



Slingsby Community Primary School

EYFS LONG TERM PLANNING

2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC TITLE SUPERHEROES	TOPIC TITLE TOYS	TOPIC TITLE CASTLES	TOPIC TITLE TRADITIONAL TALES	TOPIC TITLE SUN, SEA, SAND	TOPIC TITLE SUN, SEA, SAND
Key Questions	<ul style="list-style-type: none"> Starting my new class New Beginnings How have I changed? What am I good at? How do I make others feel? Why am I unique? My family My environment 	<ul style="list-style-type: none"> What are my favourite toys? What are my favourite books? What are new toys made from? What are old toys made from? How have toys changed? Why have toys changed? Why is sharing important? 	<ul style="list-style-type: none"> How is a village different to a town or a city? What do we know about our village? Is our village old or new? How do we know? Where is the castle in our village? How does the castle in our village compare to other castles near and far? What were castles built from? How can we melt ice? 	<ul style="list-style-type: none"> What are the characters in a story? How are the characters different/ the same? What does it mean to be kind/brave/jealous? What animals do we know? How do animals change as they grow? How does a caterpillar become a butterfly? What lives in the playground? What lives in the village? 	<ul style="list-style-type: none"> What plants do we know? What grows in the school playground? What grows in the village? How can I grow my own vegetables? What does a seed need to help it grow? What is the weather today? 	<ul style="list-style-type: none"> Where do people go on their holidays? Where have I been on my holidays? How did I travel there? How was it different? What clothes do we need for our holidays? What is the weather today? How do we make a puddle disappear? Where do birds get their food in Winter?
Predictable Interests / Learning experiences	<p>New routines</p> <p>Class expectations</p> <p>Autumn</p>	<p>Bonfire night</p> <p>Christmas</p> <p>Children in Need</p> <p>Toys Loan Box</p>	<p>Village walk</p> <p>Helmsley Castle visit</p>	<p>Easter</p> <p>Butterflies</p>	<p>Growing things in the school garden.</p> <p>Nunnington Hall/Allotment visit</p>	<p>Travel</p> <p>Weather station</p> <p>Sandsend Trip</p>
Text	<ul style="list-style-type: none"> Owl Babies The Colour Monster The Colour Monster Starts School, The Lion Inside Five Minutes Peace Hello Friend Whatever Next? The Way Back Home Funnybones Monstrous Tale of Celery Crumble Supertato 	<ul style="list-style-type: none"> Stickman Stanleys Stick Pumpkin Soup Toys and Games Grandpa Christmas Traditional Rhymes Twas the Night Before Christmas 	<ul style="list-style-type: none"> Paper Bag Princess See Inside Castles Attacking a Norman Castle 	<ul style="list-style-type: none"> Little Red Riding Hood Hansel and Gretel The Elves and the Shoemaker Rapunzel Humpty Dumpty 	<ul style="list-style-type: none"> The Lighthouse Keeper's Lunch The Mousehole Cat What the Ladybird Heard at the Seaside Snail and the Whale The Storm Whale Lost and Found Mr Gumpy's Motor Car How does a Lighthouse work? First Book of the Sea 	

Vocabulary	Name body parts. Family member names Feelings words	Descriptive words to describe toys and books. Giving reasons: vocabulary to support this. Different types of materials and words to describe them.	Descriptive words for cities, towns, villages, buildings and structures Different types of materials and words to describe them. Names of castles	Descriptive words for buildings, structures and feelings. Names of different buildings and structures.	Words to describe growth – enormous, huge Words to describe the lifecycles. Plant and animal names.	Descriptive words for other environments. Descriptive words for how other environments and travel makes you feel – excited, scared
Possible Links to KS1	Animals including humans Our school and it's surroundings (a new environment): the UK	Toys Materials Changes in national life	A local study Drawing maps Materials	Significant individuals Changes in national life Animals	Plants Seasonal change The weather	Contrasting environments Drawing Maps Changes in national life Transport The weather

