



Grimsargh St Michael's CE Primary School

EYFS Curriculum Long Term Plan 2023/24



Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Topics/Themes & Enrichment Opportunities</p> <p style="text-align: center;">(Subject to slight change due to children's interests)</p>	<p>Topics:</p> <ul style="list-style-type: none"> - All About Me - Feelings, behaviour and routines - Harvest - Colour Monster, Colour Monster Goes to School - The Little Red Hen + TLRH makes a pizza - Autumn (Season) - Baseline assessments - Beginning Phase 2 phonics & NCETM <p>Enrichment:</p> <ul style="list-style-type: none"> - Trip to The Little Lancashire Village, Darwen (Role Play centre) - Autumn walk with Y5 buddies, making autumn art, collecting bits - Making/decorating pizzas for TLRH makes a pizza <p>Role Play Area Enhancements:</p> <ul style="list-style-type: none"> - Home Corner - Café/restaurant - Space station - Dinosaur/explore station 	<p>Topics:</p> <ul style="list-style-type: none"> - People Who Help Us - Our Own Heroes (family, friends, what makes us special, what we aspire to be) - Superheroes - Bonfire Night - Diwali - Christmas <p>Enrichment:</p> <ul style="list-style-type: none"> - Visit from Police - Visit from Nurse - Demonstration from Sarah (Lollipop lady) - Visit from Mountain Rescue (Finn's G'Dad?) - Autumn Walk with Y5 buddies <p>Role Play Area Enhancements:</p> <ul style="list-style-type: none"> - Police Station/ Superhero city - Vets/Hospital - Gift & Toy Shop/ Wrapping area for Christmas 	<p>Topics:</p> <ul style="list-style-type: none"> - Winter - The Great Explorer - The Blue Penguin - Chinese New Year - Valentine's Day - Pancake day - Migration ("Welcome") <p>Enrichment:</p> <ul style="list-style-type: none"> - Making hot chocolate - Ice painting outside or on frozen blocks - Chinese food tasting - Making and decorating pancakes - Frosty winter welly walk - Blubber experiment <p>Role Play Area Enhancements:</p> <ul style="list-style-type: none"> - Winter wonderland (igloo) - Chinese restaurant 	<p>Topics:</p> <ul style="list-style-type: none"> - Our local environment - Travel and transport - Grimsargh, our village - Our changing world ("Dear Earth") - Countries around the world - Map making ("Rosie's Walk") - Diversity - Growing and planting <p>Enrichment:</p> <ul style="list-style-type: none"> - Walk around our local area of Grimsargh - Looking at Grimsargh in the past vs now - <i>Trip to Manchester airport?</i> - Map making - Looking at traditions around the world - Tasting foods from around the world - Indian/African dancing/drumming - Dissecting plants - Planting vegetables and flowers in the outdoor area <p>Role Play Area Enhancements:</p> <ul style="list-style-type: none"> - Travel agents - Airport 	<p>Topics:</p> <ul style="list-style-type: none"> - Minibeasts - Lifecycles - Animals and Their Young <p>Enrichment:</p> <ul style="list-style-type: none"> - Visit from the tractors/calves - Trip to Brockholes to look at minibeasts, habitats and explore the woodland - Have real caterpillars in the classroom to watch them grow. - Visit from Creepy Crawly Roadshow - Making bug hotels <p>Role Play Area Enhancements:</p> <ul style="list-style-type: none"> - Minibeast café - Butterfly garden - Farm shop 	<p>Topics:</p> <ul style="list-style-type: none"> - Traditional Tales - Toys (past and present, "Dogger", "The Toymaker") - Summer holidays - ("Dinosaur's Day Out") <p>Enrichment:</p> <ul style="list-style-type: none"> - Giant caught on CCTV - Clues left in the classroom - Toy artefacts (toys past and present) and bringing in our own toys - Trip to the swimming pool (Fulwood Leisure centre) <p>Role Play Area Enhancements:</p> <ul style="list-style-type: none"> - Fairytale castle - Beach/holiday



