

Temple Mill Primary School Long Term Plan 2023-2024 – EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Possible Texts	Incredible You It's Good to be different Owl babies Ruby worries The colourful Monster Perfectly Norman So Much Love Supertato People who help Us Police officer Doctors/emergency service Firefighters	Kipper's Birthday The Scarecrows Wedding Rama and Sita The Nativity Story The Jolly Christmas Postman Proudest Blue	Penguin The snail and the Whale Commotion in the ocean Lost and found Rainbow fish If Sharks Disappeared	Handa's Surprise Enormous Turnip Oliver's vegetables Oliver's fruit salad Jack and the Jellybean Katie and the Sunflower	Hungry Caterpillar The Snail and the Whale Yucky worms Christopher's caterpillars Bad tempered ladybird	Lady bird favourite rhymes Goldilocks and the three bears Cinderella (John Kurtz) The gingerbread man Pigs May Fly Where the wild things are How to make a chocolate mud cake	
Additional Rhymes/Songs	Hello, nice to meet song Hickory Dickory Dock Head shoulders knees and toes Little Bo Beep Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers daddy finger. Mummy finger How many fingers on my hands?	Seasons of the year Autumn Leaves are changing colours Christmas songs for nativity Twinkle twinkle little star I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Hey diddle diddle A slippery fish Have you ever seen a penguin song Shark song Row row row your boat Down in the deep blue sea	I dig my garden My Sunflower Vegetables for you and me Digging the garden Digging in the garden I plant a seed	Humpty Dumpty The grand old duke of York Tiny Caterpillar on a leaf Incy Wincey Spider Wiggly worm	This little piggy Patter cake Patter cake Let's bake a cake Jack and Jill went up the hill There was a princess long ago	
Themes	Marvellous Me Fantastic Friends/ Inspirational people	What do we celebrate?	Ocean protectors and tales of the sea	What grows?	Life cycles What makes our world Wonderful?	Once upon a time Books and stories	
Key Events/Visits	Black History Month Dressing up day Class visitors: paramedic, Firefighters, nurse Head teacher Premise Manger Cleaners Administrator	Christmas Production Diwali Tea Party Church Deacon- talk about Christmas celebrations Parents reading afternoon Children in Need	Explorers dress up day Mother's Day craft afternoon Safe our planet Workshop Chinese New Years Number Day 2 nd Safer Internet 6 th	Fruit and vegetable hat day Visit to the our local park Rochester Castle	Bug Dressing up day Live caterpillars Parent Reading afternoon Artisan market Earth Day	Dressing up in favourite story character Father's Day Stay and Play Class trip- Theatre Father's Day activity day Sports Day Family picnic	
Implementation and Impact Intended end points for each term review and progression							
PSED	What makes me special Talk about feelings People close to me Support with separating successfully from their main carer. Large and small group discussion talk about feelings. Incorporation zones of regulation and role-play different scenarios Develop confidence to explore activities and try new experiences. To be able to listen to an adult and follow simple instructions. Discussion about the importance of following class and school rules. To be able to go to the toilet and wash hands independently. And the need for healthy lifestyle choices.	Continue to confidence to explore activities and try new experiences. Continue to explore class and school rules and develop understanding why it is important Discussion around being a good friend. Talk about friendly behaviour to peers and adults in a range of ways. To be able to share and take turns. Circle time and through play opportunity such small world play to support to understand of children's sense of responsibility and membership of a community. Talk about family and celebrations	Continue to have discussion around being a good friend. Talk about friendly behaviour to peers and adults in a range of ways. To be able to share and take turns. Using play scenarios and visuals to support children to recognise a wide range of emotions through body language, expressions and tone of voice. Exploring how we can keep safe including being safe online. Model and support children to initiate play with peers and consider the views and opinions of others. Keeping my body health – food, exercise, sleep Talk about being resilience and perseverance in the when thing get difficult.	Explore a range of feelings and begin to use a range of strategies to manage their own emotions and support the wellbeing of themselves and others. Talking about taking care of the world by looking after other being helpful at school and home. Talk about being resilience and perseverance in the when thing get difficult. To be able to consistently apply behaviour expectations in a range of situations and circumstances. Independently resolve conflicts with peers.	Continue to talk about making healthy lifestyle choices and explain why this is important. Discussion about life cycle and getting bigger. Investigating being a boys and girls Looking after things: friends, environment, money	Talk about how to persevere at an activity and achieve a set goal. Role- Make healthy lifestyle choices and explain why this is important. Independently resolve conflicts with peers. . To be able to spend an extended period of time accessing chosen areas independently To learn how we grow and change Keeping my body safe	Self-Regulation Children show an understanding of <u>their own feelings and those of others and begin to regulate their behaviour accordingly.</u> Children set and work towards simple goals, being able <u>to wait for what they want and control their immediate impulses when appropriate.</u> Children give focused attention to what the teacher <u>says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</u> Managing Self Children will be confident to try new activities and <u>show independence, resilience and perseverance in the face of challenge.</u> Children explain the reasons for rules, know right from <u>wrong and try to behave accordingly.</u> Children manage their own basic hygiene and personal <u>needs, oral hygiene, dressing, going to the toilet and understanding the importance of healthy food choices.</u> Building Relationships Children work and play cooperatively and take turns <u>with others.</u> Form positive attachments to adults and friendships <u>with peers.</u> Show sensitivity to their own and to others' needs.
