



Early Years Foundation Stage Long Term Annual Planner

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Home	Under the sea & Pirates	Traditional Tales <i>(Not 3 Little Pigs & Gingerbread Man)</i>	On the farm	Creepy Crawlies	Out of this world
Whole School Topics	Step Back in Time (History focus)		Nature's Beauty (Science Focus)		Food Glorious Food (Health and Well Being Focus)	
PRIME AREAS						
Communication and Language	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: 'Home' (difference and same with regard to stepping back in time) • Nursery rhymes and songs 	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: ship, pirates. • History focus – Henry VIII • Discuss celebrations: birthdays and Christmas. Do we all celebrate in the same way? • Listen to Pater Pan • Nursery rhymes and songs 	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: 'Grandmas House' ('Little Red Riding Hood' with costumes; masks etc.) • Nursery rhymes and songs 	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: Farm (outside) • Nursery rhymes and songs 	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: Science lab. • Nursery rhymes and songs 	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: Space Station • Make different foods, linking to healthy eating and whole school topic • Nursery rhymes and songs
Physical Development	<ul style="list-style-type: none"> • Assess pencil grip • Physical Education (NHS Solent Plan) • Dough disco • Fine motor skills (physical development for writing) • Gross-motor skills (physical development for writing) • Yoga • Toilet training (routine) • Self-care routines • Health Nurse 	<ul style="list-style-type: none"> • Continue to encourage pencil grip • Physical Education (NHS Solent Plan) • Dough disco • Fine motor skills (physical development for writing) • Gross-motor skills (physical development for writing) • Yoga • Continue self-care routines 	<ul style="list-style-type: none"> • Continue to encourage pencil grip • Physical Education (NHS Solent Plan) • Dough disco • Fine motor skills (physical development for writing) • Gross-motor skills (physical development for writing) • Yoga • Continue self-care routines 	<ul style="list-style-type: none"> • Continue to encourage pencil grip • Physical Education (NHS Solent Plan) • Dough disco • Fine motor skills (physical development for writing) • Gross-motor skills (physical development for writing) • Yoga • Continue self-care routines 	<ul style="list-style-type: none"> • Continue to encourage pencil grip • Physical Education (NHS Solent Plan) • Dough disco • Fine motor skills (physical development for writing) • Gross-motor skills (physical development for writing) • Yoga • Continue self-care routines 	<ul style="list-style-type: none"> • Continue to encourage pencil grip • Physical Education (NHS Solent Plan) • Dough disco • Fine motor skills (physical development for writing) • Gross-motor skills (physical development for writing) • Yoga • Continue self-care routines

