



# EYFS Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Enhancements</b>	<b>Marvellous Me</b> 	<b>Autumn Treasure</b> 	<b>Amazing Animals</b> 	<b>Come Outside!</b> 	<b>Our Blue Planet</b> 	<b>Journeys</b> 
<b>Big Question</b>	<b>What makes me special?</b>	<b>What happens when autumn arrives?</b>	<b>How are animals the same and different?</b>	<b>What can we discover outdoors?</b>	<b>Why is water important to our world?</b>	<b>Where can a journey take us?</b>
<b>Depth and Expectation</b>	My Feelings, Family & Friends	Diwali, Bonfire Night, Christmas	Winter, North/South Pole, Chinese N Year	Spring, Growing, Minibeasts & Easter	Oceans, Sea Life, Seasides, Rockpools	Transport, Journeys, Possibilities
	Nursery- developing awareness.  Reception – applying/understanding more deeply.					
<b>Poetry Basket Cycle A 25-26</b> 1 Per 2 weeks	Chop Chop Wise Old Owl Falling Apples A Basket of Apples	Crackle, Spit */Poppy, Poppy* Who has seen the wind? Let's Put on our Mittens	A Little House Furry Squirrel Pancakes	Spring Wind Popcorn Hungry Birdies	Dance Pitter Patter Under a Stone Thunderstorm	Cup of Tea If I were so very small I have a little frog

Poetry Basket Cycle B 26-27 1 Per 2 weeks	Pointy Hat Five Little Pumpkins Five Little Owls Breezy Weather	Crackle, Spit */Poppy, Poppy* Mice Falling Apples	Let's Put on Our Mittens I Can Build a Snowman Carrot Nose	A Little Seed Stepping Stones Mrs Bluebird	If I were so very small A Little Shell Sliced Bread	Five Little Peas The Fox Monkey Babies
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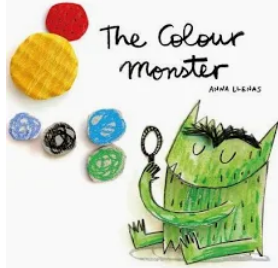
\* These poems are for one week only to tie in with celebrations and events.

## EYFS Literacy EYFS Long Term Plan

### Autumn 1

This works for our EYFS unit because: Everyone hears & explores the same story. Reception deepens with phonics + sentence writing. Nursery focuses on oracy, rhythm, rhyme, mark-making. Whole class shares vocab, role-play, props – just pitched differently.

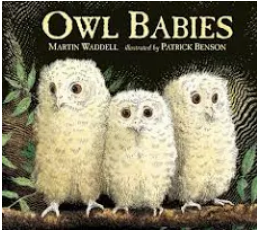
Week	Year	LW Focus	LW Handwriting	Drawing Club Text/Stimuli	Notes on how LW focus/handwriting + Outcome
1 Baseline	Nursery	Aspect 1 – General sound discrimination (environmental sounds)	Gross motor (large arm movements, chalk, ribbons)	First Day at Bug School	Explore large sweeping arm movements with chalks or ribbons to represent something from <i>First Day at Big School</i> (e.g. a teacher, a classroom, a playground).
	CG Reception	Baseline / oral blending	Gross motor mark-making (circles, lines, big movements)		Children will use large-scale mark-making (lines and circles) to create simple representations linked to <i>First Day at Big School</i> , showing control and intention in their movements.

2	Nursery	Aspect 1 – Listening walks	Mark-making in sand, water, paint		
	Reception	(s, a, t, p)	Gross motor mark-making (circles, lines, big movements)		
3	Nursery	Aspect 2 – Instrumental sounds	Circles, dots, lines with chunky tools	<p>The Colour Monster</p>  <p>Vocab: Discombobulated</p>	Explore colours using large brushes. Gross motor activities.
	Reception	i, n, m, d	Letter family: curly caterpillar (c, o, a, d, g, q)		Draw and label different emotions using colours (e.g. yellow = happy, blue = sad) Create “emotion scribbles” to match feelings (fast zig-zags for angry, soft swirls for calm)

