

THURNHAM C OF E INFANT SCHOOL
Early Years Foundation Stage Long Term Plan – 2023 - 2024

The long term plan provides an outline for suggested topics; however, these are subject to change to reflect children's interests. Where possible teachers should always facilitate learning that comes from the children's ideas and enquiries. Planning should reflect children's interests, and needs, and therefore will be subject to change at any time.

Subjects	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Focus for the Term / Topic</u>	Settling The children in Transition Baseline Assessment 'it's Good To Be Me!!'	A splash of colour! Christmas	Under the Sea	Spring time Easter	Dinosaurs	In the Garden
<u>Characteristics of Effective Learning</u>	<u>Playing and exploring:</u> Children investigate and experience things, and 'have a go' <u>Active learning:</u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements <u>Creating and thinking critically thinking:</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
<u>Thurnham Super Powers!</u> <u>Christian Value</u>	<p>As a school we agreed on 'superpowers' that we felt would be most beneficial to our children and run through all of our curriculum and everything we learn and do.</p> <p>These are:</p> <ul style="list-style-type: none"> • Resilience • Independence • Brain Power Creativity <p>We believe these super powers are key to enabling outstanding lifelong learning in our pupils.</p> <p>We also have one Christian Value which is:</p> <ul style="list-style-type: none"> • Love 					

<p style="text-align: center;"><u>PRIME AREAS</u> (Prime Areas are encouraged and promoted through all activities and areas)</p>						
<p><u>Personal Social and Emotional Development:</u></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Circle times – children learning each other's names, getting to know each other, focus on school rules.</p> <p>Introduction of the school behaviour policy and Golden Time.</p> <p>Introducing the class rules: Be Respectful, Be Ready, Be Safe.</p> <p><u>Growth Mindset:</u> Help I'm Stuck!</p>	<p>Focus on sharing:</p> <p>How to share, what sharing is etc.</p> <p>Mindfulness day (TBC)</p> <p><u>Growth Mindset:</u> 'Everyone can learn to ride a bicycle'</p>	<p>Focus on friendships:</p> <p>What makes a good friend? How to be kind. Respecting other people's likes and dislikes.</p> <p><u>Growth Mindset:</u> 'Incy Wincy Spider'</p>	<p>Focussing on awareness of self and others</p> <p><u>Growth Mindset:</u> 'Cleversticks'</p>	<p>Focussing on resolving conflicts.</p> <p><u>Growth Mindset:</u> 'Topping Towers'</p>	<p>Focus on what we have achieved this year and transition for next year.</p> <p><u>Growth Mindset:</u> 'Rooting for you'</p>
	<p>Adults to develop relationships with the children. Children will be supported to understand their own feelings and those of others. In addition to this, children will be supported to manage their own emotions and develop a positive sense of self, have confidence in their own abilities, and show perseverance. Children will be encouraged to wait for what they want. Children will be encouraged to manage their own personal needs and how to look after their bodies. Children will be encouraged to make good friendships, co-operate and resolve conflicts.</p>					
<p><u>Communication & Language</u></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Encourage the children to speak clearly, ask questions, listen to each other and communicate clearly.</p> <p>Focus on getting the children used to working in small groups.</p>	<p>Speaking and Listening project: All about me</p>	<p>Speaking and Listening Project: A special occasion</p>	<p>Speaking and Listening Project: My parents / grandparents favourite television programme when they were a child.</p>	<p>Speaking and Listening Project: A holiday (or trip) I have been on.</p>	<p>Speaking and Listening Project: My Pet / My favourite Animal.</p>

	Ensure the children have back-and-forth interactions and quality conversations with their peers and adults to support language development. Encourage the children to comment on what they are doing and what they are interested in. Read with the children and expose them to stories, non-fiction texts, rhymes and poems. Allow children to share their ideas and tell stories and ask and answer questions. Adults will ensure that children are introduced to new vocabulary and encourage the children to use vocabulary in context.					
<u>Physical Development</u> Gross Motor Skills Fine Motor Skills	Gross Motor activities outdoors	Gross Motor activities outdoors	Gross Motor activities outdoors	Gross Motor activities outdoors	Coach led sessions hall / outdoors	Coach led sessions hall / outdoors
	Use of small and large equipment.	Clever Fingers daily	Clever Fingers daily	Clever Fingers daily	Clever Fingers daily	Gross Motor activities outdoors
	Clever Fingers Provision.	Use of small and large equipment.	Use of small and large equipment.	Use of small and large equipment.	Use of small and large equipment.	Clever Fingers daily
					Sports day practise	Use of small and large equipment.
We will work on developing overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. We will develop the children's small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Physical activity will support children in developing healthy bodies and social and emotional well-being.						
<u>SPECIFIC AREAS</u>						
<u>Literacy</u> Comprehension Word Reading Writing	Ruby's Worry	Owl Babies	The Rainbow Fish	Mr Wolf's Pancakes	Pathways to Write: Giganotosaurus	Pathways to Write: Supertato
	That's When I am Happy	Elmer	The Fish Who Could Wish	The tiny seed		
	Pumpkin Soup	A Colour of His Own	Tiddler	Writing Week texts TBC		
		The Christmas Story	Commotion in the Ocean	The Easter Story		
<u>Little Wandle Overview</u>	s a t p l n m d g o c k c k e u r h b f l <u>Tricky Words:</u> Is / I / The	ff ll ss j v w x y z zz qu Words with s /s/ added at the end sh th ng nk Words with s /s/ added the end Words ending s /z/ <u>Tricky words:</u>	ai ee igh oa oo o oar or ur ow oi ear air er Words with double letters: dd mm tt bb rr gg pp ff	Review Phase 3: ai ee igh oa o oar or ur oo ow oi ear Review Phase 3: er air Words with double letters Longer words Words with two or more digraphs	Short vowels CVCC Short vowels CvCC CCVC Short vowels CCVCC CCCVC CCCVCC / longer words Compound words	Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ /z/ -es