CL	Introduce carpet spots. Teach children what makes a good listener- have visual on display. Introduce social phrases e.g. "Good morning/afternoon, how are you?"	Communicate immediate needs and wants. Modelling MTYT talking listening and responding.	Listen to others and respond by making relevant comments and answer questions about what they have heard.	Modelling and support conversations to allowing children to contribute to small group and whole class discussions offering prompts and cues during conversations. Providing	Develop concentration to engage in topic of interest for an extended period of time in a range of situations and make appropriate comments and ask	To be active participants in paired, small group and class discussions using a wide range of vocabulary. To be able to speak in full sentences	Listening, Attention and Understanding ELG Children at the expected level of development will: - 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

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	<p>Songs – ‘Hello’ song To able to sit and listen and show an interest in what they have heard by beginning to make comments and ask questions.</p> <p>Talk about makes a good listener and speaker.</p>	<p>Developing to speak in simple sentences mainly using the correct tenses.</p> <p>Using in the lenses (write stuff) to support children SEE Lit</p>		<p>puppets and masks to support this. To be able to speak in complete sentences keeping conversations going by remaining on topic. Support this by modelling and proving story props for roleplaying opportunities To be able to use extended sentences and begin to add new vocabulary.</p>	<p>relevant questions.</p> <p>To be able to hold an extended two-way conversation. Using MYTY to support and develop this</p>	<p>using appropriate vocabulary, a range of conjunctions, adjectives and the correct tense. Using story bag to roleplay and extend ideas.</p>	<p>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. Speaking ELG Children at the expected level of development will: - 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; - 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>Physical Development</p>	<p>For children to show an awareness of the space in the provision. Moving around the provision safely.</p> <p>Model the use of using the resources inside and out. Practise and refine moving with confidence, making changes to body shape, position and pace of movement for example-running, skipping, crawling, sliding, hopping.</p> <p>Develop fine motor skills Use one-handed tools and equipment, for example, using knife and fork, Various fine motor activities</p>	<p>Confidently use climbing and balancing apparatus in the setting.</p> <p>Continue to safely walking in a single file around school</p> <p>Develop skill to catch and throw objects of different size and material e.g. balls, scarves, bean bags.</p> <p>Practice finding spaces by playing games traffic light games, Baked beans games</p> <p>Using large paint bushes to draw and display makings</p> <p>Use pencils for independent mark making</p>	<p>Experimenting with different ways of moving, testing out ideas and adapting movements sometimes combining movements together in a sequence.</p> <p>To be able to develop and refine a range of ball skills including kicking, batting, passing and aiming.</p> <p>Use small tools with greater proficiency.</p> <p>Using pencils and scissors with accuracy for different learning experiences</p>	<p>To be able to jump off an object and land safely.</p> <p>Using obstacle course to demonstrate skills need to carry out a range of movements</p> <p>Using wheel borrow to transport soil from one area to the next. Continue to Develop overall body-strength, balance, co-ordination and agility. Continue to jump off an object and land safely. Develop motor skill using chalk on the floor and large paintbrushes</p>	<p>Use the outside area to select and adapt movements- Climbing area to use upper body strength to pull self-up to get the top of the frame To be able to use climbing and balancing equipment to travel around, under and over with skill.</p> <p>To be able use small tools with ease, accuracy and control.</p>	<p>Demonstrate climbing and balancing skill confidently using equipment to travel around, under and over with skill.</p> <p>Throwing ball into container use a range of ball skills with accuracy, control and precision.</p> <p>Using ribbons to confidently preform different moment to develop gross motor skill</p> <p>Using a range of writing media to demonstrate accuracy when writing and drawing.</p>	<p>Gross Motor Skills <u>Negotiate space and obstacles safely, with consideration for themselves and others.</u> Demonstrate strength, balance and coordination when playing. <u>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</u> Fine Motor Skills <u>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</u> <u>Use a range of small tools, including scissors, paint brushes and cutlery.</u> <u>Begin to show accuracy and care when drawing.</u></p>