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Communication & Language	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Sing songs - Join in with Nursery Rhymes - Learn new vocabulary. - Talk about themselves and others in positive ways 	<ul style="list-style-type: none"> - Offering ideas in Key Person Groups - Using "Talk Books" to initiate discussion with others and share ideas - Pay attention to more than one thing at a time - Use a wider range of vocabulary. - Use longer sentences - Listen carefully to rhymes and songs, paying attention to how they sound. - Ask for help when needed 	<ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Engage in story times - Follow instructions 	<ul style="list-style-type: none"> - Garden centre/flower shop - Know several Nursery rhymes, be able to talk about familiar books, and be able to tell a long story. - Start a conversation with an adult or a friend and continue it for many turns. - Listen to and talk about stories to build familiarity and understanding. - Engage in non-fiction books. 	<ul style="list-style-type: none"> - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Develop own narratives 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Join in with traditional tales repeated frames, listening and engaging well in stories
Personal, Social & Emotional Development	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Explore new environment - Learn new rules and routines - Play alongside each other - Learn to share - Talk about own interests. - Developing relationships with friends and adults in class - Developing positive play skills 	<ul style="list-style-type: none"> - Manage their own needs - Manage personal hygiene including dressing and going to the toilet - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Begin to work and play cooperatively and take turns with others. - Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> - Build constructive and respectful relationships. - Think about the perspectives of others. - Be confident to try new activities - Form positive attachments to adults and friendships with peers. 	<ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time, having a good sleep routine, being a safe pedestrian - Transition to Year 1 - Speaking in front of the class with confidence



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					- Understand the importance of healthy food choices.	
<p>Physical Development</p> <p>(Using Lancashire Primary PE Passport units)</p>	<ul style="list-style-type: none"> - Develop the skills they need to manage the school day successfully e.g. lining up and queuing at mealtimes and breaktimes - Zip up coat - Hygiene – wash own hands - Moving equipment safely - Moving in different ways 	<ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Demonstrate some strength, balance and coordination when playing. - Begin to use a range of small tools, including scissors, paintbrushes and cutlery. - Show preference to a dominant hand when writing/mark-making - Firework dancing 	<ul style="list-style-type: none"> - Develop body strength, co-ordination, balance and agility - Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Such as: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - Chinese dragon dancing - Chinese New Year sequence dancing 	<ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Negotiate space and obstacles safely, with consideration for themselves and others. - Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Have a controlled pencil grip to form letters effectively 	<ul style="list-style-type: none"> - Combine different movements with ease and fluency. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - keeping safe by and in the water (swimming trip)
<p>Maths</p> <p>(Using NCETM mastering number scheme)</p>	<ul style="list-style-type: none"> - Count objects, actions and sounds. - Baseline - Matching and Sorting - Comparing - Numbers 1-5 - Positional Language - Subitising within 3 - 1:1 correspondence - Counting in sequence 	<ul style="list-style-type: none"> - Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Continue, copy and create simple, repeating patterns. 	<ul style="list-style-type: none"> - Subitise up to 5 - Count beyond ten. - Explore the composition of numbers to 10. - Number bonds to 5 - Begin to focus on addition of numbers up to 10 - 1 More - Matching arrangements to finger patterns 	<ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0-5 and some to 10. - Compare length, weight, height and capacity. - Subitise (recognise quantities without counting) up to 5. 	<ul style="list-style-type: none"> - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<ul style="list-style-type: none"> - Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can. - Have a deep understanding of number to 10, including the composition of each number.