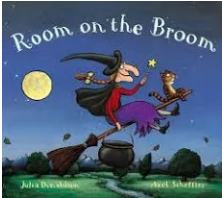


				Shimmering Timid Delighted	Trace and copy emotion words: <ul style="list-style-type: none"> <li>● happy</li> <li>● sad</li> <li>● angry</li> <li>● calm</li> <li>● scared</li> </ul> Draw the Colour Monster and give him a speech bubble: <ul style="list-style-type: none"> <li>● "I feel happy."</li> <li>● "I am scared."</li> </ul>
4	Nursery	Aspect 2 – Loud/quiet sounds	Zig-zag, patterns to rhythm		
	Reception	g, o, c, k Tricky word: is	c, o, g, a		
6**	Nursery	Aspect 3 – Body percussion	Vertical/horizontal strokes	Owl Babies	
	Reception	ck, e, u, r Tricky word: l	e, u, r		Draw the owl babies and give meaning to marks Make night-time marks using chalks, paint, or



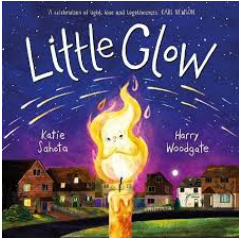
				 <p>Vocab: sorrow ponder collectively courageous</p>	<p>crayons</p> <p>Draw and label:</p> <ul style="list-style-type: none"> <li>• owl</li> <li>• tree</li> <li>• mummy</li> <li>• moon</li> </ul>
6	Nursery	Aspect 3-Rhythm and rhyme	Pattern drawing-circles		
	Reception	h, b, f, l Tricky word: the	h, b, f		<p>Write speech bubbles for:</p> <ul style="list-style-type: none"> <li>• Sarah</li> <li>• Percy</li> <li>• Bill</li> </ul> <p>Write simple captions:</p> <ul style="list-style-type: none"> <li>• “The owls are sad.”</li> <li>• “Mummy came back.”</li> </ul>
7	Nursery	Aspect 3-Rhythm and rhyme	Pattern drawing (waves, spirals)	<i>Room on the Broom</i>	Make “magic spell” marks using:




				 <p>Vocab:</p> <p>whoosh splat scaly fiery</p>	<ul style="list-style-type: none"> <li>glitter pens</li> <li>chalk</li> <li>paintbrushes with water</li> </ul> <p>Create flight trails and swirl patterns in the air or on paper</p> <p>Complete sentence starters:</p> <ul style="list-style-type: none"> <li>"I can see a ____."</li> <li>"The dragon is ____."</li> </ul> <p>Write speech bubbles:</p> <ul style="list-style-type: none"> <li>"Room on the broom!"</li> <li>"Whoosh!"</li> </ul>
	Reception	revision	l,s,revision		
8	Nursery				
	Reception	Review Phase 2	Consolidation of letter families		




Autumn 2

Week	Year	LW Focus	LW Handwriting	Drawing Club Text/Stimuli	Notes/Outcome
1	Nursery	Aspect 4 – rhyme; pattern drawing (spikes, trails)		Little Glow 	Write simple captions: <ul style="list-style-type: none"> <li>• “Little Glow shines.”</li> <li>• “The night is dark.”</li> </ul> Complete sentence starters: <ul style="list-style-type: none"> <li>• “I can see ___ in the sky.”</li> <li>• “Light helps us ___.”</li> </ul> Write speech bubbles for Little Glow:
	Reception	ff,ll,ss,j Tricky word: put, pull,fast,as	Long ladder letters (l, i, t, u, j, y)		

					<ul style="list-style-type: none"> <li>• “I can shine!”</li> <li>• “Look at my light!”</li> </ul> <p>Label day and night pictures</p>
<b>2</b>	Nursery	Aspect 5 – alliteration; boats/penguins with lines			
	Reception	v,w,x,y Tricky word: and has his her	l, i, t, j revision		
<b>3</b>	Nursery	Aspect 5 – initial sounds orally; stick shapes, family drawings		<p>The Leaf Thief</p>  <p>Vocab: canopy disaster missing rustles</p>	<p>Draw and label:</p> <ul style="list-style-type: none"> <li>• leaf</li> <li>• tree</li> <li>• squirrel</li> <li>• bird</li> </ul> <p>Create wavy wind lines and swirling leaf patterns</p>
	Reception	z,zz,qu, Tricky word: go no to into	h, n, m, r		