Early Years Progression

	TOPIC TITLE Superheroes	TOPIC TITLE Toys	TOPIC TITLE Castles	TOPIC TITLE Traditional Tales	TOPIC TITLE Sun, Sea, Sand
Personal, Social and Emotional Development	<ul style="list-style-type: none"> *Settling in: new faces, rules and routines . *Understand why rules are important. *Express their feelings and consider the feelings of others. *Talk about our feelings and the feelings of others using words like ‘angry’ and ‘worried’ *My interests and new experiences *Make healthy choices about food, drink. 	<ul style="list-style-type: none"> *Selecting activities and resources . *Developing confidence with unfamiliar people *Understand gradually how others might be feeling. *Talk with others to solve conflicts; find a compromise. *Make healthy choices about activity and tooth brushing.. 	<ul style="list-style-type: none"> *Explore and understand rules and how they keep us safe. *Express their feelings and consider the feelings of others. *Play alongside others, developing themes *Developing social confidence. *Making healthy choices: independent self care. 	<ul style="list-style-type: none"> *See themselves as a valuable individual *Begin to show resilience and perseverance *Begin to manage emotions. *Making healthy choices: manage their own needs. 	<ul style="list-style-type: none"> *Demonstrate resilience and perseverance (carrying through ideas and selecting resources) *I am an individual: how have I changed? What am I good at? *Considering the feelings and perspective of others: compromise? *Managing my own needs. *Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity •healthy eating •tooth brushing • sensible amounts of ‘screen time’ •having a good sleep routine • being a safe pedestrian
Physical Development	<ul style="list-style-type: none"> *Exploring the space and equipment: settling in. *Begins to use equipment safely and purposefully *Developing independence when getting dressed and undressed. *How can I move: exploring the space. *Mark making (large and small). 	<ul style="list-style-type: none"> * Manipulates a range of tools and equipment in one hand, including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. *Be increasingly independent, as they get dressed and undressed. *Chooses to move in a range of ways (slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.), moving freely and with confidence making changes to body shape, position and pace. 	<ul style="list-style-type: none"> *Refines skills with one handed equipment. *Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors ,knives, forks and spoons *Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing. 	<ul style="list-style-type: none"> *How we move: linking movements together with developing control. *Begins to negotiate space successfully when playing racing and chasing games *Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors ,knives, forks and spoons 	<ul style="list-style-type: none"> *Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk *Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles *Handles tools, objects, construction and malleable materials safely and with increasing control and intention *Begins to use anticlockwise movement and retrace vertical lines *Begins to form recognisable letters independently

<p>Communication and Language</p>	<p>*Settling in : understanding simple instructions without visual clues. *Describes events that may have happened although tenses may not be accurate. *Begins to use sentences of 4-6 words.</p>	<p>* Settling in : understanding simple questions. *Asks simple questions about stories or themselves. *Describes how they made a model or did an activity. *Consistently uses sentences of 4-6 words.</p>	<p>*Listens to the opinion of others in a small group. *Follows longer, more complex instructions *Retells simple stories sometimes using the vocabulary from books</p>	<p>* Understands who, what, where, how and why questions *Sometimes uses tenses correctly *Ask questions about events in the past or future & uses vocabulary associated with the events</p>	<p>*Uses language to imagine and recreate roles and experiences in play situations *Links statements and sticks to a main theme or intention *May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span *Understands a range of complex sentence structures including negatives, plurals and tense markers (present, past, progressive) *Listens and responds to ideas expressed by others in conversation or discussion *Understands questions such as who; why; when; where and how</p>
<p>Literacy</p>	<p>*The features of a book *Writing my name: initial letters</p>	<p>*Writing my name: some or all letters * Understanding the five key concepts about print.</p>	<p>*Begins to write the initial sounds in words. *Begins to talk about familiar stories, using modelled vocabulary. * Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p>	<p>*Write the initial sounds in words with growing independence. *Engages in extended talk about familiar stories, using vocabulary from the text. * Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p>	<p>*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Spell words by identifying the sounds and then writing the sound with letter/s. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>
<p>Maths (WRM Scheme)</p>	<p>*Settling in: rules and routines. *Where do things belong? *Spots patterns in the environment *Enjoys tackling problems involving prediction and comparison (matching and sorting; size, mass and capacity) *Explores the composition of numbers to 3.</p>	<p>*Uses spatial language *Enjoys tackling problems involving prediction and comparison (2D shapes) *Subitising to 5 *Explores the composition of numbers up to and including 5.</p>	<ul style="list-style-type: none"> • Estimates numbers of things • Increasingly confident at putting numerals in order 0 to 10 • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items • Begins to conceptually subitise larger numbers 	<p>*Chooses familiar objects to create and recreate repeating patterns *Increasingly able to order and sequence events using everyday language related to time *Begins to conceptually subitise larger numbers</p>	<p>*Count beyond ten. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Automatically recall number bonds for numbers 0–5 and some to 10. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. *Compare length, weight and capacity.</p>

