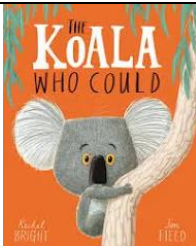
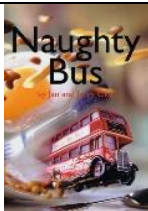
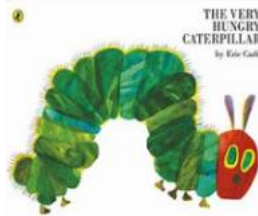
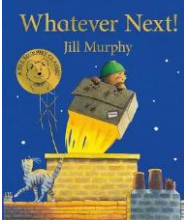




Nutgrove Methodist Primary School – EYFS Long Term Plan

Autumn Term		Spring Term		Summer Term	
Marvellous Me	Let's Celebrate	Our Wonderful World	An Amazing Journey	Watch Me Grow	Space Explorers
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
The Colour Monster Anna Llenas	The Gingerbread Man Mara Alperin	The Koala Who Could Jim Field	The Naughty Bus Jan Oke	The Very Hungry Caterpillar Eric Carle	Whatever Next Jill Murphy
Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:
Monkey and Me – Emily Gravett My Hair – Hannah Lee Non-fiction texts about people who help us. You Choose – Pippa Goodheart A Superhero Like You – Dr Ranj	Little Red Riding Hood Three Little Pigs Goldilocks Stick Man (R) – Julia Donaldson Dear Santa – Rod Campbell	The Rainbow Fish – Marcus Pfister Farmer Duck – Martin Waddell Commotion in the Ocean (R) – Giles Andreae	The Hundred Decker Bus – Mike Smith Handa's Surprise – Eileen Brown Range of Non Fiction texts about transport Transport Poems (R)	Tadpoles Promise – Jeanne Willis Sam Plants a Sunflower – Kate Petty Mad about Minibeasts (R) – Giles Andreae Superworm – Julia Donaldson Range of Non-fiction texts about mini beasts	Aliens Love Underpants (R) – Claire Freedman Beegu – Alexis Deacon Katie Morag – Mairi Hederwick Neil Armstrong, Little People Big Dreams - Maria Isabel Sánchez Vegara
Handwriting					
At Nutgrove, handwriting is taught in alignment with the school's systematic synthetic phonics programme (Little Wandle) to ensure consistency between grapheme recognition and letter formation, reducing the risk of misconceptions. During the Autumn Term, children are explicitly taught the correct formation of graphemes as they are introduced within phonics through age-appropriate activities, including whiteboards and books, enabling them to apply their learning immediately within independent writing. During the Spring Term, children review and consolidate all letter families and previously taught graphemes, applying accurate letter formation within words to develop increasing fluency, transcription skills and confidence as writers.					
Autumn		Spring		Summer	

Before Phonics Teaching begins: Dots, Straight lines and crosses, Circles, Waves, Loops and bridges, Joined straight lines, Angled patterns, Eights, Spirals, Left-to-right orientation, Mix of patterns, Review of patterns Once Phonics Teaching has started the following letters will be taught in order of the phonics programme: <u>Autumn 1</u> - Introducing curly caterpillar letters in line with Phase 2 phonics: s, a, d, g, o, c, e, f - Introducing long-legged giraffe letters in line with Phase 2 phonics: t, i, u, l - Introducing one-armed robot letters in line with Phase 2 phonics: p, n, m, k, r, h, b - Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters taught through Phase 2 phonics: s, a, d, g, o, c, e, f, t, i, u, l, p, n, m, k, r, h, b <u>Autumn 2</u> - Introducing curly caterpillar letters: f, j - Introducing long-legged giraffe letters: l, y - Introducing one-armed robot letters: h, k, n - Introducing -zag monster letters: v, w, x, z - Introducing and practising digraphs taught through Little Wandle: qu, ch, sh, th, ng, nk - Practising all the curly caterpillar, long-legged giraffe, one-armed robot and zig-zag monster letters - Reviewing all Phase 2 and Phase 3 letter formations taught to date					
- Reviewing long-legged giraffe letters: l - Practicing long-legged giraffe letters: l, i - Practicing long-legged giraffe letters: u, t - Practicing long-legged giraffe letters: j, y - Practicing all the long-legged giraffe letters: l, i, t, u, j, y - Reviewing one-armed robot letters: r - Practicing one-armed robot letters: b, n - Practicing one-armed robot letters: h, m - Practicing one-armed robot letters: k, p - Practicing all the one-armed robot letters: r, b, n, h, m, k, p - Practicing all long-legged giraffe & one-armed robot letters Reviewing all long-legged giraffe & one-armed robot letters					
- Reviewing curly caterpillar letters: c - Practicing curly caterpillar letters: a, d - Practicing curly caterpillar letters: o, s - Practicing curly caterpillar letters: g, q - Practicing curly caterpillar letters: e, f - Practicing all the curly caterpillar letters: c, a, d, o, s, g, q, e, f - Practicing all the curly caterpillar, long-legged giraffe and one-armed robot letters - Introduce zig-zag monster letters: z - Practicing zig-zag monster letters: v, w, x - Practicing all the zig-zag monster letters: z, v, w, x - Practicing all curly caterpillar & zigzag monster letters - Reviewing all curly caterpillar & zigzag monster letters					
Phonics					
Little Wandle Rhyme Time Little Wandle whole class & keep up sessions S a t p l n m d g o c k c k e u r h b f l	Little Wandle Rhyme Time Little Wandle whole class & keep up sessions ff, ll, ss, j, v, w, x, y, , zz, qu, sh, th, ng, nk Tricky words: and, has, his,	Little Wandle Rhyme Time Little Wandle whole class & keep up sessions ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Tricky words: was, you, they, my,	Little Wandle Rhyme Time Little Wandle whole class & keep up sessions Words with double	Little Wandle Rhyme Time Little Wandle whole class & keep up sessions CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending – ing –	Little Wandle Rhyme Time Little Wandle whole class & keep up sessions CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, phase 4 word ending s(s) –s(z) –es root words

