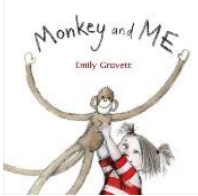

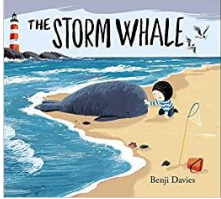
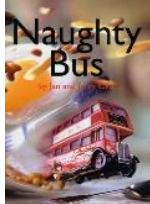
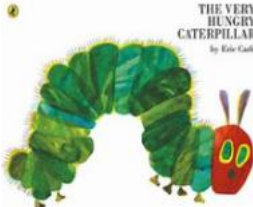





Nutgrove Methodist Primary School – EYFS Long Term Plan

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” - Jeremiah 29:11

Autumn Term		Spring Term		Summer Term	
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
Monkey and Me Emily Gravett	The Gingerbread Man Mara Alperin	The Storm Whale Benji Davies	The Naughty Bus Jan Oke	The Very Hungry Caterpillar Eric Carle	Toys in Space Mini Grey
Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:
<p>You Choose – Pippa Goodheart</p> <p>I’m special I’m Me – Brenda Burdine Thornton</p> <p>My mum and Dad make me laugh – Nick Sharratt</p> <p>Funny Bones (R) – Allan Ahlberg</p> <p>Non-fiction texts about people who help us.</p>	<p>Little Red Riding Hood</p> <p>Three Little Pigs</p> <p>Goldilocks</p> <p>Stick Man (R) – Julia Donaldson</p> <p>Dear Santa – Rod Campbell</p>	<p>How to Grow a Dinosaur - Caryl Hart and Edward Eaves</p> <p>The Rainbow Fish – Marcus Pfister</p> <p>Farmer Duck – Martin Waddell</p> <p>Commotion in the Ocean (R) – Giles Andreae</p>	<p>Blown Away – Rob Biddulph</p> <p>Handa’s Surprise – Eileen Brown</p> <p>Mr Wolf’s Pancakes – Jan Fearnley</p> <p>Range of Non Fiction texts about transport</p> <p>Transport Poems (R)</p>	<p>Tadpoles Promise – Jeanne Willis</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Mad about Minibeasts (R) – Giles Andreae</p> <p>Range of Non-fiction texts about mini beasts</p>	<p>Aliens Love Underpants (R) – Claire Freedman</p> <p>Whatever Next – Jill Murphy</p> <p>Beegu – Alexis Deacon</p> <p>Katie Morag – Mairi Hederwick</p>
Phonics					
<p>Little Wandle Rhyme Time</p> <p>Little Wandle whole class & keep up sessions</p> <p>S a t p l n m d g o c k c k e u r h b f l</p>	<p>Little Wandle Rhyme Time</p> <p>Little Wandle whole class & keep up sessions</p> <p>ff, ll, ss, j, v, w, x, y, , zz,</p>	<p>Little Wandle Rhyme Time</p> <p>Little Wandle whole class & keep up sessions</p> <p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p>	<p>Little Wandle Rhyme Time</p> <p>Little Wandle whole class & keep up sessions</p>	<p>Little Wandle Rhyme Time</p> <p>Little Wandle whole class & keep up sessions</p> <p>CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound</p>	<p>Little Wandle Rhyme Time</p> <p>Little Wandle whole class & keep up sessions</p> <p>CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, phase 4 word</p>

Tricky words: is, I, the	qu, sh, th, ng, nk Tricky words: and, has, his, her, go, no, to, into, she, he, of, we, me, be	Tricky words: was, you, they, my, by, all, are, sure, pure.	Words with double letters, 2 or more digraphs, longer words, words ending – ing, s, es, compound words.	words, root words ending – ing – ed(t) –ed(id) –est Tricky words: said, so, have, like, some, come, love, do, little, were, here, says, there, when, what, one, out, today.	ending s(s) –s(z) –es root words ending – ing –ed(t) –ed(id) –est, er
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Reading Practice

Handle books correctly and follow print left to right, top to bottom To locate the title. To segment and blend words orally	Reading practice: Link most sounds to letters beginning to blend and segment in order to read vc and cvc words Beginning to match spoken word to written word. Read some Phase 2 words including some tricky words	Locate and recall the title Read with 1-1 correspondence Link all sounds to letters (Phase 2) Solve simple words by blending sounds and can check what is read makes sense and sounds right	Read and understand simple sentences. Use phonic knowledge to read and decode regular words Read all Phase 2 words Read some of Phase 3 words	Reading practice: Read phase 3 words (decodable and tricky) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound blending (ELG) Re-read books showing increased accuracy and fluency	Children can read phase 3 words (decodable and tricky) Children can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Children can read words consistent with their phonic knowledge with fluency and accuracy(ELG) Re-read books showing increased accuracy, fluency and prosody.
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Mathematics

