







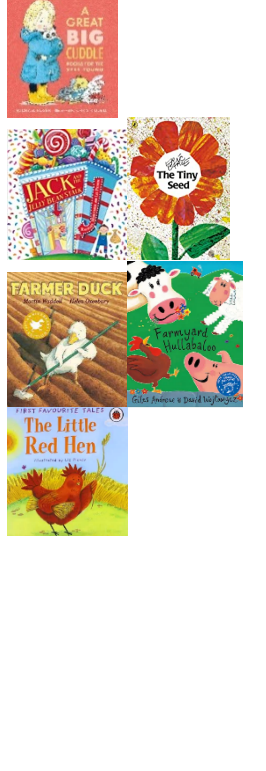
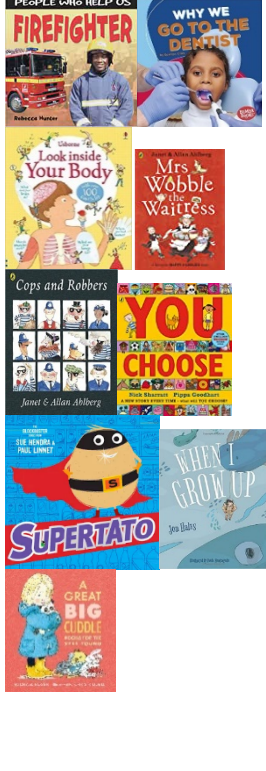


**PENSHURST CE PRIMARY SCHOOL
EYFS LONG TERM PLAN**

(this can change throughout to year to follow children's interests)

Term	1	2	3	4	5	6
Topic name	All About Me! / Autumn	Let's Celebrate!	COLD	Easter and Spring	On the Farm	Superheros
Hook/trip	Church for welcome Seasons walk	Church trip for nativity/Christingle	Seasons walk	Caterpillars Easter Celebrations Seasons walk	Chicks Visit the farm? Seasons walk	Seasons walk at Penshurst Place - gardens & house Visits from local heros
World celebrations	Harvest 3.10.23 National Poetry day 5.10.23	Bonfire Night 5.11.23 Remembrance Day 11.11.23 06.10.23 Diwali 12/11 World kindness day 13.11.23 Nursery Rhyme Week 13-17 th 11.23 St Andrew's Day 30.11.23 Hanukah 7.12.23-15.12.23 Christmas 25.12.23	Epiphany / Three Kings Day 06.01.24 National hugging day 21.1.24 Chinese New Year 10.2.24 National Storytelling Week 30.1.24 Mental health awareness week 6.02.24 Ash Wednesday  24	St David's Day 1.03.24 St Patricks Day 17.3.24 World Book Day 7.3.24 Holi 25.3.24 Mother's Day 10.3.24 World Poetry day 21.3.24 Easter 31.4.24	World Art Day 15.4.24 Palm Sunday 24.4.24 Eid 10.4.24 Earth day 22.4.24 St George's Day 23.4.24 International dance day 29.4.24 Deaf Awareness week 6.5.24	Father's Day 16.6.24 Healthy eating week 10.6.24 King's birthday 8 th June
School values	Class behaviour expectations	Friendship Together we can 	Compassion Smartest Giant in town	Determination Izzy Gizmo 	Courage The Lion inside 	(moving on/reflecting on the year)
Main themes	*Families *Identifying emotions *Familiar stories from home *Signs of Autumn *Changes in our environment	World celebrations Their birthdays Christmas	Cold places Hibernation, the Arctic, bears & wolves,	Eric Carle Life cycles Caterpillars/chicks Plants Mini beasts Healthy living Easter Spring		People who help us Our community
Traditional tale	The Gingerbread Man	Goldilocks + the 3 bears	Little Red Riding Hood	3 Little Pigs	Jack and the Beanstalk	3 Billy Goats Gruff

