

## Early Years Foundation Stage Long Term Plan – 2024-2025

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
<b><u>Focus for the Term / Topic</u></b>	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
<b><u>Characteristics of Effective Learning</u></b>	<b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. <b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. <b>Creating and thinking critically thinking:</b> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
<b><u>Thurnham Values</u></b>	These are:  <b>Compassion</b> - love in action <b>Responsibility</b> - doing the things we are supposed to do <b>Justice</b> - fairness <b>Forgiveness</b> - letting go of negative feelings e.g. anger or blame  <p style="text-align: center;"><i>'Nurtured we thrive'</i></p>					
<b><u>PRIME AREAS</u></b> (Prime Areas are encouraged and promoted through all activities and areas)						

<p><b><u>Personal Social and Emotional Development:</u></b></p> <p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p>Circle time:</p> <p>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:</p> <p>Be Respectful,</p> <p>Be Ready,</p> <p>Be Safe.</p> <p><b><u>Growth Mindset:</u></b> Help I'm Stuck!</p>	<p>Focus on sharing:</p> <p>How to share, what sharing is etc.</p> <p><b><u>Growth Mindset:</u></b></p> <p>'Everyone can learn to ride a bicycle'</p>	<p>Focus on friendships:</p> <p>What makes a good friend? How to be kind.</p> <p>Respecting other people's likes and dislikes.</p> <p><b><u>Growth Mindset:</u></b></p> <p>'Incy Wincy Spider'</p>	<p>Focussing on awareness of self and others</p> <p><b><u>Growth Mindset:</u></b></p> <p>'Cleversticks'</p>	<p>Focussing on resolving conflicts.</p> <p><b><u>Growth Mindset:</u></b></p> <p>'Topping Towers'</p>	<p>Focus on what we have achieved this year and transition for next year.</p> <p><b><u>Growth Mindset:</u></b></p> <p>'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><b><u>Communication &amp; Language</u></b></p> <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></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:</p> <p>All about me</p>	<p>Speaking and Listening Project:</p> <p>A special occasion</p>	<p>Speaking and Listening Project:</p> <p>My parents / grandparents favourite television programme when they were a child.</p>	<p>Speaking and Listening Project:</p> <p>A holiday (or trip) I have been on.</p>	<p>Speaking and Listening Project:</p> <p>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.					
<b><u>Physical Development</u></b>	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
<b>Gross Motor Skills</b>	Use of small and large equipment.	Clever Fingers daily	Clever Fingers daily	Clever Fingers daily	Clever Fingers daily	Gross Motor activities outdoors
<b>Fine Motor Skills</b>	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 practice	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.						
<b><u>SPECIFIC AREAS</u></b>						
<b><u>Literacy</u></b>	Families, Families, Families	Owl Babies	The Rainbow Fish	Mr Wolf's Pancakes	Non-fiction dinosaur books	Jasper's Beanstalk.
<b>Comprehension</b>	Ruby's Worry	Elmer	The Fish Who Could Wish	The Tiny Seed		Mad about Minibeasts
<b>Word Reading</b>	That's When I am Happy	The Stick Man	Tiddler	The Easter Story		Tadpole's Promise
<b>Writing</b>	My Big Shouting Day	The Christmas Story	Commotion in the Ocean			The Very Hungry Caterpillar
	Pumpkin Soup					
<b><u>Little Wandle Overview</u></b>	s a t p l n m d g o c k c k e u r h b f l  <b><u>Tricky Words:</u></b> 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/	ai ee igh oa oo o oar or ur ow oi ear air er  Words with double letters:	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	Short vowels CVCC  Short vowels CVCC CCVC  Short vowels CCVCC CCCVC CCCVCC / longer words	Long vowel sounds CVCC CCVC  Long vowel sounds CCVC CCCVC CCV CCVCC

		<p><b><u>Tricky words:</u></b></p> <p>Put / pull / full / as / and / has / his / her / go / no / to / into / she / push / he / of / we / me / be</p>	<p>dd mm tt bb rr gg pp ff</p> <p>Longer words</p> <p><b><u>Tricky Words:</u></b></p> <p>was / you / they / my / by / all / are / sure / pure</p>	<p>Words with two or more digraphs</p> <p>Words ending in -ing</p> <p>Compound words</p> <p>Words with s in the middle /z/ s</p> <p>Words ending -s</p> <p>Words with -es at the end /z/</p> <p>Review all tricky words taught so far</p> <p>Secure spelling</p>	<p>Compound words</p> <p>Root words ending in: -ing -ed /t/, ed /id/ /ed/ - est</p> <p><b><u>Tricky Words:</u></b></p> <p>said / so / have / like / some / come / love / do / were / here / little / says / there / when / what / one / out / today</p>	<p>Phase 4 words ending -s /s/ /z/ -es</p> <p>Longer words</p> <p>Root words ending in -er, -est</p> <p>Review all tricky words taught so far and secure spelling</p>
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced</p>	<p>Non-fiction texts about dinosaurs.</p> <p>Dinosaur vocabulary, such as frill / crest / club / spines.</p> <p>Writing about dinosaur poo – was the dinosaur herbivore / carnivores / omnivores.</p> <p>Learning about the Iguanodon using Maidstone Museum website and writing letters to the museum.</p> <p>The story of Mary Anning – excavating word bones / fossil words / writing</p>	<p>Non-fiction texts / information about minibeasts.</p> <p>Learning new vocabulary, such as thorax and abdomen.</p> <p>Who am I? minibeast clues.</p> <p>Minibeast fact files.</p>	

	<p>Begin to write letters.</p> <p>Encourage correct pencil grip</p>	<p>Write some recognisable letters.</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, 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>vocabulary during discussions about stories, non-fiction, 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>	<p>about Mary Anning.</p> <p>Who am I? dinosaur clues.</p>	
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<p><b><u>Mathematics</u></b></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>
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anything can be counted, including actions and sounds

- compare sets of objects by matching

- begin to develop the language of a 'whole'.

<p><u>Understanding the World</u></p> <p><b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b></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.</p> <p>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 &amp; Design</u></p> <p><b>Creating with Materials</b></p> <p><b>Being Imaginative and Expressive</b></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>						
<b>Worship</b>	Daily class worship and moving towards some whole school worship sessions.  Christian Values  Introducing the children to the class reflection area and Christian focal point	Daily act of worship  Monday: Class Worship  Tuesday: Singing Worship  Wednesday: Class Worship  Thursday: Whole school Worship  Friday: Celebration Worship	Daily act of worship  Monday: Class Worship  Tuesday: Singing Worship  Wednesday: Class Worship  Thursday: Whole school Worship  Friday: Celebration Worship	Daily act of worship  Monday: Class Worship  Tuesday: Singing Worship  Wednesday: Class Worship  Thursday: Whole school Worship  Friday: Celebration Worship	Daily act of worship  Monday: Class Worship  Tuesday: Singing Worship  Wednesday: Class Worship  Thursday: Whole school Worship  Friday: Celebration Worship	Daily act of worship  Monday: Class Worship  Tuesday: Singing Worship  Wednesday: Class Worship  Thursday: Whole school Worship  Friday: Celebration Worship  Friday: Celebration Worship Visit to the church
<b>Religious Education</b>	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?