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	<ul style="list-style-type: none"> - Representing numerical amounts on fingers - Repeating patterns - More and fewer 	<ul style="list-style-type: none"> - Recognising and naming 2-D shapes - Representing numbers in different ways - Subitise within 5 using different arrangements, dice patterns - Counting beyond 5 - Compare sets - Simple Part-Whole model Composition of numbers within 5 	<ul style="list-style-type: none"> - Composition of numbers to 6 - Symmetry - Begin to see that numbers within 10 can be composed of "5 and a bit" - Making numbers equal 	<ul style="list-style-type: none"> - Name 3-D shapes and begin to look at their properties - Symmetrical patterns - Doubling - Odds and evens - Counting beyond 20 	<ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. - Combining two groups of objects - Counting on and back - Composition of odd and even numbers - 1 Less - Counting from different starting numbers - Composition of numbers to 10 - Ordering sets of objects 	<ul style="list-style-type: none"> - Recall doubling and halving facts - Verbally count beyond 20, recognising the pattern of the counting system. - Counting on and back to add and subtract numbers - Recognise some coins and how they are worth different values - Read basic "O'clock" and some "half-past" times on the clock - Use everyday language to discuss time and money - Doubling - Halving/Sharing into groups - Money - Time - 3-D shapes - Revision of the year
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">(Using Red Rose Letters and Sounds scheme)</p>	<ul style="list-style-type: none"> - Phase 1 Phonics - Introduce Phase 2 Sounds - Hear initial sounds - Handle books carefully - Read individual letters by saying the sounds for them. 	<p>Phase 2 sounds</p> <ul style="list-style-type: none"> - Correct letter formation - Shared reading and writing - Write my name - Oral blending - Beginning to join in repeated refrains - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<p>Phase 2/3</p> <ul style="list-style-type: none"> - Writing labels, captions and phrases. - Blending for writing - Sequencing stories & events - Recognise familiar words - Write letters clearly - Read some common exception words 	<p>Phase 3</p> <ul style="list-style-type: none"> - Non-fiction books - World Book Day - Comprehension - Sentence building - Read simple phrases and sentences made up of words with known letter-sound correspondences - Anticipate (where appropriate) key events in stories. 	<p>Phase 3/4</p> <ul style="list-style-type: none"> - Non-fiction books - Writing sentences independently - Read and write key words - Read own writing - Characters - Retelling stories - Form lower-case and capital letters correctly. - Write short sentences with words with known letter-sound correspondences 	<ul style="list-style-type: none"> - Writing sentences - Key Word Spelling - Read and Write tricky words - Use new vocab - Use phonic knowledge to write unfamiliar words - Spell words by identifying the sounds and then writing the sound with letter/s. - Re-read what they have written to check that it makes sense. - Traditional Tales - Use and understand recently introduced



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					<p>using a capital letter and full stop.</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed 	<p>vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs.
	<p>Key texts:</p> <ul style="list-style-type: none"> - The Colour Monster - The Colour Monster Goes to School - Doodling Daniel - Little Red Hen - Little Red Hen Makes a Pizza - Other Harvest books - Scarecrow's Wedding 	<p>Key texts (People Who Help Us topic):</p> <ul style="list-style-type: none"> - The Jolly Postman - Postman Bear - My first trip to the dentist - Stanley's Fire Engine - Panda's Footprints - Detective Dog - A Superhero Like You - Supertato (the collection) 	<p>Key texts (Winter topic + Chinese New Year):</p> <ul style="list-style-type: none"> - The Great Explorer (Winter topic) - Blue Penguin (Winter topic) - How to Catch a Dragon (Chinese New Year) - Welcome (Migration) 	<p>Key texts (local environment):</p> <ul style="list-style-type: none"> - Here we are - You Choose - Welcome to Our World - Dear Earth - Rosie's Walk - To the Edge of the World - A World of Cookies for Santa - Shine - Our Class is a Family 	<p>Key texts (Minibeasts/Lifecycles topic + Animals and Their Young):</p> <ul style="list-style-type: none"> - Bee My Friend - The Very Impatient Caterpillar - The Very Hungry Caterpillar - Oi Frog - Non-fiction texts on Life-cycles - Minibeast Bop - Who is my mother? - Animals on the farm - Wake up time on Bumble Farm 	<p>Key texts (Traditional Tales topic):</p> <ul style="list-style-type: none"> - Jack and the Beanstalk - The Three Little Pigs - Goldilocks and the Three Bears - The Three Billy Goats Gruff - Goldilocks and the Three Bears - Dogger - The Toymaker - Dinosaur's Day Out
Understanding the World	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Adjust to school environment and routine - Understand the features of Autumn and the changing of the seasons 	<ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them. - Talk about the lives of the people around them and their roles in society. - Autumn (seasons changing) - Roles of people in our community - Understand key aspects of these celebrations: 	<ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. (Winter walk) - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, 	<ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map (Rosie's Walk). - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are 	<ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Describe what they see, hear and feel whilst outside. (Spring walk – flowers/minibeasts) - Describe their immediate environment using knowledge from observation, discussion, stories, 	<ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. - Understand the past through settings, characters and events encountered in books read in class and storytelling (toys past and present – Dogger, The Toymaker). - Know some similarities and differences between