					<ul style="list-style-type: none"> <li>● “Someone took my leaf!”</li> <li>● “It is autumn.”</li> </ul> <p>Label parts of a tree:</p> <ul style="list-style-type: none"> <li>● trunk</li> <li>● branch</li> <li>● leaf</li> <li>● roots</li> </ul>
<b>4</b>	Nursery	Aspect 6 – voice sounds; snow scene drawings			
	Reception	sh,th,ng,nk Tricky word: she, push, he, of	n, m, r		
<b>5</b>	Nursery	Aspect 6 – pitch/volume play; chase drawings, repeating shapes		<p>Stickman (VL)</p>  <p>Vocab: favourite</p>	●
	Reception	words with s added at the end Tricky word: we me be	Curly caterpillar revision		<p>Write simple captions:</p> <ul style="list-style-type: none"> <li>● “Stick Man is lost.”</li> <li>● “He found his family.”</li> </ul> <p>Complete sentence starters:</p>



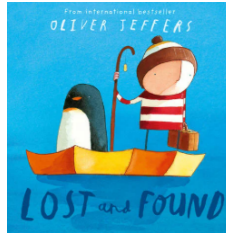
				beware deserted clattering	<ul style="list-style-type: none"> <li>• “Stick Man went to ____.”</li> <li>• “I would help Stick Man by ____.”</li> </ul> <p>Write speech bubbles:</p> <ul style="list-style-type: none"> <li>• “I’m Stick Man!”</li> </ul>
<b>6</b>	Nursery	Aspect 7 – oral blending beginnings; Christmas cards, envelopes			
	Reception	Consolidation			

Spring 1 - Amazing Animals					
Week	Year	LW Focus	LW Handwriting	Drawing Club Text/Stimuli	Notes/Outcome
<b>1</b>	Nursery	Aspect 7 – oral blending; big swirls for beanstalks		One Snowy Night	
	Reception	ai,ee, igh,oa	One-armed robot (r, b, n, h, m, k, p)		<p>Write simple captions:</p> <ul style="list-style-type: none"> <li>• “It is snowing.”</li> </ul>



				 <p>Vocab:</p>	<ul style="list-style-type: none"> <li>● “Percy helps the animals.”</li> </ul> <p>Complete sentence starters:</p> <ul style="list-style-type: none"> <li>● “In winter I can see ____.”</li> <li>● “The animals feel ____.”</li> </ul> <p>Write speech bubbles for woodland animals</p>
2	Nursery	Aspect 7 – blending; dragon drawings, “hot/cold” vocab		<p>Miserable Shivering Cosy Share</p> <p>Promise Shoved Frightened Chuckle</p>	
	Reception	oo, oo, ar, or Tricky word: was, you, they	r, b, n, h consolidation		
3	Nursery	Aspect 7 review; stars, rockets, circles/arches		Lost and Found	<p>Create maps and journey lines showing where the characters travel</p> <p>Make “wave” and “snow” marks using paint,</p>





Vocab:

Thought  
Disappointment  
Packed  
Searched

chalk, or sensory trays  
Trace and copy key words:

- lost
- friend
- home
- boat

Write simple captions:

- "The penguin was sad."
- "The boy found a penguin."

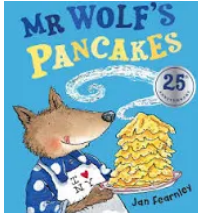
Complete sentence starters:

- "I would help the penguin by \_\_\_\_."
- "The boy felt \_\_\_\_."

Write speech bubbles:

- "Are you lost?"
- "Come with me."