		Put / pull / full / as / and / has / his / her / go / no / to / into / she / push / he / of / we / me / be	Longer words Tricky Words: Was / you / they / my / by / all / are / sure / pure	Words ending in -ing Compound words Words with s in the middle /z/ s Words ending -s Words with -es at the end /z/ Review all tricky words taught so far Secure spelling	Root words ending in: -ing -ed /t/, ed /id/ /ed/ - est Tricky Words: Said / so / have / like / some / come / love / do / were / here / little / says / there / when / what / one / out / today	Longer words Root words ending in -er, -est Review all tricky words taught so far and secure spelling
	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. Begin to write letters.	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. Write some recognisable letters.	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. Read aloud simple sentences and books that are consistent	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction,	<u>Pathways to write objectives:</u> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense.	<u>Pathways to write objectives:</u> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

	Encourage correct pencil grip		<p>with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, with a greater focus on correctly forming them.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>		
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<p><u>Mathematics</u></p> <p>Number</p> <p>Numerical Patterns</p>	<p><u>First few weeks:</u></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring continuous provision inside and out. Where do things belong? Positional Language.</p> <p><u>Just Like me:</u></p> <p><u>Number:</u></p> <p>Match and Sort / Compare Amounts</p> <p><u>Measure, Shape and Spatial Thinking</u></p> <p>Compare size, mass and capacity</p> <p>Exploring Pattern</p> <p><u>It's me 1 2 3:</u></p> <p><u>Number:</u></p> <p>Representing 1,2 and 3 /</p>	<p><u>It's me 1 2 3:</u></p> <p><u>Number:</u></p> <p>Representing 1,2 and 3 / Comparing 1,2 and 3 / Composition of 1, 2 and 3</p> <p><u>Shape, Space and Measures:</u></p> <p>Circles and triangles</p> <p>Positional Language</p> <p><u>Light and Dark:</u></p> <p><u>Number:</u></p> <p>Representing numbers to 5.</p> <p>One more and less</p> <p><u>Shape, Space and Measure:</u></p> <p>Shapes with 4 sides.</p> <p>Time</p>	<p><u>Alive in 5:</u></p> <p><u>Number:</u></p> <p>Introducing zero Comparing Numbers to 5 Composition for 5 and 5</p> <p><u>Shape, Space and Measure:</u></p> <p>Compare Mass Compare Capacity</p> <p><u>Growing 6,7,8</u></p> <p><u>Number:</u></p> <p>6, 7 & 8 Making Pairs Combining 2 groups</p> <p><u>Shape, Space and Measure:</u></p> <p>Length Time</p>	<p><u>Building 9 – 10:</u></p> <p><u>Number:</u></p> <p>Making Pairs 9 & 10 Comparing Numbers to 10 Bonds to 10</p> <p><u>Shape, Space and Measure:</u></p> <p>3d-Shape Spatial Awareness Pattern</p> <p><u>Consolidation</u></p>	<p><u>To 20 and Beyond</u></p> <p><u>Number:</u></p> <p>Building numbers beyond 10 Counting patterns beyond 10</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning Match, Rotate, Manipulate</p> <p><u>First Then Now</u></p> <p><u>Number:</u></p> <p>Adding More Taking Away</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning Compose and decompose</p>	<p><u>Find my Pattern:</u></p> <p><u>Number:</u></p> <p>Number bonds to 5, including being able to recall these and extending to some number bonds to 10.</p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p><u>On The Move</u></p> <p><u>Number:</u></p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning</p> <p>Mapping</p>
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<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Be able to talk about self and family and know they belong to a community.</p> <p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Teaching the children that we are part of different communities e.g. school, church, local.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p>	<p>To understand why Christians' believe in Christmas and how they celebrate.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Looking at light / dark – exploring torches.</p> <p>Night and day – including nocturnal animals.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons.</p>	<p>Learning about pollution and recycling</p> <p>Learning about sea creatures.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, 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.</p> <p>Simple map work.</p> <p>Safer Internet Day</p>	<p>Discussion about the change of seasons as we move from winter to spring.</p> <p>Looking for signs of spring</p> <p>Similarities and difference between different religious and cultural communities</p> <p>Talk about experiences of celebrating special days e.g. Shrove Tuesday, Mothering Sunday.</p> <p>To learn who celebrates Easter and why.</p>	<p>They talk about how environments might vary from one another.</p> <p>Learning dinosaur facts and names.</p>	<p>To know about mini beasts and habitat.</p> <p>To show care and concern for living things and the environment.</p> <p>Use the internet to find out about minibeasts.</p> <p>Important changes and Seasons.</p>
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<p><u>Expressive Arts & Design</u></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Begin to learn about areas in the classroom e.g. how to make play dough and how to mix colours with paint.</p> <p>Develop story lines in play.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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<u>Christian Aspects:</u>						
<u>Worship</u>	Daily Class Worship Christian Values Introducing the children to the class reflection area and Christian focal point	Daily Worship with whole school	Daily Worship with whole school	Daily Worship with whole school	Daily Worship with whole school	Daily Worship with whole school Visit to the church
<u>R.E</u>	Why is God important to Christians?	Incarnation – Why do Christians perform nativity plays at Christmas?	Stories from the New Testament	Salvation – Why do Christians put a cross in the Easter Garden?	What stories are special and why? Stories from the Old Testament	What stories are told by and about people of different faiths and beliefs?