



William Rhodes Primary School



EYFS Long-term plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview/ Theme	Marvellous Me	Natures' Toybox	Tell me a story ...	Search for a Hero	Circle of Life	Wonderful World
World Events Culture	Birthdays Family Celebrations at home. Grandparents Day Halloween (inc. Safety)	Harvest Festival Bonfire night Remembrance Diwali Christmas Nursery Rhyme Week	Chinese New Year Valentines Shrove Tuesday National Storytelling Week Safer Internet Day RSPB bird watch	World Book Day Red Nose Day Holi Mother's Day Easter Ramadan	St Georges Day May day Eid Aspirations Week	World Oceans Day Father's Day Sports day End of Celebration - transition/graduation
Possible story stimulus	Marvellous Me It's ok to be different What makes me, me? All are welcome Once we were giants Colour Monster Colour Monster starts school Let's make faces Bucket fillers Wandas first day Goat goes to playgroup Elmer Don't be a bully Billy The family book The feelings book My skin, your skin hair Pumpkin soup Funny bones	Owl babies Leaf man Goodbye Summer, hello Autumn We're going on a leaf hunt A seed is sleepy It was a cold dark night Jack Frost Wide awake hedgehog Natures toy box Scarecrows wedding Stanley's stick Squirrels busy day Bears snores on Tree - Seasons comes seasons go Squirrels who squabbled Little Red Hen Rosie's walk	Goldilocks and the three bears The Tiger Who came to tea Three Little Pigs Mr Wolf's Pancakes Little Red Riding Hood The Elves and the Shoemaker The Billy Goats Gruff The runaway pancake Each Peach Pear Plum Peepo The Jolly Postman	Supertato SuperKid Super Daisy How to be a superhero Superworm 10 little super heroes There's a superhero in my book Superdooper you Heroes who help us from around the world Real Superheroes My Mum's a Superhero Ness The Nurse Kindness is my superpower The Lion inside The boy who loved everyone Grandma Bird	Oliver's vegetables/ fruit salad/ milkshakes Jack and the beanstalk / Jasper's beanstalk George- the world came to my place today Ten seeds Titch The Growing Story The enormous Turnip A seed is sleepy An egg is quiet Slow Down Hungry Caterpillar Tadpole's promise From Caterpillar to Butterfly A fruit is a suit case full of seeds Tad	The snail and the whale The Storm Whale 10 little pirates Sharing a Shell Lost and Found Whatever Next Here We are The world around me All kinds of people Children Just Like me Bring in the rain to the kapiti plain The world is in danger Wonderful World Someone Swallowed Stanley There's an orangutan in my bedroom The great paper caper
Trips/Guest	Sharing family photographs Meet the teacher event	Outdoor learning opportunities linked to the seasons. Christmas events	Puppet theater Outdoor Learning opportunities linked to the seasons	Visit to the Library Visits from members of local community Outdoor Learning	Chicks/Butterflies Growing experiences Visit to Library Outdoor Learning	School trip Visit to the Library Outdoor Learning Seaside day

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Personal, Social and Emotional Development	Nursery	<p>Separate from my main carer with support and encouragement from a familiar adult.</p> <p>Express my own preferences and interests.</p> <p>Respond to a few appropriate boundaries, with encouragement and support.</p> <p>Develop a sense of responsibility and membership of a community</p>	<p>Join in a range of activities that interest me.</p> <p>Use the toilet independently.</p> <p>Respond to the feelings and wishes of others.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Select and use activities and resources.</p> <p>Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Interested in others' play and join in often seeking out others to share experiences.</p>	<p>Express my own preferences and interests.</p> <p>Develop appropriate ways of being assertive.</p> <p>Can put my coat on independently but needs help with fastenings.</p> <p>Start to find solutions to conflicts – sometimes with support.</p>	<p>Enjoy carrying out a small task</p> <p>Ask for help when needed.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Confident to access the environment/resources with minimal support and follows the rules as part of the new routine.</p>	<p>Focus attention in a group situation for a short period of time and can follow a series of instructions.</p> <p>Aware of my own feelings, and know that some actions and words can hurt others' feelings.</p> <p>Adapt my behaviour to different events, social situations and changes in routine.</p> <p>Extend play with others.</p>
	Reception	<p>Focus attention in a group situation for a short period of time and can follow a series of instructions.</p> <p>Confident to access the environment/resources with minimal support and follows the rules as part of the new routine.</p> <p>Can play with other children as part of a game or activity, without adult support.</p>	<p>Aware of my own feelings, and know that some actions can hurt others' feelings.</p> <p>Can focus attention in a whole class group for a teaching session.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress</p>	<p>Usually adapt my behaviour to different events, social situations and changes in routine.</p> <p>Aware of the boundaries set and of behavioural expectations in the class.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Identifies how others feel and responds appropriately.</p>	<p>Understand that my own actions affect other people</p> <p>Express my feelings and consider the feelings of others labelling different emotions.</p> <p>Knows some ways to keep healthy.</p> <p>Identifies how others feel and responds appropriately.</p>	<p>Build constructive and respectful relationships using words to solve conflicts.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Work and play cooperatively and take turns with others;</p>	<p>Show sensitivity to their own and to others' needs.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>