Reception	ur, ow,oi,ear Tricky word: my,by,all	m, n, p practice	
4	Nursery	Aspect 7 review; drawing wolf, house,	

		paths			
	Reception	air,er (double letters) Tricky word: are, sure,pure	Robot family continued	Vocab:  Confused Mountains Floated Returned	
5	Nursery	Aspect 7 review; sea animals, wavy patterns	Mr Wolf's Pancakes  	Vocab:  Ravenous	Make "cooking marks" using:  <ul style="list-style-type: none"> <li>● swirls (mixing batter)</li> <li>● circles (pancakes)</li> <li>● lines (stirring)</li> </ul> Create lists in play:  <ul style="list-style-type: none"> <li>● ingredients</li> <li>● animals invited</li> </ul>

				<b>Exhaled Borrow Scrumptious</b>	<ul style="list-style-type: none"> <li>● kitchen tools</li> </ul>
Reception	longer words	Consolidation			<p>Write simple captions:</p> <ul style="list-style-type: none"> <li>● “Mr Wolf is cooking.”</li> <li>● “The pancakes are yummy.”</li> </ul> <p>Complete sentence starters:</p> <ul style="list-style-type: none"> <li>● “I like pancakes because ____.”</li> <li>● “Mr Wolf is feeling ____.”</li> </ul> <p>Write speech bubbles:</p> <ul style="list-style-type: none"> <li>● “Who will help me?”</li> <li>● “I am very hungry!”</li> </ul> <p>Label kitchen items:</p> <ul style="list-style-type: none"> <li>● bowl</li> <li>● spoon</li> <li>● pan</li> <li>● oven</li> </ul>

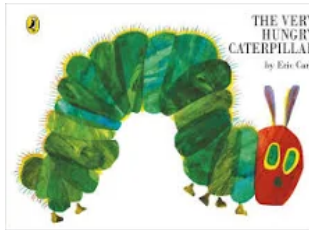


**Spring 2 - Come Outside**

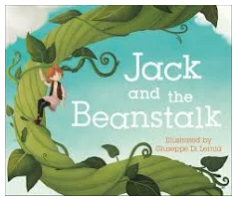
Week	Year	LW Focus	LW Handwriting	Drawing Club Text/Stimuli	Notes/Outcome	Daily Dictation Sentences
1	Nursery	Review Aspects 1–3; chase scenes, patterns		The Great Race  Vocab: knowledgeable dejected scheme pleasant cavort slinked	Create “race track” marks: <ul style="list-style-type: none"> <li>• lines for rivers</li> <li>• hills and obstacles</li> <li>• starting and finishing lines</li> </ul> Make maps of the race journey using drawings and symbols	N/A
	Reception	Review Phase 3: ai,ee,igh,oa,oo,oo,ar,or,u r,oo,ow,oi,ear	Zig-zag letters (v, w, x, z)		Write simple captions: <ul style="list-style-type: none"> <li>• “The animals are</li> </ul>	Focus: j,v,w,x (the)

		Tricky word: review all			<p>racing.”</p> <ul style="list-style-type: none"> <li>• “The rat won the race.”</li> </ul> <p>Complete sentence starters:</p> <ul style="list-style-type: none"> <li>• “The ___ crossed the river.”</li> <li>• “I think ___ will win.”</li> </ul> <p>Write speech bubbles:</p> <ul style="list-style-type: none"> <li>• “Quick! Let’s go!”</li> <li>• “I am first!”</li> </ul>	<p>The jam is in the pot.</p> <p>A big red van.</p> <p>A wet dog.</p> <p>Six big pins.</p> <p>The man had a wig.</p>
<b>2</b>	Nursery	Review Aspects 2–4; bridge/troll drawings, repeated marks		<p>Vocab:</p> <p>contest</p> <p>swift</p> <p>crossing</p> <p>ambitious</p> <p>patient</p> <p>order</p>		N/A
	Reception	review Ph3: er, air double letters /longer words	v, w, x, z practice			<p>Focus: y,z,zz,qu (l, was)</p> <p>The sun is up.</p> <p>I can yell.</p> <p>A zap on the map.</p> <p>It was a big buzz.</p> <p>The duck can quack.</p>
<b>3</b>	Nursery	Review Aspects 4–5; magic items, imaginative		The Very Hungry	Create “eating patterns”	N/A