<p>Understanding the World</p>	<p>*Begin to make sense of their own life-story and family's history. *Talk about members of their immediate family and community *Explore how families are different. *Talk about how we are the same and different and how we have changed.</p> <p>*Begin to explore how people have different beliefs.</p> <p>*Begin to recognise their own environment. *Begin to know that there are different countries in the world.</p>	<p>*Talk about what they see, using a wide vocabulary. *Explore and talk about different materials. *Begin to explore the effect of changing seasons on the natural world around them.</p> <p>*Recognise that people have different beliefs.</p> <p>*Begin to talk about experiences that are familiar to them and how these may have differed in the past.</p> <p>*Understand that things may have happened before they were born.</p>	<p>*Explore the natural world around them. *Explore and talk about different materials and changes they notice. *Observe the effect of changing seasons on the natural world around them and talk about what they see.</p> <p>* Understand that some places are special to members of their community.</p> <p>*Begin to understand a basic chronology, understanding that things may have happened before they were born. *Understand the past through settings, characters and events encountered in books read in class and storytelling. *Recognise the features of their own environment.</p>	<p>*Understand the key features of the life cycle of an animal.</p> <p>*Know that we all have different beliefs and celebrate special times in different ways.</p> <p>*Compare and contrast characters from stories, including figures from the past and how these might appear on a basic chronology. *Understand the past through settings, characters and events encountered in books read in class and storytelling and be able to talk about these.</p>	<p>*Understand the key features of the life cycle of a plant. *Understand the effect of changing seasons on the natural world around them.</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways in accordance with those beliefs.</p> <p>*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Expressive Arts and Design</p>	<p>* Develops an understanding of using lines to enclose a space and begins to use drawings to represent things. *Begin to develop observational skills (for example, by using mirrors</p>	<p>*Use tools for a purpose. *Beginning to create collaboratively, sharing ideas, resources and skills. *Uses available resources to create props or creates imaginary ones to</p>	<p>*Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. and develop their</p>	<p>*Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Use tools for a purpose *Creates representations of both imaginary and real-life</p>	<p>*Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. *Cut, thread, join and manipulate materials safely, focussing on process over outcome. *Begin to develop observational skills (for example, by using mirrors to include the main features of faces *Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

	<p>to include the main features of faces) *Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. *Use tools for a purpose</p>	<p>support play. *Plays alongside other children who are engaged in the same theme</p>	<p>thinking around their interests. *Creates representations of both imaginary and real-life ideas, events, people and objects. *Begin to build a collection of songs and actions</p>	<p>ideas, events, people and objects. *Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. *Begins to use combinations of art forms.</p>	<p>*Develop storylines in their pretend play. *Explore and engage in music making and dance, performing solo or in groups. *Create collaboratively, sharing ideas, resources and skills.</p>
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Early Learning Goals for the end of year assessment

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers <p>Show sensitivity to their own and to others' needs.</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

					<ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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