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Communication and Language	Nursery	<p>Listen to rhymes and familiar stories and begin to understand what is happening.</p> <p>Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Follow instructions with three key words like: "Can you wash dolly's face?"</p>	<p>Listen to rhymes and familiar stories and remember what happened.</p> <p>Use everyday words to talk about people I know.</p> <p>Understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.</p>	<p>Remember and use new words.</p> <p>Play make-believe games.</p> <p>Concentrate for slightly longer periods</p> <p>Understand a question or instruction that has two parts.</p>	<p>Express feelings, desires and needs.</p> <p>Ask questions and respond to questions using simple sentences.</p> <p>Focus on adults as they read or sing, responding with sounds and movements.</p>	<p>Listen to stories and can recall the main events sometimes joining in.</p> <p>Link simple sentences using because or and.</p> <p>Use talk to organise myself.</p>	<p>Contribute sensible comments to discussions and conversations.</p> <p>Engage in conversation with adults and peers explaining what has happened/what might happen</p> <p>Use tense, intonation and rhythm to enhance meaning.</p>
	Reception	<p>Contribute sensible comments to discussions and conversations.</p> <p>Engage in conversation with adults and peers explaining what has happened/what might happen.</p> <p>Use talk to organise myself.</p>	<p>Communicates confidently with peers and adults.</p> <p>Follow a story with props and pictures.</p> <p>Begin to ask other questions e.g. how, when, what etc.</p>	<p>Listen to a whole story and comment on what is happening.</p> <p>Learn and use new vocabulary in different contexts.</p> <p>Follows complex instructions.</p> <p>Can switch attention from one task to another.</p>	<p>Remember key points from a story told without props or pictures.</p> <p>Can have a conversation and I can respond to other children's opinions.</p> <p>Use language to create imaginary events, storylines and themes and I can sustain imaginary play situations.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Make use of conjunctions, with modelling and support from their teacher.</p>

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Physical Development	Nursery	<p>Start to run confidently and safely.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Starting to use a pincer grip when shown.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Make connections between my movement and the marks I make.</p> <p>Begins to explore with one handed tools</p>	<p>Move to music and express myself.</p> <p>Can pick up tiny objects using a fine pincer grasp.</p> <p>Make simple models using construction toys.</p> <p>Starting to use a pincer grip independently.</p>	<p>Learn how to use a knife and fork.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Starts to form shapes to represent letters from their name.</p>	<p>Moves in different ways.</p> <p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Uses drawing equipment to draw a figure</p>	<p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Can use pincers, tweezers and threading equipment with increasing control and confidence.</p>
	Reception	<p>Moves in different ways.</p> <p>Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.</p> <p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p>	<p>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Use a tripod grasp.</p>	<p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Use more difficult tools e.g. a hole punch and stapler</p>	<p>Travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Developing use of a knife and fork.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Demonstrate strength, balance and coordination when playing</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases;</p>

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Literacy	Nursery	<p>Can recognise a letter from my name.</p> <p>Repeat words/phrases from a book.</p> <p>Can distinguish between the different marks I make.</p>	<p>Can recognise a few letters from my name.</p> <p>Begin to develop a narrative about a book I have read using props in play.</p> <p>Can name characters from a familiar story.</p> <p>Begin to make some recognisable shapes to represent different pictures.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing <p>Starts to form shapes to represent letters from their name</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues</p> <p>Is able to recognise own name.</p> <p>Can say what they have drawn</p> <p>Can hold a book, turn the pages and indicate an understanding of pictures and print.</p>	<p>Can ask how and why questions about a book</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Can say the initial sound in a word.</p> <p>Can orally blend some simple cvc words.</p> <p>Can write some or all of their name.</p>
	Reception	<p>Can say the initial sound in a word.</p> <p>Can write some or all of their name.</p> <p>Recognise own name.</p> <p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</p>	<p>Know the majority of phase 2 sounds</p> <p>Orally blend simple words demonstrating my knowledge of sounds.</p> <p>Can blend and read Phase 2 cvc words.</p> <p>Can blend and read Phase 2 cvc words.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Read simple words and simple sentences – phase 2 mainly</p> <p>Segment the sounds in words mainly accurately..</p> <p>Know and apply some digraphs when reading.</p> <p>Read some common exception words from Phase 2 and Phase 3.</p>	<p>Recognise the majority of phase 3 sounds in isolation.</p> <p>Orally rehearse writing and then read back my writing.</p> <p>Writes cvc words and labels using Phase 2 and 3 phonemes Beginning to show awareness of a full stop at the end of a sentence.</p>	<p>Write some phrases that are phonetically plausible with increasing independence</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Can use vocabulary and events from stories in my play.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge..</p> <p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</p>