		marks		<p>Caterpillar</p>  <p>Vocab:  <b>Brightness</b>  <b>Ravenous</b>  <b>Forage</b>  <b>Devoured</b>  <b>Thriving</b>  <b>Massive</b>  <b>Gnaw</b>  <b>Transform</b></p>	<p>using marks:</p> <ul style="list-style-type: none"> <li>• holes in leaves</li> <li>• circular food marks</li> <li>• trail lines for movement</li> </ul> <p>Sequence pictures of the caterpillar's life cycle</p>	
Reception	words with 2 or more digraphs	Consolidation		<p>Write simple captions:</p> <ul style="list-style-type: none"> <li>• "The caterpillar is hungry."</li> <li>• "He ate lots of food."</li> </ul> <p>Complete sentence starters:</p> <ul style="list-style-type: none"> <li>• "The caterpillar ate ____."</li> <li>• "I can see a ____."</li> </ul> <p>Write labels for foods and days of the week</p> <p>Write speech bubbles:</p>	<p>Focus: ch, sh, th. ng. nk</p> <p>A chip in a dish.          I can bash the drum.          A moth on a cloth.          The bell can ring.          She got a fish.</p>	



4	Nursery	Review Aspect 5–6; frogs/princesses, oral vocab		Vocab: <b>delicious</b> <b>gigantic</b> <b>feast</b> <b>flutter</b> <b>juicy</b> <b>hatch</b> <b>emerge</b> <b>wriggle</b>					
	Reception	longer words s in the middle/ending -s and -es	Sentence writing						N/A
									Focus: Phase 2 and phase 3 sounds (my, all) The cat sat on my lap. The man is rich. The sun was hot. I can see all the hens. Go to the shop.
5	Nursery	Review Aspects 6–7; animals, oral vocab “big/small”		Jack and the Beanstalk 	Create tall vertical “beanstalk” marks using paint, chalk or crayons Make journey maps from Jack’s house to the castle in the sky Trace and copy key words				
			Review Phase 4	Sentence writing	Vocab: <b>Clambering</b> <b>Booming</b> <b>Descending</b>	Write simple captions:			

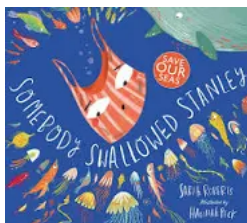


	<p>Reception</p>		<p>with punctuation</p>	<p><b>Glittering</b> <b>Ginormous</b> <b>Shocking</b> <b>Slinking</b> <b>Chopping</b></p>	<ul style="list-style-type: none"> <li>● “Jack climbed the beanstalk.”</li> <li>● “The giant is big.”</li> </ul> <p>Complete sentence starters:</p> <ul style="list-style-type: none"> <li>● “Jack found ____.”</li> <li>● “I think the giant will ____.”</li> </ul> <p>Write speech bubbles:</p> <ul style="list-style-type: none"> <li>● “Fee fi fo fum!”</li> <li>● “Stop thief!”</li> </ul> <p>Label parts of the beanstalk:</p> <ul style="list-style-type: none"> <li>● leaves</li> <li>● stem</li> <li>● beans</li> <li>● clouds</li> </ul>	
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**Summer 1**


Week	Year	LW Focus	LW Handwriting	Drawing Club Text/Stimuli	Notes/Outcome	Daily Dictation Sentences
1	Nursery	Oral blending; draw veggies, invent characters		Somebody Swallowed Stanley	Make simple ocean maps or underwater scenes	N/A
	Reception	Short vowels CVCC Tricky word: said,so,have,	Consolidation + size/spacing		The little boy makes a kite from Stanley. What would you make from a carrier bag if you found one?	Focus: ai, ee  The rain is on me.

		like		 <p>Vocab: consume vast nonchalant pecked liberated creased petrified original  pollution swept tentacles tugged floated spout seabed spluttered</p>	Write a sentence to say what you have made "I have a ....."	<p>I can see a tree.</p> <p>The bee is in the rain.</p> <p>The seed is in the soil.</p> <p>I am feeding the sheep.</p>
2	Nursery	Oral blending/alliteration; aliens + patterns			wave patterns	N/A
	Reception	<p>short vowels CVCC,CCVC Tricky word: some,come,love,do</p>	<p>Joins for children secure</p>		<p>Re-tell the story using the pictures.</p> <p>Write a caption for the picture "I can see a ..."</p>	<p>Focus: igh, oa</p> <p>The light is on the road.</p> <p>I can see a goat.</p> <p>The boat has a light.</p> <p>The night is dark.</p> <p>I am going on a boat.</p>
3	Nursery	Oral blending; fruit drawing, descriptive words		The Little Mermaid (TT)	<p>Create underwater mark-making:</p> <ul style="list-style-type: none"> <li>wavy lines for water</li> </ul>	N/A