Tricky words: is, I, the	her, go, no, to, into, she, he, of, we, me, be	by, all, are, sure, pure.	letters, 2 or more digraphs, longer words, words ending – ing, s, es, compound words.	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 – ing –ed(t) –ed(id) –est, er
--------------------------	--	---------------------------	---	---	--------------------------------------

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.
---	---	--	--	--	--

Mathematics

<u>Mastering Number (5 weeks)</u> Subitising within 3 Counting Explore how all numbers are made of 1s Composition of 3 and 4 Subitising objects and sounds Language of comparison: more than / fewer than <u>EET Story Time Unit</u>	<u>Mastering Number (5 weeks)</u> Five-ness of 5 Comparison of sets by matching Language of comparison Explore the concept of ‘whole’ and ‘part’ Composition of 3,4,5 Match numerals to quantities within 10 Verbal counting beyond 20 <u>EET Story Time Unit</u>	<u>Mastering Number (5 weeks)</u> Subitising within 5 Matching numerals to quantities within 5 Focus on 5 Focus on 6 and 7 as 5 and a bit Compare sets and use language of comparison: more than, fewer than, equal Make unequal sets equal <u>EET Story Time Unit</u>	<u>Mastering Number (5 weeks)</u> ‘Staircase’ pattern of ordering numbers Ordering numbers to 8 Use language of less than Doubles – explore how some numbers can be made with two equal parts <u>EET Story Time Unit (2 weeks)</u> SSM STU 7 – 2D Shapes SSM STU 8 – Capacity & Volume	<u>Mastering Number (5 weeks)</u> Counting – larger sets and things that cannot be seen Subitising to 6 Composition – 5 and a bit Composition of 10 Comparison linked to ordinality <u>EET Story Time Unit (2 weeks)</u> SSM STU 7 – 2D Shapes SSM STU 8 – Capacity & Volume	<u>Mastering Number (6 weeks)</u> Subitise to 5 – introduce rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number Patterns Counting <u>EET Story Time Unit (1 week)</u> SSM STU 9 – 3D Shapes
---	---	---	---	--	--

(2 weeks) SSM STU 1 – Pattern SSM STU 2 – 2D Shapes	(2 weeks) SSM STU 3 – Length and Height SSM STU 4 – 3D Shapes	(1 week) SSM STU 5 – Time	Sorting numbers according to attributes – odd and even EET Story Time Unit (1 week) SSM STU 6 –Mass & Weight		
Science					
Animals and Humans	Materials	Sound and Light	Forces	Living Things and Their Habitats	Earth and Space
Seasonal Changes to be covered continuously through the year – as appropriate.					
RE					
EYFS 1 Why are we all different and special?	EYFS 2 Why do Christians say thank you to God at Harvest time? EYFS 3 How do Christians celebrate Jesus’ birthday?	EYFS 4 Which stories did Jesus hear when he was a child? EYFS 5 Why did Jesus tell stories?	EYFS 6 Why do Christians believe that Easter is all about love?	EYFS 9 Where do some people go to worship God?	EYFS 10 How do some people of faith talk to God?
History					
	My Story and My Family’s Story		Holidays through time		Significant people and events
Geography					
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					
A Day on the Farm	An adventure with the Emergency Services	Locomotion	Fantasy Fairy Tale	Target Games	Object Control
Fundamental Skills Pathway	Personal Challenges	Gymnastics	Gymnastics	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 • What makes me special • Me and my special people • Who can help me? • My feelings	• I’m special, you’re special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend	• What’s safe to go onto my body • Keeping myself safe • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe	• Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world - Looking after money	• Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night’s sleep	• Seasons • Life stages – plants, animals and humans • Where do babies come from? • Getting bigger • Me and my body – boys and girls

One lesson every half term has an Anti-Bullying and No Outsiders focus.					
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