

# EYFS Curriculum Long term Plan

|          |               | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SPRING 1                                                                                                                                                                                                                                                                                                                                                                                                                             | SPRING 2                                                                                                                                                                                                                                                                                                              | SUMMER 1                                                                                                                                                                                                                                                                                                                                               | SUMMER 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|          |               | <b>Superhero Me</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Winter Wonderland</b><br>                                                                                                                                                                                                                                                                                                                                                       | <b>Space</b><br>                                                                                                                                                                                                                                                                                                                                   | <b>Globe Trotters</b><br>                                                                                                                                                                                                          | <b>ALL CREATURES GREAT AND SMALL</b><br>                                                                                                                                                                                                                            | <b>Sunshine &amp; Seaside</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Literacy | comprehension | <p><b>Listening to stories</b><br/> Joining in with rhyming and repeated phrases in stories.<br/> Environment print<br/> Having a favourite story/rhyme<br/> Understanding 5 key concepts of print:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Purpose</li> <li>• Left to right</li> <li>• Top to bottom</li> <li>• Parts of a book</li> </ul> <p>Use pictures to sequence and retell familiar stories.<br/> Recognising initial sounds.<br/> Engage in extended conversation/ role play<br/> Learning new vocabulary.</p> | <p><b>Beginning to retell stories</b><br/> retell through acting/role play<br/> retell using images/ puppets<br/> editing story maps and orally retelling new stories.<br/> Sequencing using vocabulary of beginning, middle and end.<br/> Blend sounds into words.<br/> Phoneme/ grapheme correspondence<br/> Enjoy an increasing range of books<br/> Talk for writing – actions to retell stories.<br/> Encourage home reading books matched to Little Wandle</p> | <p><b>Retelling stories with recently introduced vocabulary</b><br/> Make up stories with themselves as the main character.<br/> Encourage recording of stories through mark making.<br/> Read simple words and phrases with known phoneme/ grapheme correspondence.<br/> Read a few common exception words matched to Little Wandle.<br/> Use recently introduced vocabulary during discussions about stories and in role play.</p> | <p><b>Building fluency and understanding</b><br/> Re read books to build confidence in word reading, fluency, understanding and enjoyment.<br/> Use vocabulary and prosody that are increasingly influenced by their experiences with books<br/> Develop own narrative explanations by connecting ideas or events</p> | <p><b>Explaining the stories they have listened to or have read themselves</b><br/> Retell a story with actions or picture prompts, in a group.<br/> Use story language in their narrative.<br/> Rhyming words<br/> Can explain the main events of a story and character features.<br/> Begin to say how or why things happen in a familiar story.</p> | <p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words, and recently introduced vocabulary.</b><br/> Can draw pictures of characters/settings/ events in a story.<br/> Listen to stories accurately anticipating key events.<br/> Respond to what they hear with relevant comments and questions.<br/> Make predictions<br/> Understand the difference between fiction and non-fiction.<br/> Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, title.</p> |