<p>Key texts</p>						
<p>Communication + Language</p>	<p>Establish good listening behaviours in small groups and 1-1, as well as in short whole class sessions.</p> <p>Talk partners</p> <p>Following a story and discussing events + characters.</p> <p>Reading lots of rhyming texts, encouraging children to identify the following words.</p>	<p>Encouraging children to share their thoughts and ideas in group discussions.</p> <p>Playing listening games that involve 2 step sequences</p> <p>Playing games with rhyme - involving children in creating new ones.</p> <p>Introduce non-fiction + use in group sessions.</p>	<p>Focus on introducing new vocabulary and modelling its use throughout the day - linked to stories and non-fiction books.</p> <p>Reflecting on books after they have been read - encouraging children to share their opinions.</p>	<p>Orally retelling events using past tense and including relevant details.</p> <p>Forming questions to ask to find out more information from someone/about something.</p> <p>Suggesting vocabulary in shared writing - responding to other people and adding to their ideas.</p>	<p>Asking questions about what they have heard</p> <p>Explaining how things happen/might happen and how things work in play.</p> <p>Exploring poetry and create some of their own.</p>	<p>Engaging in conversation with peers and adults - discussing ideas to create group narratives.</p> <p>Establishing listening skills in slightly longer adult directed sessions</p> <p>Using conjunctions to make sentences in longer when explaining ideas and creating narratives.</p>

				Listening to poetry + learning some short poems		
Personal, Social + Emotional Development	<p>Identifying emotions in themselves - what faces might look like when they are feeling something.</p> <p>Establishing classroom expectations - in play + in carpet sessions.</p> <p>Introduce 'Drawing Club' as an adult directed activity</p> <p>Working with their Year 5 buddies - playing + reading.</p>	<p>Identifying emotions in someone else - think about why they might be feeling that way</p> <p>Playing listening games that involve 2 step sequences</p> <p>Establishing expectations in Book Club - need to regulate more independently.</p>	<p>Re-establishing class expectations after the break.</p> <p>Focus on widening friendship circles</p> <p>Children following the directions of adults - introducing more adult directed activities throughout the week.</p>	<p>How to stay healthy - eating the right food, exercise and oral health. Children able to talk about why this is important.</p> <p>Think about rules in the community and why they are important</p>	<p>Think about their behaviour and its consequences.</p> <p>Using language as a means to solving conflicts - explaining feelings and finding a solution.</p> <p>Working to a goal + persevering when it gets a bit tricky</p>	<p>Reflecting on the year and the progress they have made. Record a message to next years' children.</p> <p>Transition to Year 1 - acknowledging emotions and skills they will need.</p> <p>Collaborative working - projects that require them to work as a team</p>
Physical Development	<p>Using the trim trail</p> <p>Fine motor activities to strength muscles and</p>	<p>Deconstructed role play established - children manipulating the large boxes and resources</p>	<p>Making large scale models and artwork</p> <p>Daily Dough disco</p>	<p>Drawing skills – butterflies / caterpillars</p>	<p>Drawing skills – plants / farm animals</p>	<p>Making 3D models - manipulating the materials to build and shape</p>

	<p>enable comfortable pen grip</p> <p>Daily dough disco.</p> <p>Drawing club to establish daily use of mark making materials</p>	<p>Daily dough disco</p> <p>Drawing Club - modelling use of letters and numbers</p> <p>PE focus to develop navigation skills</p>	<p>Drawing Club - encouraging children to look closer at the elements of their drawing + making their own passcodes etc.</p> <p>One handed tools - scissors, pens, tweezers</p>	<p>Sewing project - using the needle + thread</p> <p>Different ways of moving - skipping, hopping, jumping, slithering etc.</p> <p>Ball skills - throwing, catching, kicking small + large balls.</p> <p>Mothers Day and Easter cards and crafts</p>	<p>Exploring clay - using a variety of tools</p> <p>Using large scale resources in role play - material + clips, boxes, tubes.</p> <p>Creating obstacle courses that require movement in, around + across resources.</p>	<p>Use drawing tools with more accuracy</p> <p>Sports day - practising the skills to complete the games</p> <p>Working on balance + posture.</p>
PE focus	Introduction to PE	Dance	Fundamentals	Gymnastics	Ball skills	Games
Literacy	<p>Drawing Club</p> <p>Sharing rhyming texts and stories with a repeated refrain - encouraging children to join in</p> <p>Re-reading stories to the children so they become familiar with the narrative + can begin to retell with the key vocabulary.</p> <p>Writing initial sounds to match to pictures + images</p> <p>Oral blending + segmenting</p>	<p>Drawing Club</p> <p>Encouraging the children to recall and retell a narrative - using props, key vocabulary and images.</p> <p>Through group discussions, talk about what might happen next in a story</p> <p>Share non-fiction books and start to talk about the features of them.</p> <p>Writing CVC words</p> <p>Writing lists, invitations and cards</p>	<p>Drawing Club</p> <p>Use non-fiction books to further understanding, encouraging children to discuss the fact they have learnt from them.</p> <p>Highlight new vocabulary as it is learnt from sharing non-fiction books and stories.</p> <p>Writing captions, lists + labels</p>	<p>Drawing Club</p> <p>Talk to children about the information they have learnt from books shared. Children take the lead in finding non-fiction books to further their own understanding.</p> <p>Using Phase 3 digraphs when writing words.</p> <p>Writing questions to ask other people.</p> <p>Writing a recount using simple sentences.</p> <p>Writing a character descriptions - labels + captions</p>	<p>Drawing Club</p> <p>Children retell the traditional tales focused on over the year - in groups or individually.</p> <p>Focus on making predictions in stories, drawing on knowledge of similar stories - with adult support.</p> <p>Writing simple sentences to keep a diary</p> <p>Writing simple sentences to make a short narrative</p>	<p>Drawing Club</p> <p>Use non-fiction books to find out about professions</p> <p>Share stories about people who have helped them</p> <p>Writing questions to ask our superheros</p> <p>Writing a setting description - descriptive labels and sentences.</p> <p>Writing a short story</p>
Phonics	Phase 1	Phase 2	Phase 3	Phase 4	Phase 4	Phase 5a