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Maths	Nursery	<p>Can count in every day contexts, potentially missing some numbers.</p> <p>Can join in with finger rhymes.</p> <p>Show finger numbers to 3.</p> <p>Can use blocks to create my own simple structures and arrangements.</p>	<p>Say one number for each item in order: 1,2,3,4,5</p> <p>Recite some number names in sequence up to 5</p> <p>Compare sizes, weights etc. using gesture and language</p> <p>Makes comparisons relating to size.</p>	<p>Recite numbers past 5</p> <p>Show finger numbers to 4.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about a familiar route</p> <p>Extend and create ABAB patterns</p>	<p>Begin to solve real world mathematical problems with numbers up to 5.</p> <p>Link numerals and amounts</p> <p>Begin to solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Use positional language</p> <p>Reads numerals to 5 and matches to an amount.</p> <p>Orders numbers to 5.</p> <p>Solve real world maths problems with numbers up to 5.</p>	<p>Rote counts to 10</p> <p>Represent numbers to 5 using fingers, marks or digits.</p> <p>Uses some everyday language to talk about and compare size and shape.</p> <p>Start to identify shapes</p>
	Reception	<p>Compares amounts using the language of 'more, fewer or same'.</p> <p>Know the last number in a counting sequence is the total number (cardinal principle)</p> <p>Uses some everyday language to talk about and compare size and shape.</p> <p>Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<p>Subitise to 3.</p> <p>Recognise numbers to 5.</p> <p>Discuss composition of numbers to 3, showing some automatic recall of number facts.</p> <p>Compare groups of objects up to 3.</p> <p>Use positional language</p> <p>Start to identify shapes in the environment – circles, triangles and 4 sided shapes.</p>	<p>Subitise to 4</p> <p>Represent 1 - 5 on fingers, on a tens frame and with objects</p> <p>Recall routines and start to relate them to the time on the clock.</p> <p>Compare length, weight and capacity.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p>	<p>Say the number one more/less than a given number 1 - 10.</p> <p>Recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.</p> <p>Continue a simple AB, ABC pattern</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p>	<p>Subitise (recognise quantities without counting) up to 5</p> <p>Recite numbers to 20 and back from 20 with a little support.</p> <p>Count on from a given number to 20.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations.</p> <p>Understand and use correct mathematical language to describe 2D and 3D shapes</p>

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Understanding the World	Nursery	<p>Curious about people and show interest in stories about myself and my family.</p> <p>Show interest in different occupations.</p> <p>Know I go to school in Forest Town.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Beginning to notice differences between people.</p> <p>Talks about differences they can see.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Play with small-world models such as a farm, a garage or a train track.</p>	<p>Know I live in England.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>In pretend play, imitate everyday actions and events from own family and cultural background e.g. making and drinking tea.</p> <p>Begin to talk about their own life-story and family's history.</p>	<p>Talks about significant events in their own life.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the key features of the life cycle of a plant and an animal.</p> <p>Recognises change and can describe what is happening.</p>	<p>Talks about the world around and the people are places that are familiar.</p> <p>Understand that people come from different countries and talk about features they can see in photographs.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>
	Reception	<p>Talks about the world around and the people are places that are familiar.</p> <p>Talks about different people and their roles within our society.</p> <p>Understand that people come from different countries and talk about features they can see in photographs.</p> <p>Has positive attitudes about the differences between people.</p>	<p>Talks about significant events in their own life.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events,</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated</p> <p>Notices, observes and talks about seasonal changes.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Describes a journey within the local environment.</p> <p>Draw information from a simple map.</p> <p>Talks about significant historical events and how things were different in the past.</p> <p>Understand that some places are special to members of their community.</p>	<p>Know some 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>

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Expressive arts and design	Nursery	<p>Make simple models to express their ideas.</p> <p>Make marks intentionally</p> <p>Join in singing favourite songs</p> <p>Create sounds by banging, shaking, tapping or blowing.</p>	<p>Experiment with blocks, colours and marks</p> <p>Explore colour and colour-mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Make-believe by pretending</p> <p>Enjoy singing favourite songs and sing some from memory.</p>	<p>Join different materials and explore different textures e.g. using tape or glue</p> <p>Remember and sing entire songs</p> <p>Show an interest in the way musical instruments sound.</p> <p>Use construction materials to make different creations.</p>	<p>Use collage to make different creations.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.</p>	<p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes with increasing complexity.</p> <p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>Uses a range of different techniques and variety of materials, e.g. paint, collage.</p> <p>Knows a number of familiar songs (8).</p> <p>Use available resources to create props to support role-play.</p> <p>Experiments with a range of percussion instruments.</p>
	Reception	<p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Joins in with singing in a familiar group.</p> <p>Accesses role play and small world resources, sometimes playing with others to develop storylines</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Uses a range of shapes and colours to represent observational drawings.</p> <p>Explore colour and how colours can be changed.</p> <p>Knows a number of familiar songs.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p> <p>Uses different textures in creations and will combine media.</p>	<p>Is beginning to plan a design before starting</p> <p>Plays a range of percussion instruments and explore and learn how sounds can be changed.</p> <p>Is beginning to plan a design before starting</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p> <p>Build stories around toys,</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created</p>	<p>Make use of props and materials when role playing characters in narratives and stories</p> <p>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>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Share their creations, explaining the process they have used</p>