to be Me	Let's Celebrate!	Amazing Animals!	Let's go into Space!	Minibeasts	Transport and Holidays
Key Texts	Stickman Owl Babies The Smartest Giant in Town	Kipper's Birthday Party The Jolly Postman Diwali Story The Nativity The Snowman	Dear Zoo Giraffes Can't Dance Handa's Surprise	Aliens Love Underpants Whatever Next! How to catch a star!	Superworm The Bad-Tempered Ladybird	The Train Ride The Hundred-Decker Bus Mr Gumpy's Car Harry and the bucketful of dinosaurs go on holiday
Personal Social and Emotional Development RSHE	On-going throughout the year - initiating play in a group, taking turns, sharing, respecting property. Understand rules and why we have them <u>Friendships</u> - Who are my friends? What do I like about them? <u>Gender and Gender Roles</u> Know what makes me different from my friends. Recognise differences between myself and others and celebrate these as a positive thing <u>Feelings and Self-Esteem</u> -Understand what being happy and sad means and describe myself in positive terms and talk about my abilities <u>Different Families</u> Know who is in my family Fire Safety	<u>Healthy Relationships</u> Begin to solve problems without aggression Recognise differences between myself and others and celebrate these as a positive thing Ask appropriate questions of others Bullying Introduce 'Stop, Go, Tell' Review Anti-Bullying Policy <u>Feelings</u> - how did you feel about your part in the Nativity? What are the qualities needed to be on Santa's good list?	<u>Healthy Body and Minds</u> Introduce Take 5 Show children how to control their breathing, Importance of sleep and healthy eating <u>Online Safety - Privacy and Security</u> Give examples of personal information (Safer Internet Day) Discuss with children what personal information is and why we don't give this to strangers	<u>Keeping Safe</u> Personal Safety Plan Understand the importance of following my school's safety plan Listen to and follow the instructions given to me by a trusted adult Wear a cycle helmet when riding my bike or scooter Water Safety Know how to have fun in and around water whilst staying safe <u>Healthy Bodies and Minds</u> Importance of oral hygiene and exercise	Review our Class Promises and Enablers Review British Values and how they relate to their own lives <u>Conflict and Falling Out</u> Understand that my own actions can affect other people Comfort others if they are upset	<u>Online Safety</u> Show an understanding of the need for safety when using new programmes, and consider and manage some risks <u>Sun Safety</u> How to keep safe in the sun <u>Feelings</u> How can I regulate my feelings? <u>Bereavement and Loss</u> Know that things may change in my life, such as having a new baby in the family, going to a new school, new house and how I might feel about these changes

	<p>Know how and why we have fire drills at school</p> <p>Recognise the sound of the Fire Alarm</p> <p><u>Road Safety</u></p> <p>Know where I live and the names of my parents/carers</p>					
Physical Development	<p>Fine motor skills - threading, undoing and doing up fastenings including buttons and zips</p> <p>Using cutlery correctly</p> <p>Pencil control and forming of letters and numbers</p> <p>PE Focus: Working with others</p> <p>Play in a group. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.</p> <p>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Keep play going by responding to what others are saying or doing.</p> <p>Respond to simple instructions</p>	<p>Fine motor skills - threading, undoing and doing up fastenings including buttons and zips</p> <p>Pencil control and forming of letters and numbers</p> <p>PE Focus: Me and Myself</p> <p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action</p>	<p>Fine motor skills - threading, undoing and doing up fastenings including buttons and zips, using knives for spreading, increasing pencil control</p> <p>PE Focus: Dance</p> <p>Move sideways, jumping, skipping, slow and fast movements, Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in Dance</p>	<p>Fine motor skills - Pencil control and forming of letters and numbers continued</p> <p>Playdough:Developing fine motor skills by squeezing, patting, prodding, pulling and using our fingers in to manipulate the dough</p> <p>Using small equipment and tools safely and accurately e.g scissors and hole-punches</p> <p>PE Focus - Movement Development</p> <p>How to move safely</p> <p>Moving in different ways</p> <p>Moving in different directions and different speeds</p>	<p>Fine motor skills - threading, undoing and doing up fastenings including buttons and zips, using knives for spreading, increasing pencil control</p> <p>Squeezing, patting, prodding, pulling and using fingers to manipulate playdough.</p> <p>PE Focus: Throwing and Catching</p> <p>Stopping and sending a ball, Rolling and receiving a ball, The basics of throwing, The basics of catching</p>	<p>Fine motor skills - threading, undoing and doing up fastenings including buttons and zips, using knives for spreading, increasing pencil control</p> <p>Squeezing, patting, prodding, pulling and manipulate playdough.</p> <p>PE Focus: Further Developing Ball Skills</p> <p>Exploring the ball</p> <p>Moving with the ball</p> <p>Bouncing a ball</p> <p>Working with a partner</p>