Routines (WK 1-3) <ul style="list-style-type: none"> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. 	Number, Shape and Measure (WK 1-3) <ul style="list-style-type: none"> Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and triangles Positional language 	Number and Measurement (WK 1-3) <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Comparing mass (2) Comparing capacity (2) 	Number and Numerical Patterns (WK 1-3) <ul style="list-style-type: none"> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 	Number, Numerical Patterns and Space (WK 1-3) <ul style="list-style-type: none"> Building numbers beyond 10 Counting numbers beyond 10 Spatial reasoning (1) Match, rotate, 	Numerical Patterns, Space and Measurement (WK 1-3) <ul style="list-style-type: none"> Doubling, sharing & grouping Even and odd Spatial reasoning (3) Visualise and build
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Exploring the continuous provision inside and out. Where do things belong? <ul style="list-style-type: none"> Positional language. 				manipulate	
Measurement and Space (WK 4-6) <ul style="list-style-type: none"> Match and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern	Number, Shape and Measurement (WK 4-6) <ul style="list-style-type: none"> Representing numbers to 5 One more and one less Shapes with 4 sides Time 	Number and Measurement (WK 4-6) <ul style="list-style-type: none"> 6,7 & 8 Combining 2 amounts Making pairs Length and height Time 	Shape and Numerical Patterns (WK 4-6) <ul style="list-style-type: none"> 3D shapes Spatial awareness Patterns 	Number and Space (WK 4-6) <ul style="list-style-type: none"> Adding more Taking away Spatial reasoning (2) Compose and decompose 	Numerical Patterns, Space and Measurement (WK 4-6) <ul style="list-style-type: none"> Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping

Science

Animals and Humans

Materials

Earth and Space

Forces

Living Things and Their Habitats

Sound and Light

Seasonal Changes to be covered continuously through the year – as appropriate.

RE

I am special – Why are we all different and special? <p align="center">World Faith – Islam</p> (Diversity and Methodist value - Christians believe that they are fearfully and wonderfully made by God.)	Harvest- Why do people of faith say thank you to God at harvest time? (Global citizenship) <p align="center">Understanding Christianity unit F1 Why is the word 'God' so important to Christians?</p> Remembrance (Global citizenship and diversity) Christmas - How do we	Stories Jesus heard – What stories did Jesus hear when he was a child? <p align="center">Stories Jesus Told</p>	Special People – Why do Christians believe Jesus is special? <p align="center">Easter – Love</p> <p align="center">Understanding Christianity unit</p> <p align="center">F3 Why do Christians put a cross in an Easter Garden?</p> <p align="center">World faith link</p>	Friendship -What makes a good friend? <p align="center">Special Places</p> <p align="center">What makes a place holy?</p> <p align="center">World faith link -places of worship</p> <p align="center">(Culture and diversity)</p> <p align="center">(Minister involved)</p>	Prayer – What is prayer? <p align="center">World faith link -prayer</p> <p align="center">(Culture and diversity)</p> <p align="center">Special times - How do you celebrate special times?</p> <p align="center">World faith link- Festivals and celebrations</p> <p align="center">(Culture and diversity)</p>
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	celebrate Jesus' birthday? Understanding Christianity unit F2 Why do Christians perform Nativity Plays? – Inc. World Faith Link Festivals of Light <i>Diwali</i> <i>Hanukkah</i> <i>(Culture and diversity)</i>		<i>Founders and leaders of faith</i> (Culture and diversity)		
History - Taught second half terms					
My Story and My Family's Story		Journeys and Celebrations		Holidays through time	
Geography – Taught first half terms					
Our School		Hot, Cold and Wet Places		Where should we go on holiday?	
Art - Taught second half terms					
Drawing		Painting		Sculpture/3D Art	
Picasso		Pollock		Andy Goldsworthy	
DT - Taught first half terms					
Structures		Food		Textiles	
To create a structure for a set purpose and audience, e.g. a swing, slide or see-saw for baby bear.		To make a fruit kebab for themselves.		Designing, making and evaluating a fabric product, e.g. a simple soft toy.	
PE					
PE Passport Units					
Fine Motor Skills	Personal Challenges	Gymnastics	Rocking and Rolling	Athletics	Dance
PSHE					
Me and my Relationships Social, Moral	Valuing Difference Cultural, Spiritual	Keeping Myself Safe Social, Moral, Cultural	Rights and Responsibilities Moral, Social	Being my Best Spiritual	Growing and Changing Social, Cultural
• All about me	• I'm special,	• What's safe to go	• Looking after	• Bouncing back when things	• Seasons

<ul style="list-style-type: none"> • What makes me special • Me and my special people • Who can help me? • My feelings <p>Rule of law, Mutual respect, Tolerance, Individual liberty, Democracy</p>	<p>you're special</p> <ul style="list-style-type: none"> • Same and different • Same and different families • Same and different homes • I am caring I am a friend <p>Tolerance, Democracy</p>	<p>onto my body</p> <ul style="list-style-type: none"> • Keeping myself safe • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe <p>Rule of law, Individual liberty</p>	<p>my special people</p> <ul style="list-style-type: none"> • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money <p>Rule of law, Mutual respect</p>	<p>go wrong</p> <ul style="list-style-type: none"> • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep <p>Tolerance, Individual liberty</p>	<ul style="list-style-type: none"> • Life stages – plants, animals and humans • Where do babies come from? • Getting bigger • Me and my body – boys and girls <p>Mutual respect, Individual liberty</p>
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Computing

In the Early Years Foundation Stage (EYFS), technology is used to enhance learning through age-appropriate digital tools like tablets, interactive whiteboards, and talking tins within the different continuous provision areas.

Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World

Music

Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
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