	Phase 2	Phase 3			Phase 5a	
Mathematics	<p>'Just like me' Match + Sort Compare amounts Compare size, mass, capacity Explore pattern</p>	<p>'It's me, 1, 2, 3' Representing, comparing, composition of 1, 2 and 3 Circles + triangles Positional language</p> <p>'Light and Dark' Representing 1 - 5 One more + one less Shapes with 4 sides Time</p>	<p>'Alive in 5' Introducing zero Comparing no. to 5 Composition of 4 + 5 Compare mass and capacity</p> <p>'Growing 6, 7, 8' 6, 7, 8 Making pairs Combining 2 groups Length and height Time</p>	<p>'Building 9 + 10' 9 + 10 Comparing no. to 10 Bonds to 10 3D shapes Pattern</p> <p>Consolidation</p>	<p>'To 20 + beyond' Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate</p> <p>'First then now' Adding more Taking away Spatial reasoning</p>	<p>'First then now' Compose then decompose 'Find my pattern' Doubling, sharing + grouping Even + odd Spatial reasoning Visualise + build 'On the Move' Deepening understanding, patterns and relationships Spatial reasoning Mapping</p>
Understanding of the World	<p>Talk about our families and who are in them.</p> <p>Discuss the jobs they do and links to society.</p> <p>Talk about ways they have changed since a baby - look at photographs.</p> <p>Explore Autumn first hand, discussing the changes they can see.</p> <p>Changes of state</p>	<p>Talk about Christmas in the past - look at some photographs and compare to now (relate to children - presents, lights + decorations, food etc) Share family photographs.</p> <p>Learn about some events from the past: bonfire night, Remembrance day</p> <p>Religious celebrations around the world + relate to this country - Diwali, Hanukah. Compare to Christmas + birthday</p>	<p>Look at and make maps Stories/non-fic books about hibernating animals and the places they are from also bears and wolves.</p> <p>Talk about winter and observe any changes outside.</p> <p>Describe environments - our own + others from children's interest</p> <p>Use books and stories to find out about other environments/countries and the animals they might encounter there.</p>	<p>Learn about the church (Easter) and compare to other special places of worship.</p> <p>Learn about the different people in our community and the important role they play in society (Lisa the Reverend, post office, local shop, bus driver, doctors etc) Talk about how these jobs would have been done in the past - have new inventions made things easier?</p>	<p>Maps of our local area Stories/non-fic books about life cycles, plants, spring, seasons</p> <p>Observe and describe animals + plants</p> <p>Explore the past through visit to Peshurst Place - gather information from parents + Grandparents (phones, tv, computers)</p>	<p>Learn about people's jobs and how they spend their days.</p> <p>Talk about the similarities and differences - relate to children's experience.</p> <p>Draw superheros and people in different occupations</p> <p>Seasons: Summer</p> <p>Look at jobs of the past and compare to now. Talk about why some jobs don't exist anymore. Relate to jobs people do now.</p>