	Play in a group					
Communication and Language	Speaking and listening. Modelling sounds and language. Extend vocabulary Taking turns to talk Sharing thoughts and personal experiences of our lives and families Role-playing in Home Corner	Speaking and listening. Modelling sounds and language. Extend vocabulary Taking turns to talk Sharing thoughts and ideas Performing in Nativity Role-playing in Santa's Workshop	Speaking and listening. Modelling sounds and language. Extend vocabulary Taking turns to talk Sharing thoughts and ideas Using connectives Describe events in detail Vet Role-Play	Speaking and listening. Modelling sounds and language. Extend vocabulary Taking turns to talk Anticipate key events within a story Sharing ideas and opinions Role-playing stories - small world and Space Station Role-Play	Speaking and listening. Modelling sounds and language. Extend vocabulary Circle times Taking turns to talk Anticipate key events within a story Sharing ideas and opinions Small World and Garden Centre Role-Play	Modelling sounds and language. Extend vocabulary Taking turns to talk Anticipate key events within a story Sharing ideas and opinions Role-playing stories: Train station/ticket office/bus station/airport
Literacy - Phonics	<u>Phonemes and graphemes taught:</u> Week 1:s, a, t, p Week 2: l, n, m, d Week 3: g, o, c, k Week 4: ck, e, u, r Week 5: ss, and assess and review week Week 6: h, b, ff, ll <u>Harder to read and spell words taught:</u> Week 2: l, the, no Week 3: put, of, is Week 4: to, go, into Week 5: pull Week 6: as, his	<u>Phonemes and graphemes taught:</u> Week 1: j, w, v, x Week 2: y, z, zz, qu, ch Week 3: sh, th, ng, nk Week 4: ai, ee, igh, oa Week 5: review and assess Week 6: review <u>Harder to read and spell words taught:</u> Week 1: he, she, buses Week 2: we, me, be Week 3: push Week 4: was, her Week 5: review Week 6: my, you Week 7: review	<u>Phonemes and graphemes taught:</u> Week 1: Review Week 2: ar, or, ur, oo Week 3: ow, oi, ear, air Week 4: ure, er, ow(oa) Week 5: review and assess Week 6: review <u>Harder to read and spell words taught:</u> Week 2: they, all, are Week 4: ball, tall Week 5: when, what	<u>Phonemes and graphemes taught:</u> Continuing with Phase 3 digraphs and trigraphs and how multiple letters make only one sound. We will also be securing the previous sounds we have learnt. <u>Harder to read and spell words taught:</u> Week 1: said, so, have Week 2: were, out, like Week 3: some, come, there Week 4: little, one, do Week 5: children, love Week 6: Revision of all taught HRSWs	<u>Phonemes and graphemes taught:</u> Week 1: Phase 4:1, CVCC, -ed Week 2: Phase 4:2, CCVC, -ed Week 3: Phase 4:3, CCVCC, -ed Week 4: Phase 4:4, CCCVC Week 5: Assess and review week (R:13) Week 6: Phase 4:5, CCCVCC, -er, -est	<u>Phonemes and graphemes taught:</u> Week 1: ay, ou, ie, ea, -le Week 2: oy, ir, ue, aw Week 3: wh, ph, ew, oe Week 4: au, ey, a-e, e-e Week 5: Assess and review week Week 6:i-e, o-e, u-e, /s/ c <u>Harder to read and spell words taught</u> Week 1:oh, their Week 2: people, Mr, Mrs Week 3: your, ask, should Week 4: would, could, asked Week 5: house, mouse, water Week 6: want, very
Literacy	Letter formation Writing names / labels	Letter formation	Letter formation	Correct formation of letters	Writing labels and captions	Writing labels and captions

	<p>Retell stories /sequence stories Create new stories Enjoying books Linking sounds to letters Give meaning to marks made Oral segmenting and blending</p>	<p>Writing names / labels/captions Writing sentences using finger spaces Retell stories Create new stories Enjoying books Linking sounds to letters Oral segmenting and blending CVC words</p>	<p>Writing names / labels/captions Writing sentences using finger spaces/full stops Retell stories Create new stories Enjoying books Linking sounds to letters Using Phonic knowledge to write unfamiliar words</p>	<p>Enjoying books Use phonic knowledge to write unfamiliar words Spell 'harder to read and write' words Writing elements from a story Talking about characters and story settings Write a sentence - use finger spaces, capital letters Writing instructions Inventing stories</p>	<p>Enjoying books Writing elements from a story Talking about characters and story settings Spell 'harder to read and write' words Sentence writing using punctuation Inventing stories Writing beg/mid/end of stories</p>	<p>Enjoying books Writing elements from a story Talking about characters and story settings Spell 'harder to read and write' words Sentence writing using punctuation Inventing stories Writing beg/mid/end of stories</p>