				 <p>Vocab: emerald coral treasures wonder howled rescued heartbroken wonder</p>	<ul style="list-style-type: none"> <li>• bubbles</li> <li>• shells patterns</li> </ul> <p>Make simple story maps of under the sea and the castle</p>	
	Reception	<p>Short vowels CCVCC,CCC VC,CCCVCC Longer words Tricky word: were,here,little,says</p>	Consolidation		<p>Draw the Little Mermaid and write a sentence - "The Little Mermaid has red hair".</p>	<p>Focus: oo (long and short)</p> <p>The moon is bright.</p> <p>The book is on the bed.</p> <p>I am a good cook.</p> <p>The food is hot.</p> <p>I am looking at the moon.</p>
4	Nursery	Oral blending; lions/mice, feelings vocab				N/A
	Reception	<p>longer words compound words Tricky word:</p>	Joins for some		<p>Tales toolkit</p> <p>Write a sentence about the setting "The mermaid is in the</p>	<p>Focus: ur, or, er</p> <p>It is my turn.</p>

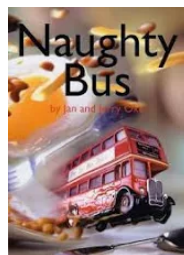


		there,when,wh at,one			sea”.	The fork is on the mat.  Surfing is fun.  My burger is bigger.  (Bank holiday - 4 day week)
5	Nursery	Oral blending; clouds/animals, imaginative speech		Pixar short <i>Partly Cloudy</i> (VL)  Vocab: Lightning Clouds Create Deliver Friends Courage Commitment Specialise	Create weather marks: <ul style="list-style-type: none"><li>• swirls for wind</li><li>• dots for rain</li><li>• soft shading for clouds</li></ul> Make simple “sky maps” showing clouds and storks flying	N/A
	Reception	root words ending in -ing, -ed /t/,-ed/id/ed/-e st Tricky word: out today	Consolidation		If you were a cloud and could make anything you wanted, what would you make? Write “I have a ...”	Focus: ow, oi The cow is in town. The owl is in the tree. I can dig the soil. Put the coin in the box. I am going down now.



<b>6</b>	Nursery					N/A
	Reception				Think about the thunderstorm that the sad cloud makes and write "There is a storm".	Focus: ear, air, double letters, -ing I can hear a sheep. I am near the fair. The bell is ringing. The chair is on the hill. I am looking at the fair.

Summer 2						
Week	Year	LW Focus	LW Handwriting	Drawing Club Text/Stimuli	Notes/Outcome	Daily Dictation Sentences
<b>1</b>	Nursery	Oral blending; rocket drawings, role-play retelling		Naughty Bus	Create movement marks:	N/A




Vocab:

- swirls for speed
- straight lines for roads
- zig-zags for “naughty” actions

Make simple maps of the bus journey around school or town

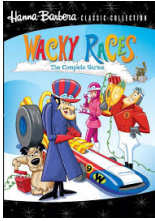
	Reception	Long vowel sounds CVCC,CCV C Spelling: review all	Consolidation + fluency		Naughty bus gets up to lots of mischief, where would you like him to drive if he came to your house? Draw a picture and write a sentence “He can go in .... the bathroom/my bedroom/the garden”.
2	Nursery	Oral blending; draw instruments/characters			N/A
	Reception	Long vowel sounds	Presentation + joining	What is your favourite part of the story?	Focus: Consonant blends
					Focus: Consonant blends  The crab is on the sand.  I can lift the bag of sand.  She can jump from the cliff.  I can help you.