<p>Literacy Reading/ Comprehension Writing</p>	<p>set 1- a sound a day.</p> <p>To be able to form recognisable letters some correctly formed.</p> <p>To be able to blend words using magnetic whiteboards and orally blend using Fred talk.</p> <p>To be able to recall key events and principal characters from familiar stories, rhymes and poems.</p>	<p>Recap set 1 Orally blend using Fred talk.</p> <p>To be able to write words, labels, captions</p> <p>To be able to read words from 1.1-1.4.</p> <p>Letter formation, recognise the letters, identify initial sounds Red words</p>	<p>Secure set 1</p> <p>Alien word Red words</p> <p>Ditty</p> <p>To know set 1 special friends</p> <p>To be able to read words from 1.5-1.6.</p> <p>letter formation, recognise the letters, identify initial sounds Red words</p> <p>To be able to recall stories, rhymes and poems with increasing detail including main story setting, characters and key events.</p> <p>To know that we get information from non-fiction books and digital devices. Write dinosaur facts</p>	<p>To be able to read alien words containing 3/4 sounds. To be able to write simple sentences that are phonetically plausible. Sometimes using full stops and capital letters. To be able to read words from 1.5-1.7. Red words</p> <p>To be able to form most lower-case letters correctly and beginning to form some capital letters correctly.</p> <p>Write instructions how to grow a plant</p>	<p>To be able to engage with and discuss a wide range of texts understanding and using vocabulary linked to these. To know set 2 sounds and corresponding green words. To be able to read alien words containing 5 sounds. To be able to read words from 1.5-1.7 speedily.</p> <p>Red words</p> <p>Write facts about a mini-beast</p>	<p>To know set 2 sounds and corresponding green words To be able to write simple sentences that are phonetically plausible containing some red words.</p> <p>Writing sentences/short stories</p> <p>To be able to form lower and upper-case letters correctly.</p>	<p>Comprehension 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. Word Reading Say a sound for each letter in the alphabet and at least 10 digraph. 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. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
<p>Knowledge and Understanding of the World</p>	<p>Talk about key past and present events in their own lives. Using baby photos to have discussions about changes.</p> <p>Talk about difference and similarities</p> <p>Circle time- talk about school, home, families and local community</p> <p>Use their senses to explore and comment on natural processes, including seasons</p>	<p>Talk about special events in their lives how they celebrate their own home culture and heritage</p> <p>Diwali the festival of Light. Investigate how other people culture celebrate special occasions in their community</p> <p>Healthy eating- How can we eat healthy?</p> <p>Talk about aspects of life in their country.</p>	<p>To be able to identify key features of their local community including transport links and significant landmarks.</p> <p>Opportunity to read a simple map and make connection –</p> <p>Go on a walk around the school. Look at aerial view of the school and make comparison</p> <p>Observe the names of familiar road names and support children to talk</p>	<p>Where is the best place for a plant to grow? (investigation) Label parts of the plants</p> <p>Using magnifiers to explore plants and seeds</p> <p>Plant seeds (vegetables – cress) Look after seeds – plant beans Cameras to record growth</p> <p>Use iPad to take pictures- capturing the different stage plant life cycle</p>	<p>Make predictions and ask questions about why things happen in the natural world – (life cycle of Butterfly and another wildlife</p> <p>Explore and talk and investigate about forces. Using magnetics and observe attraction and repulsion. Investigate forces needed and how to stretch an elastic or break a twig, close a door push a buggy</p>	<p>Describe in detail about different seasons</p> <p>To be able to explore simple maps and nonfiction texts relevant to their local community or places visited</p> <p>To understand and respect cultural and religious differences between themselves, their peers and the wider world</p> <p>Textiles/clay modelling</p>	<p>Past and Present: 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 read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between</p>

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	<p>Black history Month -What is means to us (black women)</p> <p>Technologies we use Investigation old phones and keyboards</p> <p>Learning about Christianity/ Judaism</p>	<p>Observe the changes in natural world around them. Collect natural resources such conkers, leaves, rock, barks and twigs for discussion about autumn Walk to the field and look around school observing changes.</p> <p>Observing forces How fireworks work?</p> <p>Explore toys that simulate control devices e.g. tills, with the intention of finding out how it works.</p> <p>Internet safety – Chicken Clicken</p> <p>Christianity and Christmas</p>	<p>about their local area. Encourage children to talk about what they notice</p> <p>Investigating winter Arctic sceneries & arctic habitats Ice – animals keep warm because they have a layer of fat ice – free the figures</p> <p>Learning how to care for planet earth Investigate with cooking Pancakes – changing state</p> <p>Recognise that people have different beliefs and celebrate special times in different ways – Chinese</p> <p>Use a variety of electronic toys in play situations., Bee-Bots, and remote-control toys, using basic directional language.</p> <p>How do people celebrate? Hinduism?</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways – Easter and Ramadan</p> <p>Recognise that people have different beliefs and celebrate special times in different ways – Eid Songs/dances from different cultures/places</p> <p>Using tills, calculator to role-playing in market</p> <p>What can we learn from stories? Religion: Christianity/Islam/ Hinduism/ Sikhism</p>	<p>Use IPAD to explore options in simple simulations and in a paint package, making choices to achieve an outcome</p> <p>Recognise that people have different beliefs and celebrate special times in different ways – Eid Songs/dances from different cultures/places</p> <p>Using tills, calculator to role-playing in market</p> <p>What can we learn from stories? Religion: Christianity/Islam/ Hinduism/ Sikhism</p>	<p>Explore the natural world around us - Class trip</p> <p>What makes places special? Religion: Christianity/ Islam/ Judaism</p>	<p>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 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. The Natural World 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>