Mathematics	<p>Numbers Exploring Numicon Counting objects and using their correct number name in order through number rhymes Recognition of numbers 1 to 10 Select the correct numeral to match the amount of objects, and count with 1:1 correspondence Shape Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, Use positional language Continue, copy and create patterns</p>	<p>Numbers Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' Composition of numbers to 5 - Subitise One more and one less than a number to 5, then to 10 Measure Using the language of 'heavier' and 'lighter' to compare weight.</p>	<p>Numbers Begin counting beyond 10 pausing at each multiple of 10 to draw out the structure Composition of 6 and 7 using different visual representations - Subitise Recognise 1p,2p and 5p coins and make amounts to 7p Shape Identify 3D shapes and compare to 2D shapes</p>	<p>Numbers Numbers 1 - 20 Comparing and Ordering numbers Counting beyond 20 Counting forwards and backwards More and less Composition of numbers to 10 Measure Using the language of size</p>	<p>Numbers Doubling Halving and Sharing Odds and Evens Addition - Combining groups of objects Subtraction - Taking away objects Explore teen numbers - ordering and composition Counting beyond 100</p>	<p>Numbers Recall practise of number bonds to 5 and 10 Review addition and subtraction Measure Using the language of capacity and comparing capacity Language of time</p>

<p>Understanding the World</p>	<p>What can you see in Autumn? What happens in Autumn? What is a family? Who is in my family? How is my family similar/different to other people's families? What do I look like? Am I the same as my friends? Where do I live? How is it similar/different to where other people live? What job would I like to do?</p>	<p>Recognise some similarities and differences between life in this country and life in other countries - French Day Why do we celebrate Remembrance Day? Recognise that people have different beliefs and celebrate special times in different ways - Diwali, Thanksgiving What is a postman's job? How do the letters get to you? Analyse a simple map of the local area Explore the winter season</p>	<p>Explore different areas of a zoo and the areas in which the animals live in the zoo. Discuss why some areas have water, some are kept warm and some are kept cool. Explore maps of a zoo Use globes and maps to identify places in the world where different animals live. Learn about Chinese New Year. Talk about the features of different animal habitats</p>	<p>The meaning of Easter Explore what is in Space Talk about the job of an astronaut Explore the different landscapes on the planets Look for signs of spring The meaning of Mother's Day</p>	<p>Explore habitats for mini-beasts and create suitable habitats Learn about the life-cycle of butterflies and grow and observe own butterflies Observe and record different mini-beasts around school grounds How and why do Muslims celebrate Eid-Al-Fitar</p>	<p>Explore different types of transport from the past and present Interpret road and train maps Explore the season of summer Compare Australia to the UK</p>
<p>Expressive Art and Design</p>	<p>Singing songs and tapping out rhythms Explore how we can use natural resources to create art Painting - to begin to mix colours Explore facial features and paint a self-portrait Use role-play and puppets to create stories and characters</p>	<p>Using medium to create Poppies for Remembrance Day Using clay to make a diva lamp Creating a Christmas card Rehearsing for and performing the Performing in Christmas production Singing Christmas songs and carols</p>	<p>Design and make a sock snake puppet - use patterns Use Giraffe masks and musical instruments to make a collaborative dance Use folding techniques to make dragons Collage a giraffe - based on Eric Carle Explore music from African countries and use drums to create a dance Make a fruit salad</p>	<p>Construct a large rocket from boxes Wax resistant space pictures Design and make a card by sewing on Binca Make a card with a 'flap' Sing Easter songs</p>	<p>Use percussion instruments to accompany the sound of minibeasts Construct a paper plate Ladybird using Split pins Make a pipe-cleaner worm Design and make own mini-beast Observational drawings of flowers</p>	<p>Construct a large train outdoors from cardboard boxes Use paper plates to create cars Learn transport songs and add percussion Role-play a magical journey Collage a map of Australia Explore aboriginal painting</p>