	<ul style="list-style-type: none"> • Dentist (visitor) • Snack time together: promoting respect for the environment 	<ul style="list-style-type: none"> • Health Nurse • Dentist (visitor) • Free-flow snack time • Swimming (?) • Cooking 	<ul style="list-style-type: none"> • Health Nurse • Dentist (visitor) • Free-flow snack time • Swimming (?) • Cooking 	<ul style="list-style-type: none"> • Health Nurse • Dentist (visitor) • Free-flow snack time • Swimming (?) • Cooking 	<ul style="list-style-type: none"> • Health Nurse • Dentist (visitor) • Free-flow snack time • Swimming (?) • Cooking 	<ul style="list-style-type: none"> • Health Nurse • Dentist (visitor) • Free-flow snack time • Swimming (?) • Cooking
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Key person time • Introduce the 6R (one a week) • Establish classroom and school routines • Introduce 'Proud Cloud' • Visual timetable • Friendship groups 	<ul style="list-style-type: none"> • Key person time • Feelings books • Introduce 'Out of this World' • Promotion of 6Rs in relation to learning environment 	<ul style="list-style-type: none"> • Key person time • Feelings books • Introduce the 4Cs (one a week) • Promotion of 4Cs in relation to learning behaviours • Promotion of 6Rs in relation to learning environment • Characteristics of the different characters (difference between them etc). 	<ul style="list-style-type: none"> • Key person time • Feelings books • Promotion of 4Cs in relation to learning behaviours • Promotion of 6Rs in relation to learning environment • Taking care of living creatures 	<ul style="list-style-type: none"> • Key person time • Feelings books • Promotion of 4Cs in relation to learning behaviours • Promotion of 6Rs in relation to learning environment • Introduce House Points • Taking care of living creatures 	<ul style="list-style-type: none"> • Key Person time • Feelings books • Promotion of 4Cs in relation to learning behaviours • Promotion of 6Rs in relation to learning environment • Continue to promote positive behaviours using House Points. • Talk about change (in preparation for transition to Year 1)
SPECIFIC AREAS						
Literacy	<ul style="list-style-type: none"> • Letters and sounds phase 1 • Letters and sounds phase 2 • Mark making • Writing name • Pre writing (Fine motor and gross motor) • Home spelling test • High frequency words. • Individual reading • Big books • Handling books 	<ul style="list-style-type: none"> • Commotion in the Ocean (rhymes) • Rainbow Fish • Letters and sounds phase 1 • Letters and sounds phase 2 • Writing words and captions • Home spelling test • High frequency words. • Guided Reading • library 	<ul style="list-style-type: none"> • Little Red Riding Hood • Letters and sounds phase 1 • Letters and sounds phase 2 and 3 • Writing simple sentences • Home spelling test • High frequency words. • Guided Reading 	<ul style="list-style-type: none"> • Letters and sounds phase ¾ • Writing sentences • Home spelling test • High frequency words. • Guided Reading 	<ul style="list-style-type: none"> • Letters and sounds phase ¾ • Writing for a range of purposes • Home spelling test • High frequency words. • Guided Reading 	<ul style="list-style-type: none"> • Letters and sounds phase 3/4 • Extended writing for a range of purposes. • Home spelling test • High frequency words. • Guided Reading
Maths	<ul style="list-style-type: none"> • Assess number and shape • Teach Numbers 1 -5 	<ul style="list-style-type: none"> • Introduce Maths Attainment Certificate • Numbers 6-10 • Matching numerals to objects. • Order to 10 • Pattern, money 	<ul style="list-style-type: none"> • Numbers 11-15 • Combining 2 groups • 1 more, 1 less • Assess problem solving in practical play situations. • Shape and measuring 	<ul style="list-style-type: none"> • Numbers 16-20 • Number lines • Simple addition • Simple subtraction • Pattern, Money 	<ul style="list-style-type: none"> • Problem solving and recording to 20 • Time 	<ul style="list-style-type: none"> • Problem solving and recording to 20
Understanding The World	<ul style="list-style-type: none"> • Key person time • Sharing their news • Show a tell • Send home a special toy for the week – questions asked • Introduce P4C Questions • Role Play: 'Home' (difference and same with regard to stepping back in time) • Look at pictures of 	<ul style="list-style-type: none"> • Talk about how to take care of fish • Discuss celebrations. Do we all celebrate our birthdays in the same way? Christmas as a celebration 	<ul style="list-style-type: none"> • Complete a simple computer programme. • Role Play – traditional tales. • Discuss 'traditional'. Collect and talk about 'old' toys that parents or grandparents may have played with. How are these different to the toys they play with? 	<ul style="list-style-type: none"> • Taking care of living creatures (people, animals and plants) • Look at, and compare, old and new farm machinery...talk about similarities and differences 	<ul style="list-style-type: none"> • Taking care of living creatures (people, animals and plants) • Observe and discuss life cycles: frogs, butterflies 	<ul style="list-style-type: none"> • BeeBots – programming. • How have we changed since starting school? What have we done this year (time line)?

	<p>different homes: new and old. Talk about what they see and reason as to why old/new</p> <ul style="list-style-type: none"> • Show and Tell pictures of themselves as babies and toddlers...how have they changed? • Nursery rhymes and songs 					
Expressive Arts and Design	Charanga music –	Charanga music-	Charanga music-	Charanga music-	Charanga music-	Charanga music-
RE		<p>Celebrating birthdays Jesus' birthday</p>	<p>Learning from Stories Jesus as a story teller</p>	<p>Symbols New life</p> <p><i>(Also link to historical language...discuss growing and changing)</i></p>	<p>Special Special clothes</p> <p>Father Jonathan</p> <p><i>(Also link to historical language: how we celebrate might be different)</i></p>	<p>Special I am special</p> <p><i>(link to historical events in their lives...how have we changed since starting school? What have we done this year (time line)?</i></p>