		CCVC, CCC VC < CCV, CCVCC Spelling: review all			Write "The best part is when he ....".	<b>The plant is in the tent.</b> <b>I can twist the milk lid.</b> <b>The frog slept on the land.</b> <b>We can jump from the bank.</b>
<b>3</b>	Nursery	Oral blending; dragon/knight drawings	Emma Jane's Aeroplane  Vocab:	Create flight path marks: <ul style="list-style-type: none"> <li>● long sweeping lines for travel</li> <li>● zig-zags for turbulence</li> <li>● circles for clouds</li> </ul> <p>Make simple "journey maps" showing where the aeroplane flies</p> <p>Trace and copy key words:</p> <ul style="list-style-type: none"> <li>● plane</li> <li>● fly</li> <li>● sky</li> <li>● cloud</li> </ul>	N/A	



	Reception	Phase 4 word endings: -s/s/ -s/z/ -es longer words Spelling: review all	Fluency		Emma Jane picks up lots of different animals as she flies around the world. Which one do you like best and why? Write a sentence about your favourite.	<b>Focus: CCVCC/CCCVC words</b> <b>It is fun to stamp.</b> <b>My boots went squelch.</b> <b>The string is strong.</b> <b>I can scrunch my hair.</b>
4	Nursery	Nursery review; independent retelling, oral language				N/A
	Reception	root word ending in: -ing,-ed /t/,-ed/id/ed,-ed/d/ Spelling: review all	Independent writing		Where would you like to fly to with Emma Jane? Ask her if you can go there. Write - "Can we go to ..... and see ....."	<b>Focus: Compound words</b> <b>The bedroom light is on.</b> <b>Put it in the lunchbox.</b> <b>She has lipstick on.</b> <b>The carpark is full.</b>
5	Nursery	Celebration – draw & dictate own page for storybook	WackyRaces (A)		gross motor movements Create "speed marks":	N/A



					<ul style="list-style-type: none"> <li>• zig-zags for fast movement</li> <li>• swirls for spinning wheels</li> <li>• lines for racing tracks</li> </ul>	
	Reception	Phase 4 words ending in: -s/s/, -s /z/,-es longer words Spelling: review all	Celebration writing	Create class storybook	Can you think of a way to stop Dick Dastardly and Mutley? What could you make to stop their race? Write - "A ..... might stop them".	<b>Focus: Compound Words</b>  <b>The sunset is red.</b>  <b>I went to the farmyard.</b>  <b>I can see a windmill.</b>  <b>We had a picnic.</b>
<b>6</b>	Nursery					N/A
	Reception				If your car won the race how would you celebrate? Write what you would do: "If I win I will have .....".	<b>Focus: -ing ending</b>  <b>The duck is floating.</b>  <b>The boat is sinking.</b>



						<p><b>I am rocking on my chair.</b></p> <p><b>I can hear him singing.</b></p>
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## EYFS Little Wandle Phonics Long Term Plan

<p><b>Nursery</b></p> <p>Little Wandle Foundations for Phonics: Tuning into sounds</p>	<p>Laying the best possible foundations in Nursery for Phase 2 phonics in Reception with our nursery rhyme activities, phonological awareness and oral blending games.</p>																		
	<table border="1"> <thead> <tr> <th>Term</th> <th>Progression of sounds</th> <th>Sound focus</th> <th>Oral blending focus</th> </tr> </thead> <tbody> <tr> <td>Autumn 1</td> <td>No sounds – focus on Rhyme time and settling children into your setting's routines.</td> <td rowspan="6"> <ul style="list-style-type: none"> <li>Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.)</li> <li>In each session, play:                             <ul style="list-style-type: none"> <li>What's in the box? (Learn the sound)</li> <li>One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</li> </ul> </li> <li>The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.</li> </ul> </td> <td rowspan="6"> <ul style="list-style-type: none"> <li>In each session, play:                             <ul style="list-style-type: none"> <li>Blend from the box (Blend with the sound)</li> <li>One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</li> </ul> </li> <li>The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</li> </ul> </td> </tr> <tr> <td>Autumn 2</td> <td>sa t p i n m</td> </tr> <tr> <td>Spring 1</td> <td>d g o c k e</td> </tr> <tr> <td>Spring 2</td> <td>u r h b f l</td> </tr> <tr> <td>Summer 1</td> <td>j v w y z q u c h</td> </tr> <tr> <td>Summer 2</td> <td>ck x sh th ng nk</td> </tr> </tbody> </table>	Term	Progression of sounds	Sound focus	Oral blending focus	Autumn 1	No sounds – focus on Rhyme time and settling children into your setting's routines.	<ul style="list-style-type: none"> <li>Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.)</li> <li>In each session, play:                             <ul style="list-style-type: none"> <li>What's in the box? (Learn the sound)</li> <li>One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</li> </ul> </li> <li>The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.</li> </ul>	<ul style="list-style-type: none"> <li>In each session, play:                             <ul style="list-style-type: none"> <li>Blend from the box (Blend with the sound)</li> <li>One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</li> </ul> </li> <li>The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</li> </ul>	Autumn 2	sa t p i n m	Spring 1	d g o c k e	Spring 2	u r h b f l	Summer 1	j v w y z q u c h	Summer 2	ck x sh th ng nk
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Reception	<p>s a t p i n m d g o c k c k e u r h b f l</p> <p>is I the</p>	<p>ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words</p> <p>was you they my by all are sure pure</p>	<p>Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end</p> <p>Review all taught so far</p>	<p>Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est #</p>	<p>Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words</p>