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	<ul style="list-style-type: none"> - Harvest 	<ul style="list-style-type: none"> - Diwali - Bonfire Night - Christmas - Nativity 	<ul style="list-style-type: none"> including the seasons and changing states of matter. (Winter, freezing & melting) - Winter (Seasonal changes) - Freezing & Melting - Different environments - Weather - Care for the environment - Migration - Internet safety - Chinese New Year 	<ul style="list-style-type: none"> different to the one in which they live. - Growing and planting, naming parts of a plant and understanding what plants need to survive - Caring for our planet and the ways we can look after it 	<ul style="list-style-type: none"> non-fiction texts and maps. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Naming different minibeasts and their features - Understanding that life is cyclical, and naming different parts of life cycles of certain animals and insects - Matching animals to their young and knowing their names 	<ul style="list-style-type: none"> different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Experiment with materials and their purposes, including which materials float and sink
Expressive Arts and Design	<ul style="list-style-type: none"> - Self-portraits - Fruit and Vegetable printing - Harvest Weaving - Exploring different media - Mark Making - Simple Songs – Charanga - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> - Christmas Cards - Wrapping presents - Making wrapping paper with pattern and colour - Diwali lamps - Calendars - Bonfire dancing - Bonfire celebrations - Firework pictures - Singing Songs from memory - Christmas pictures - People who help us portrait pictures - Patterns of different jobs and uniforms - Sing in a group or on their own, increasingly matching the pitch and 	<ul style="list-style-type: none"> - Cold colours - Penguins - Colour Mixing - Musical Instruments - Winter pictures - Making Chinese Lanterns and dragons - Create collaboratively, sharing ideas, resources and skills. - Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese dragon videos to inspire movements) - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> - Patterns and texture - Instruments - Observational drawings of plants - Experimenting with different colour and texture - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Develop storylines in their pretend play. - Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> - Exploring tools - Sing Songs - Junk modelling - Combining different media to make representations of animals and objects - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> - Imaginative role play and movement - Acting out stories - Making character masks and costumes - Explore and engage in music making and dance, performing solo or in groups. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Make use of props and materials when role playing characters in narratives and stories.



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		following the melody. (Christmas songs)				
PSHE/Value	<ul style="list-style-type: none"> - All about me - What makes me special - My special people - My feelings 	<ul style="list-style-type: none"> - I'm special, you're special - Same and different families - Same and different homes - I am caring 	<ul style="list-style-type: none"> - What's safe to go into my body - Keeping myself safe - Safety indoors and outdoors - Listening to my feelings - Keeping safe online - People who keep me safe 	<ul style="list-style-type: none"> - Looking after my special people - Looking after my friends - Being helpful at home and caring for our classroom - Caring for our world - Looking after money 	<ul style="list-style-type: none"> - Bouncing back when things go wrong - Perseverance and resilience - Healthy eating (exercise) - Moving your body (exercise) - Getting a good night's sleep 	<ul style="list-style-type: none"> - Seasons - Life stages – plants, animals and humans - Life stages – who will I be? - Getting bigger - Me and my body – girls and boys
R.E.	<ul style="list-style-type: none"> - Harvest - Giving and receiving - Fruits and vegetables - Kindness and selflessness - Changes in season - God loves me and keeps me safe - Respect - Visiting Church - Knowing we are part of God's family - We are all special 	<ul style="list-style-type: none"> - Valuing each other - What makes us different - Celebrating our differences - The Christmas Story - Jesus' birthday - Nativity - Mary and Joseph and their journey 	<ul style="list-style-type: none"> - Old and New Testament - Noah's Ark - Daniel and the Lions - Joseph's Coat - Jonah and the Whale - Moses in the Bulrushes 	<ul style="list-style-type: none"> - The Easter Story - Palm Sunday – Jesus arriving - Good Friday – Jesus died on the cross - Easter Sunday – Jesus rising from the dead. - Lent, making Lent promises - The celebration of Easter - Easters symbols 	<ul style="list-style-type: none"> - My special places, who we go with, where we go, why it's special - Church being a special place (visit to the Church) - Mosque (non-Christian faith special place) - Respecting special places - Respecting other people's special places 	<ul style="list-style-type: none"> - Special Times - Celebrations – Birthdays, Christmas, New Year, Anniversary, Wedding, Baptism - How we celebrate – family time, gifts, fireworks, special clothes, special food, decorations, candles, balloons