Growing focus	Cress heads	Spring bulbs	Mushrooms	Bean plant / Sunflowers	Autumn bulbs	Bedding plants
Expressive Art and Design	<p>Explore colour mixing with different materials and resources + on large and small scales.</p> <p>Learn a range of nursery rhymes together</p> <p>Use Dance (in PE) to explore moving to music - creating own movements.</p> <p>Introduce ‘deconstructed role play’ and play alongside the children to model its use. Add enhancement boxes to follow interests with props, books and resources.</p> <p>Modelling use of the ‘creative station’ to children so they can access resources and materials independently to create - inside + outside.</p> <p>Self Portrait - children to observe key features + colours.</p>	<p>Perform nursery rhymes to parents</p> <p>Sing the familiar songs they have learnt in the Christmas nativity.</p> <p>Explore printing using a variety of materials - end in making some wrapping paper for Christmas</p> <p>Use ‘drawing club’ to encourage children to think about their drawings + identifying key features.</p>	<p>Using different textiles to explore different techniques such as weaving, plaiting and sewing</p> <p>Opportunities to explore role play linked to arctic adventures, animals, maps.</p> <p>Exploring - resources provided for children to make and create their own props to support play.</p> <p>Provide opportunities for children to explore sculpture - paper mache, mod roc etc - lead with bears and igloos + children then take the lead.</p> <p>Cold and Chinese paintings</p>	<p>Drawing skills - observing animals and other engaging stimulus. Trip to Hop Farm to support this.</p> <p>Opportunities to explore role play linked to superheroes, people who help us - resources provided for children to make and create their own props to support play + include writing for a purpose.</p> <p>Sewing project: Children design and make a superhero cape for someone in the community.</p> <p>Enhancement boxes with resources for children to make their own small world props to retell familiar stories.</p>	<p>Drawing skills - observing flowers and other engaging stimulus. Trip to Penschurst Place to support this.</p> <p>Introduce clay - children explore and experiment with it, then provide stimulus such as flowers etc. for them to practise creating form.</p> <p>Mixed media collage + paint skills. Linked to Eric Carle and an exploration of his illustrations.</p> <p>Start to create own narratives around a familiar subject - use drawing or small world props to tell the story.</p>	<p>Start to create own narratives around an imaginary subject - create drawings or props to tell the story and act it out.</p> <p>Children use colour mixing/collage/other resources to create artwork.</p> <p>Provide the opportunity for 3D models - recycled modelling + mod roc</p> <p>Self Portrait - encourage children to observe key features a+ colours.</p>
Music	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, rewind + replay

	<p>Pulse, rhythm, pitch</p> <p>Finding the pulse</p> <p>Copy-clap rhythm of names</p> <p>Explore high + low sounds with voice + glockenspiels</p>	<p>Pulse, rhythm, pitch</p> <p>Find the pulse</p> <p>Copy clap rhythm of small phrases</p> <p>Explore high pitch and low pitch</p> <p>Invent a pattern to go with a song using 1 note</p>	<p>Pulse, rhythm, pitch</p> <p>Invent ways to find the pulse</p> <p>Copy clap the rhythm of some phrases</p> <p>Explore high pitch and low pitch</p> <p>Use the starting note to explore melodic patterns using 1 or 2 notes</p>	<p>Pulse, rhythm, pitch</p> <p>Find pulse + show others your ideas</p> <p>Copy clap the rhythm of some phrases</p> <p>Explore high pitch and low pitch</p> <p>Use the starting note to explore melodic patterns using 1 or 2 notes</p>	<p>Pulse, rhythm, pitch</p> <p>Find a funky pulse</p> <p>Copy clap 3 or 4 word phrases</p> <p>Keep the beat of a song with a pitched note</p> <p>Add pitched notes to the rhythm of the words or phrases in a song</p> <p>Playing patterns using a combination of the notes C, D + E</p>	<p>Consolidation of skills previously taught</p>
RE	<p>Introduction to World faiths</p> <p>Creation</p>	<p>Old Testament</p> <p>Incarnation</p>	<p>New Testament Stories</p>	<p>Salvation</p>	<p>World faith stories and festivals</p>	<p>World faith stories and festivals</p>