<p>Maths</p>	<p>Match sort and compare</p> <p>Mastery numbers to 4 (subitising) Comparison More and fewer Link numerals and amounts: Making links to different numbers</p> <p>Talk about measures and explore patterns</p>	<p>Counting, ordinality and cardinality Count objects, action, sounds-secure to 5</p> <p>Mastery numbers to 5 more than /fewer than</p> <p>Composition of number Circles and triangles Shapes with 4 sides</p> <p>Consolidation</p>	<p>Subitising Counting, ordinality and cardinality Matching number to quantity Composition Partition of number 5-7 Comparison of numbers equal or not equal Measure, shape and Spatial Thinking. Compare Mass Capacity</p>	<p>Counting, ordinality and cardinality</p> <p>Comparison of numbers Making 7 Equal or not equal Composition Odd or equal</p> <p>Measure, shape and Spatial Thinking. Length, height and time</p>	<p>Cardinality, ordinality and counting Subitising Composition 10 Building numbers to 10</p> <p>Comparison Measure, shape and Spatial Thinking. Manipulate, compose and decompose</p> <p>Exploring 3D shapes Consolidation</p>	<p>Comparison Review and assessment Subitising on rekenrek Number pattern Double, odd, even Number bond</p> <p>Consolidation</p>	<p>Numerical Patterns ELG Children at the expected level of development will: - 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. Number ELG Children at the expected level of development will: 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>
<p>Expressive Art and Design</p>	<p>Me -Songs about our body/ Black History Month -drumming – Listening and copying rhythm Sing familiar songs</p> <p>Draw lines and shapes that represents objects and people. Drawing picture of self</p> <p>Picasso – Playdough faces</p> <p>Explore, manipulate and combine, different materials using tools safely to achieve a desired effect.</p> <p>Exploring colours recognise the three primary colours and experiment with mixing them including tonal variations.</p> <p>Jackson Pollock inspired picture to represent an emotion / feeling. Choose colours that would suit that feeling/emotion.</p>	<p>Talk about their design choices they have made to create a piece of work.</p> <p>Design Christmas decoration and Diva lamps</p> <p>Explore fruit and vegetable using knife</p> <p>Explore beat, rhythm and pattern using musical instruments</p> <p>Exploring primary colours</p> <p>My story- Listen and respond to different types of music-Learning new songs for Christmas celebration</p>	<p>To be able to draw a simple representation of an object or person. Continue to be able to join two materials together.</p> <p>To be able to recognise and mix secondary colours.</p> <p>To be able to design for a purpose and explain their process. Threading weaving</p> <p>sculpture Creating nature frames with clay</p> <p>Mechanism with wheels mobilo and vehicle building</p> <p>Our World -Learning to listen, respond and perform songs</p> <p>My story- Listen and respond to different types of music-Learning new songs for Christmas celebration</p>	<p>To be able to adapt well known narratives, stories and songs. To be able to copy and continue a simple beat/rhythm/ pattern using musical instruments and body parts. Investigation pitch</p> <p>Printing</p> <p>Monet – Water Lilies – printing with flowers/fruit and vegetables</p> <p>Frida Kahlo – Flower Crowns</p> <p>Explore and investigate using of artistic effects to express own ideas and feeling throughout artworks Independently using materials to create collaboratively, sharing ideas, resources and skills.</p> <p>Looking at artist work Giuseppe Arcimboldo (fruit face)</p> <p>Everyone-Exploring music from around the world</p>	<p>To be able to draw a simple observational drawing with appropriate proportions and detail of an object or person.</p> <p>To be able to use materials, tools and techniques with accuracy for a purpose e.g. to make props for roleplay.</p> <p>To be able to mix a range of colours to achieve a desired effect. Textiles/clay Henri Matisse – The Snail</p> <p>Big Funk bear -listening and appraise, learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</p>	<p>To be able to critically evaluate their design and adapt their work. To be able to invent and perform simple narratives, stories, songs and dances with their friends. To be able to create their own simple beat/rhythm/ pattern using musical instruments and body</p> <p>DT Design</p> <p>Purposeful, functional, appealing products making 3D models eg</p> <p>Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p>	<p>Creating with materials 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. Being imaginative 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.</p>