**KPA EYFS Long Term Plan**

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|  | AUTUMN TERM 1ST Half | AUTUMN TERM 2ND Half | SPRING TERM 1ST Half | SPRING TERM 2ND Half | SUMMER TERM 1ST Half | SUMMER TERM 2ND Half |
| Class Focus | **Let’s Investigate Autumn** | **Storytime Magic** | **Frozen Planet**  **The Polar Regions** | **A Trip To Africa** | **Magical Minibeasts** | **Hooray for Summer** |
| Question asked to the children to start child centred planning | What happens to the leaves?  What colours can you see?  Have you been to the woods?  Why do hedgehogs hibernate? | Fairy tale characters, who are goodies who are baddies?  Where do these characters live? | What are the differences in the environment?  What/who lives in the Artic and the Antarctic | Where is Africa?  Is Africa like Corby?  What’s the weather like? | What is a minibeast?  What's hiding under the log pile?  What is an insect?  What is the difference | How to stay safe in the sun?  Shall we go to the seaside?  What changes do you notice?  How shall we relax in the summer? |
| Story/ talk Focus | Squirrels Busy Day  The Nutty Nut Chase  Tidy  Oliver’s Wood | Traditional tales  Princess Smarty Pants  Eat Your Greens Goldilocks  The Three Little Wolves and the Big Bad Pig  The Nutcracker | A Dot in the Snow  Poles Apart  Lost and Found  Non-Fiction Texts | Giraffes Can’t Dance  Abigail  Handa’s Surprise  The Lion Inside | Non-fiction books  What the Ladybird Heard  Ben Plants a Butterfly Garden  Miss Spiders Tea Party | Summer Days and Nights  Sam Plants a Sunflower  The Tiny Seed  Penguin on Holiday |
| PSED  (Jigsaw) | Making relationships  Establishing rules and boundaries | Celebrating special times  How do you feel when you celebrate? | Keeping healthy  Cooperation  Looking after the environment | Caring for others and the environment  Respecting other cultures different to our own | Managing our feelings  Show perseverance and resilience  Being responsible for small creatures | Transition  Time to change |
| Communication & Language | I understand how to listen  I engage in story time  I am learning new vocabulary  Talk about autumnal changes | Talk about celebrations of Halloween/ fireworks/ Diwali/ Birthdays/Christmas  Perform the Nativity | I can retell a story  Use new vocabulary  I can tell you my ideas and thoughts in well-formed sentences  Writing a story together | Guess Who I’m describing  Describe events in detail  I use new vocabulary in context | I can make comments about what I have heard and ask question to reinforce my understanding  I can offer explanations why things might happen.  I can express my ideas and feelings about my experiences using full sentences, including past, present and future tenses. | |
| Physical Development | Gross Motor Activities using large field space and the reception outdoor area  Daily fine mortor activities  Targeted fine motor interventions  Daily activate/Dough disco  6 movements for Kinetic letters  PE sessions | | | | | Sports Day skills and routines |
| Literacy/mark making | Drawing, painting and writing Wanted posters for the baddies  about woodland creatures Describing story characters  Large painting and drawing Story maps  Letter formation/phonics Letter formation/phonics | | Drawing and writing about polar animals  Labelling a Penguin/polar bear  Letter formation /phonics and sentence writing | Story maps  Labelling African animals  Rewriting a story  Post card from Africa  Letter formation/phonics independent writing | Write a report about ‘What the Ladybird Heard’  Invitation to a tea party  Design seed packets.  Write recognisable letters/use phonics to write sentences that can be read by others. | Write instructions ‘How to make a smoothie and how to keep safe in the sun’  Postcards from the seaside  Write recognisable letters/use phonics to write sentences that can be read by others. |
| Maths | White Rose  Recognising and sorting numbers  0-5  Patterns  Subitising | White Rose  Patterns and colour sorting  Patchwork squares  Rote counting and counting with 1:1 correspondence  Subitising | White Rose Growing 6,7 &8  Positional language  Time  Subitising | White Rose  Building 9&10  Adding 2 groups together  Subitising | White Rose  To 20 and Beyond  First Then Now  SSM  Ordering 2-3 objects according to height or length. | White Rose  Find My Pattern  On The Move  Verbally count to 20 and beyond  Number bonds both adding and subtracting |
| UTW | What do animals eat?  What happens to food when it is left for a long time  What are the differences between pets and wild animals | How do I feel when celebrating?  Similarities/differences Celebrating special times  Seasonal changes | Seasonal changes  Winter  Ice investigations  Differences in environments | Camouflage  Why do zebras have stripes and Cheetahs have spots  A day in the life of an African child  Differences in our school  Differences in our food | Watching a caterpillar grow into a butterfly comparing the differences of a chick growing | Growing sunflowers  and vegetables  Why is water important?  Hedgerow investigators |
| EA&D | Gruffalo Café role play  Clay creatures  Leaf pictures  Artwork using woodland materials  Threading dried fruit and peel | Building castles/ fairy houses.  Crowns and tiaras  Magic wands  Russian dancing | Use and refines a variety of artistic effects to express their ideas and feelings  Create igloos  Penguins and polar bears using different media and techniques | African patterns  Animal prints  Mud hut models  African masks  African dancing  Play/ make rainmakers | Mini beast finger-puppets  Butterfly pictures  Clay minibeasts | Designer sunglasses  Ice cream parlour  Summer sticks  Make lollies and smoothies  Design a den |
| SMSC links | Harvest | Halloween, fireworks, Christmas | Traditions in different cultures | Easter traditions |  | Changes  Transition |
| Enrichments, visitors, visits, careers and employability | Owl man  Walk to the local woods | Pantomime visit  Christmas celebration | Chinese New Year  Pan cake day | Trip to Hamerton Zoo  Mother’s Day  Easter | Chicks and butterflies in the classroom | KPA Festival  Visit from the ice cream van |