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|  | Word reading | <p><b>Linking sounds to letters.</b><br/> <b>Phonic sounds:</b> Little Wandle Aut 1 phase 2 graphemes<br/> Tricky words: is, I, the<br/> <b>Reading:</b> Initial sounds, oral blending, CVC sound, reciting known stories, listening to stories with attention and recall. Ensure books are consistent with developing phonological awareness.</p>                                                          | <p><b>Begin to read words by sound blending.</b><br/> <b>Phonics sounds:</b> Little Wandle Aut 2 phase 2 graphemes including sh, the, ng, nk<br/> Tricky words: and, no, go, to<br/> <b>Reading:</b> Blending cvc sounds, rhyming, alliteration, knowing that print reads from left to right. Spotting diagraphs in word. Knowing that groups of letters make words.</p> | <p><b>Introducing diagraphs.</b><br/> <b>Phonics sounds:</b> Little Wandle Spring 1: phase 3 graphemes (vowel digraphs)<br/> Tricky words: was, you, they, my, by, all<br/> <b>Reading:</b> Rhyming strings, common themes in traditional tales, identifying characters and settings. Help children to become familiar with letter groups such as 'th', 'sh', 'ch', 'ee', 'or', 'igh'. Provide opportunities for children to read words containing familiar letter groups</p> | <p><b>Begin to read simple sentences.</b><br/> <b>Phonics Sounds:</b> Little Wandle Spring 2: double letters, 2 or more digraphs, ending 'ing', compound words and plurals 's'<br/> Tricky words: review all<br/> <b>Reading:</b> Story structure: beginning, middle, end. Innovating and retelling stories to an audience. Non fiction books – reading labels and facts. Provide opportunities to read longer words with familiar letter groups e.g. jumping, rabbit, farmyard</p> | <p><b>Read and understand simple sentences.</b><br/> <b>Phonics Sounds:</b> Little Wandle Summer 1: short words cvcc, ccvc, ccvcc, cccvc, Word endings 'ed', 'est', Tricky words: said, have, like, some, come, here, little, there, when, what.<br/> <b>Reading:</b> Non fiction texts. Naming letters of the alphabet. Distinguish capital letters and lower case letters. Recognising common exception words in texts.</p> | <p><b>Reading and understanding sentences with fluency, including common exception words.</b><br/> <b>Phonic Sounds:</b> Little Wandle Summer 2: long vowel sounds cvcc, ccvc. Phase 4 words ending in 's', 'es', 'ing', 'ed', longer words<br/> Tricky words: review all<br/> <b>Reading:</b> Reading simple sentences with fluency, including cvcc words and ccvc words.<br/> <b>Read words consistent with their phonic knowledge by blending sounds. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>                    |
|  | Writing      | <p><b>Representing name and initial letter sounds</b><br/> Dominant hand, tripod grip, mark making, giving meaning to marks.<br/> Gross motor activities that promote letter formation<br/> Fine motor activities that promote pincer action and muscle strength in arm, wrist and hand.<br/> Writing names and labels<br/> Writing messages<br/> Writing initial sounds.<br/> Practising letter shapes</p> | <p><b>Writing cvc words</b><br/> Name writing<br/> Labelling initial sounds<br/> Story scribing<br/> Retelling stories in writing area<br/> Sequencing stories<br/> Practising correct letter formation.<br/> Fine motor activities<br/> Opportunities to write labels and captions outdoors.</p>                                                                        | <p><b>Caption writing and Tricky words.</b><br/> Writing some of the tricky words<br/> Writing cvc words<br/> Guided writing based around developing short sentences in a meaningful context.<br/> Practising correct letter formation<br/> Writing initial and final sounds and some diagraphs.</p>                                                                                                                                                                          | <p><b>Begin to write simple sentences. 'Hold and write' a simple sentence.</b><br/> Create own story maps, writing captions and labels, writing simple sentences.<br/> Writing short sentences to accompany story maps.<br/> Labels and captions.<br/> Write a sentence.