### EYFS Maths Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Mastering Number Reception:</b> Subitising within 3</p> <p>Counting skills</p> <p>Composition of 3 and 4</p> <p>Subitise objects and sounds</p>	<p><b>Mastering Number Reception:</b> The ‘fiveness’ of five</p> <p>Counting: ordinality and the staircase pattern</p> <p>Comparisons of sets by matching</p>	<p><b>Mastering Number Reception:</b> Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p> <p>Counting – focus on ordinality and the ‘staircase’ pattern. See that each</p>	<p><b>Mastering Number Reception:</b> Focus on the ‘staircase’ pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8</p> <p>Use language of less than</p>	<p><b>Mastering Number Reception:</b> Counting – larger sets and things that cannot be seen</p> <p>Subitising – to 6, including in structured arrangements</p> <p>Composition – ‘5 and a bit’</p>	<p><b>Mastering Number Reception:</b> Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Automatic recall of bonds to 5</p>



	<p>Language of comparison</p> <p><b>Space, shape and measure:</b> Explore shapes through play.</p>	<p>Explore to concept of 'whole and 'part' Composition of 3, 4 and 5</p> <p>Counting skills</p> <p>Matching number of objects to numerals up to 10</p> <p>Verbal counting beyond 20.</p> <p><b>Space, shape and measure:</b> 2d shapes - triangles, circles, squares and rectangles</p>	<p>number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to</p> <p>Make unequal sets equal</p> <p><b>Space, shape and measure:</b> Compare length and height using everyday language.</p>	<p>Focus on 7</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes -odd and even numbers</p> <p><b>Space, shape and measure:</b> Compare weight and capacity in practical problems.</p>	<p>Composition - of 10</p> <p>Comparison – linked to ordinality</p> <p>Play track games</p> <p><b>Space, shape and measure:</b> Create and extend repeating patterns with increasing complexity (e.g., ABB, ABC).</p> <p>Select and manipulate 2D and 3D shapes in construction and puzzles.</p>	<p>Composition of numbers to 10</p> <p>Comparison Number patterns</p> <p>Counting</p> <p><b>Space, shape and measure:</b> Independently compare and describe length, weight, and capacity, applying this to problem-solving.</p>
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PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
York RE Syllabus	Where do we belong? Muslims Hindus Christians	Which times are special and why?	What is special about our world?	Which people are special and why?	Which places are special and why?	Which places are special and why?



## SING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Focus Areas	Moving and Clapping	Recalling Patterns, Actions and Rhythms	Pitch-Matching	Rhymes, Songs and Stories	Playing and Responding	Singing, Listening and Playing Together
Cycle A	<b>Move to the Music:</b> Stopping and Starting	<b>Follow the Leader:</b> Copy Me	<b>Singing Skills 1:</b> Find your Voice	<b>Telling Stories Through Music</b>	<b>Feeling the Music</b>	<b>Exploring Musical Sounds</b>
Cycle B	<b>Move to the Music:</b> Skip, Hop and Jump	<b>Follow the Leader:</b> Tap with Me	<b>Singing Skills 2:</b> Match my Voice	<b>Rhymes, Poems and Songs Old and New</b>	<b>Noticing Patterns and Describing the Music</b>	<b>Exploring Musical Worlds</b>