

Rishton Methodist School EYFS Long Term Plan

Autumn 1 All About Me/ Autumn	Autumn 2 Superheroes/ Real – life superheroes	Spring 1 Winter	Spring 2 Traditional Tales	Summer 1 Changes	Summer 2 Under the Sea
<i>Religious Education</i>					
<i>Why do we celebrate?</i>		<i>Which stories and books are special for different people and why?</i>		<i>Which places are special for different people and why?</i>	
<p><i>Key Texts</i> <i>High Quality Texts</i> A text for Literacy to be used as well as for daily story-time. Other texts to be used for other areas of the curriculum, e.g. PSED.</p>					
<i>Owl Babies</i> <i>One Dark Night</i> <i>Leaf Hunt</i> <i>We are all different</i> <i>Elmer the elephant</i>	<i>The Zoo Vet</i> <i>Super Duck</i> <i>Supertato</i> <i>The Jolly Postman</i>	<i>One Winter's Day</i> <i>Penguin Small</i> <i>Geronimo</i> <i>One Snowy Night</i> <i>Snow Bear's surprise</i>	<i>The Three Little Pigs</i> <i>The Three Bears</i> <i>Sleeping Beauty</i> <i>Red Riding Hood</i>	<i>The Very Hungry Caterpillar</i> <i>The Bad Tempered Ladybird</i> <i>What the Ladybird Heard</i>	<i>Tiddler</i> <i>The Rainbow Fish</i> <i>Commotion in the Ocean</i> <i>Sharing a Shell</i> <i>The Singing Mermaid</i> <i>The Night Pirates</i>
<i>Enrichments/wow moments</i>					
<i>Autumn walk</i> <i>Harvest festival</i>	<i>Visit to the Post Office</i> <i>Balance bikes</i> <i>Road safety</i> <i>Remembrance Day</i> <i>Celebrations</i> <i>Diwali, Christmas</i>	<i>Chinese New Year</i> <i>Bird Watch-feeding the Winter birds</i>	<i>Lent/Easter</i> <i>Fairy visit to Foundation Stage</i> <i>Looking for signs of Spring.</i> <i>World Book Day</i>	<i>Planting seeds</i> <i>Life cycles-tadpoles</i> <i>World Book Day</i> <i>Mother's Day- Class</i> <i>Assembly with parents</i> <i>Eid</i>	<i>Zoo/Farm visit</i> <i>Teddy Bear's picnic</i>
<i>Characteristics of Effective Learning</i>					
<p><i>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</i></p> <p><i>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</i></p>					



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<p><i>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</i></p>					
<p><i>Parental Involvement</i></p>					
Parents meeting	Phonics/ Reading parent meeting	Stay and play	EYFS assembly for parents	Stay and play	Reports to parents
<p><i>Prime Areas</i></p>					
<p><i>Personal, Social and Emotional Development Labels and captions Attempt short sentences Using a capital letter and a full stop.</i></p>					
Being Me in My world How Am I Feeling Today? Managing Self Self-regulation Making relationships	Keeping Safe	Celebrating Differences	Healthy Me	Relationships	Changing Me
<p><i>Physical Development</i></p>					
<p><i>Gross Motor Skills</i></p>					
ABC	ABC	Awareness	Gymnastics	Parachute	Sending and Receiving
<p><i>Fine Motor Skills</i></p>					
<p><i>During continuous provision opportunities are provided for children to develop muscle tone and strength. Play dough activities, using tools, threading, weaving, block play and other resources in the environment all contribute to children developing an effective tripod grip.</i></p>					
<p><i>Communication and Language</i></p>					
Listening, Attention and Understanding		<p><i>All aspects of CL are considered throughout daily classroom practice, continuous provision and adult led tasks. Observations and interactions support the development of individuals.</i></p>			
Speaking		<p><i>Speech and language interventions programmes are delivered to support children who are not making the expected progress</i></p>			

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Specific Areas					
Literacy					
<p>Retelling stories Story map. Story Sequencing Feelings Character feelings</p> <p>Key Vocabulary Upset, frightened, Lonely, surprised gold, crimson, amber, bronze</p>	<p>Engage in extended conversation about stories, learning new vocabulary Enjoy an increasing range of books. Segmenting sounds and blending. Phase 2 phonemes Captions- Police officers- Aspirations for the future. nurses/doctors</p> <p>Key Vocabulary Siren, paramedic, postal worker, life guard, refuse collector, firefighter</p>	<p>Winter birds- description. Describe a snowflake. Read simple phrases and sentences. Write short sentences Polar Bear facts Phase 3 phonemes</p> <p>Key Vocabulary Winter, frozen, freeze hibernate</p>	<p>Use vocabulary and forms of speech from stories Character descriptions</p> <p>Key Vocabulary cruel, wicked, cunning, gentle, caring, mean, furious, greedy.</p>	<p>Labels and captions Attempt short sentences Using a capital letter and a full stop.</p> <p>Key Vocabulary Life-cycle Frogspawn, tadpole, froglet, frog egg, larva, pupa, adult egg, caterpillar, chrysalis</p>	<p>Sea creatures fact files Character feelings Write simple phrases Capital letters, full stops and finger spaces. Phase 4 adjacent consonants</p> <p>Key Vocabulary Seahorse Starfish, squid#, hermit crab, colourful, timid, huge, alone, nimble, sparkling</p>
Mathematics/Numerical Patterns					
<p>Getting to know you (Baseline) Match, sort and compare</p> <p>Talk about measure and patterns</p>	<p>:It's me, 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity: Growing 6, 7, 8</p>	<p>Length, height and time Building 9 and 10</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping</p>	<p>Sharing and grouping Visualise, build and map</p>

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Understanding the World					
Past and Present					
Learn about Harvest Timeline of themselves	Bonfire Night Remembrance Day Show an interest in different occupations and ways of life Florence Nightingale	Comment on images of familiar situations in the past.	Compare and contrast characters in stories	Compare and contrast characters in stories	Comment on images of familiar situations in the past. Seaside holidays past/present
People, Culture and Communities					
Recognise that people have different beliefs and celebrate special times in different ways	Remembrance Day Christmas Story Hindu- Diwali Recognise that people have different beliefs and celebrate special times in St Andrew's Day	Chinese New Year Family traditions in different countries Saying hello in different languages Cooking foods from around the world Investigating different countries	Easter story Mother's Day Ramadan St David's Day St Patrick's Day	Eid-Al-Fitr St George's Day	Places of worship
The Natural World					
Autumn Walk Planting bulbs Exploring the five senses	Explore the natural world around them. Local area walk	Winter Understand the effects of changing seasons on the world around me Identify different countries around the world. Freezing/melting Materials	Mapwork	Bug hunts Growing plants/ animals/ minibeasts mapwork	Summer Understand the effects of changing seasons Holidays-different countries in the world
Expressive Arts and Design					
Drawing & Mark Making	Painting & colour Role play	Sculpture and form Chinese dragon dance	Sculpture and form Role play	Printing, pattern & textiles	Collage Role play



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<i>Nursery rhymes Counting songs Kapow Exploring sound</i>	<i>Small worlds Kapow Music and movement Makaton songs</i>	<i>Role play Small worlds Kapow Celebration music</i>	<i>Small worlds Kapow Big Band</i>	<i>Role play Small worlds Kapow Musical stories</i>	<i>Small worlds Kapow transport</i>
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