<br/> Ensure correct letter formation</p>                                                                                                                                                                   | <p><b>Writing simple sentences. 'Hold and write' a simple sentence.</b><br/> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.<br/> Form lower case and capital letters correctly.<br/> Ensure correct letter formation</p>                                                                                                                                  | <p><b>Writing simple sentences and phrases that can be read by others.</b><br/> Story writing, writing sentences using a range of tricky words that are spelt correctly.<br/> Beginning to use full stops, capital letters and finger spaces.<br/> Using familiar texts as a model for writing own stories. Write character descriptions. Write 3 sentences with beginning, middle and end. Use correct letter formation.<br/> <b>Write recognisable letters, most of the time that are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> |

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| Mathematics |  | <p><b>Mathematical Experiences:</b><br/>Match objects<br/>Match pictures and objects<br/>Identify a set.<br/>Sort objects by type<br/>Explore sorting techniques and create rules.<br/>Compare amounts – more, fewer, the same.</p> <p><b>Pattern and Early number:</b> recognise, describe, copy and extend colour and size patterns. Recognise numbers in the environment.<br/>Count by rote up to 10 forward and back<br/>Count and represent numbers 1, 2 &amp; 3.<br/>Subitise, 1 more and 1 less<br/>Composition of 1, 2 &amp; 3.</p> <p><b>Measures</b><br/>Compare size, mass and capacity.</p> | <p><b>Numbers within 6:</b><br/>Find, subitise and represent 4 &amp; 5<br/>1 more, 1 less<br/>Composition of 4 &amp; 5<br/>Order numbers to 6<br/>Conservation of number within 6<br/>Count up to 6 objects – 1:1 correspondence</p> <p><b>Addition and Subtraction within 6:</b><br/>Explore 0<br/>Number bonds to 6</p> <p><b>Shape and Sorting:</b><br/>Identify and name circles and triangles<br/>Shapes in the environment<br/>Describe position – positional language<br/>Identify and name shapes with 4 sides</p> <p><b>Calendar and time:</b><br/>Days of the week<br/>Seasons<br/>Sequence of daily events</p> | <p><b>Numbers within 10:</b><br/>Find, represent and order 6, 7 &amp; 8<br/>1 more, 1 less<br/>Composition of 6, 7 &amp; 8<br/>Make pairs – odd and even</p> <p><b>Addition and subtraction within 10:</b><br/>Combine 2 groups<br/>Conceptual subitising<br/>Find and make doubles to 8</p> <p><b>Measures:</b><br/>Compare mass<br/>Find a balance<br/>Explore and compare capacity<br/>Explore and compare length<br/>Explore and compare height<br/>Order and sequence time</p> | <p><b>Numbers within 10:</b><br/>Find, compare and represent 9 &amp; 10<br/>1 more, 1 less<br/>Composition to 10<br/>Conceptual subitising<br/>Make arrangements to 10</p> <p><b>Addition and Subtraction:</b><br/>Bonds to 10 (2 parts)<br/>Bonds to 10 (3 parts)<br/>Find and make doubles to 10<br/>Explore even and odd numbers</p> <p><b>Shape:</b><br/>Recognise and name 3D shapes<br/>Find 2D shapes within 3D shapes<br/>3D shapes in the environment<br/>Copy and continue patterns<br/>Patterns in the environment</p> | <p><b>Numbers to 20 and beyond:</b><br/>Build number beyond 10 (10-13) and continue patterns<br/>Build numbers beyond 10 (14-20) and continue patterns<br/>Verbal counting beyond 10</p> <p><b>Addition and subtraction:</b><br/>Add more - how many did I add? First, then, altogether.<br/>Take away – how many did I take away? How many left?</p> <p><b>Shape:</b><br/>Select shapes for a purpose (reasoning)<br/>Rotate shapes – how do shapes and objects fit together?<br/>Manipulate shapes to make a picture.<br/>Explain shape arrangements and describe positions.<br/>Compose and decompose shapes.<br/>Copy 2D shape pictures<br/>Find 2D shapes within 3D shapes.</p> | <p><b>Have a deep understanding of number to 10, including composition of each number.</b></p> <p><b>Money:</b><br/>Coin recognition and values<br/>Combinations to total 20p<br/>Change from 10p</p> <p><b>Sharing and grouping:</b><br/>Explore sharing a set equally between a certain number of groups.<br/>Explore grouping – dividing a set by placing a given number of objects to each group.<br/>Even and odd sharing<br/>Play with, and build doubles.</p> <p><b>Pattern and shape:</b><br/>Identify units of repeating pattern.<br/>Create and explore own pattern rules.<br/>Replicate and build scenes and constructions.<br/>Visualise from different positions<br/>Explore mapping</p> <p><b>Subitise 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.</b></p> |
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