







Handford Hall EYFS Long Term Plan

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Topic	<p>All About Me Starting School My New Class Superheroes- people who help us Staying Healthy My Body- how have I changed? What am I good at? Being Kind/ staying safe</p>	<p>Terrific Tales Little Red Hen-Harvest Visit to the Library Old Favourites Ginger Bread Man Cinderella The Nativity At the Panto</p>	<p>Amazing Animals Life Cycles Safari Animals from Around the World Climates/ Hibernation Down on the Farm Minibeasts Night and Day Animals Animal Patterns Happy Habitats- David Attenborough</p>	<p>Come Outside Plants and Flowers Weather and Seasons Does the Moon shine? Planting Seeds Make a sculpture- Andy Goldsworthy Reduce, Reuse, Recycle Materials/ Fun Science</p>	<p>Ticket to Ride Around Ipswich town How do I get there? Where in the world have you been? Where do we live in the UK/world? Fly me to the moon! Who was Neil Armstrong? Vehicles – past and present Design your own transport.</p>	<p>Fun at the Seaside Under the Sea Off on holiday/ clothes Where in the world shall we go? Send me a postcard. Marine Life Fossils- Mary Anning Seaside in the past-compare now and then Seaside art</p>
Prime Areas	All About Me					
PSED	<p>Building Relationships</p> <p>Form positive attachments to adults and friendships with peers. New Beginnings/ Class rules and routines Seeing themselves as a valuable individual</p>	<p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>Building Relationships</p> <p>Work and play cooperatively and take turns with others. Good to me feelings Learning about qualities and differences Celebrating differences</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience</p>	<p>Building Relationships</p> <p>Show sensitivity to their own and to others' needs. Taking turns Relationships What makes a good friend? Healthy me Random acts of kindness Looking after pets</p>	<p>Building Relationships</p> <p>Show sensitivity to their own and to others' needs. Looking after others Friendships Discuss why we take turns Perseverance</p> <p>Managing Self</p>	<p>Managing Self</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly Taking part in sports day Winning and Losing</p>

	<p>Being me in my world Dreams and Goals</p> <p>Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Healthy Me- Making good choices related to health and nutrition</p>	<p>Getting on and falling out How to deal with anger Emotions Self confidence</p>	<p>and perseverance in the face of challenge.</p> <p>Self-Regulation</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Identify and moderate their own feelings</p> <p>Give children strategies for staying calm in the face of frustration</p>	<p>Looking after our planet</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Perseverance in the face of challenge</p> <p>Self-Regulation</p> <p>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. Discuss why we take turns, wait politely and tidy up after ourselves</p>	<p>Look how far I've come!</p>
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<p>Communication & Language</p>	<p>Listening, Attention and Understanding 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>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Welcome to EYFS Settling in Activities Children talking about experiences that are familiar to them- "At playgroup I liked..." What are your dreams/goals? This is me- describing themselves Sharing facts about me Rhyming and Alliteration</p>	<p>Tell me a story Tell me a story- retelling weekend news Story language – word hunts Listening and responding to stories Following instructions Understanding how to listen and why it is important Use Topic related words and new vocabulary throughout the day</p>	<p>Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Tell me why Ask how and why questions Retell an animal story with story language Ask questions to find out more Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through Time connectives Describe events in detail Discovering passions Understand why listening is important Use picture cue cards to talk about an object</p>	<p>Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>What happened? Look at illustrations in favourite stories and talk about what is happening.</p>	<p>Time to Share Show and Tell Weekend News Discovering passions Read aloud books that will extend their knowledge of the world and illustrate our topic. Select books containing photographs and pictures, for example places in different weather conditions and seasons.</p>
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<p>Physical development Fine Motor Skills- Daily Finger Gym activities Gross motor skills Weekly PE lesson Weekly Yoga session</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Cooperation games- parachute games Climbing- outdoor equipment Exploring different ways of moving Changing for PE Hand washing and toileting and teaching good personal hygiene</p> <p>Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery. Threading, cutting, weaving, play dough, draw lines and circles using gross then fine motor movements Hold pencil/ paintbrush beyond whole hand grasp Pencil grip</p>	<p>Gross Motor Skills Ball skills- throwing and catching Milk crates play-climbing Skipping ropes in outside areas</p> <p>Fine Motor Skills Develop muscle tone to put pressure on paper Use tools to effect changes to materials Show preference for a dominant hand Teach and model correct letter formation Threading, cutting, weaving, playdough, finger gym</p>	<p>Gross Motor Skills Demonstrate strength, balance and coordination when playing.</p> <p>Ball skills- aiming and dribbling Pushing, throwing, catching, patting and kicking Dance, moving to music, balance.</p> <p>At Handford Hall we ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage free drawing. Holding small items Button, clothing Cutting with scissors Threading, cutting,</p>	<p>Gross Motor Skills Balance- moving with confidence Dance related activities Provide opportunities to, spin, rock, tilt, fall, slide, and bounce. Healthy Lifestyles- use picture books and other resources to explain how to live healthily.</p> <p>Fine Motor Skills Hold pencil effectively with tripod grip. Form recognisable letters, most correctly formed. Threading, cutting, weaving, playdough, finger gym.</p>	<p>Gross Motor Skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Obstacle activities moving, under, through, around equipment. encourage children to be highly active and get out of breath several times a day. Dance.</p> <p>Fine Motor Skills Begin to show accuracy and care when drawing. Free drawing Cut along straight, zig zag lines with accuracy. Draw a cross Use one hand consistently</p>	<p>Gross Motor Skills Races/ team games Dance Gymnastics, balance</p>

			weaving, playdough, finger gym			
Specific Areas						
Literacy Comprehension- Developing a Passion for Reading Children will visit the library weekly Word reading Children will be working in different groups for RWINC- set 1 sounds, set 2 sounds, green words, ditty sheets, red books, green books and purple books for more confident readers.	RWI– Set 1 sounds, assisted blending, word time		RWI across phase according to ability			
	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>	<p>Environment print Joining in with rhymes and repeated refrains from stories Having a favourite story Sequencing stories Recognising initial sounds</p>	<p>Comprehension Anticipate (where appropriate) key events in stories.</p> <p>Word Reading Read words consistent with their phonic knowledge by sound-blending</p> <p>Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>		<p>Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Writing Write simple phrases and sentences that can be read by others</p>	
Talk For Writing Texts	Nursery Rhymes Humpty Dumpty Incy Wincy Spider	We're going on a Bear Hunt Brown Bear Brown Bear	Little Red hen Farmer Duck	The Hungry Caterpillar The Very Busy Spider	The Three Billy Goats Gruff	Shark in the Park Rainbow Fish
Reading for Pleasure	The Colour Monster Owl Babies The Smartest Giant Funny Bones The Big Book of Families	Goldilocks Farmer Duck The Ugly Duckling Hansel and Gretel Rama and Sita	The Tiger who came to Tea Pig in the Pond The Very Hungry Caterpillar	The Tiny Seed Oliver's Vegetables Jack and the beanstalk	Mr Gumpy's Outing The way back home The Naughty Bus Bob the Man in the Moon	Elmer and Wilmer Elmer and The Lost Teddy

	Pete the Cat	The Christmas Story	Agith Spider	Tree, Seasons come and seasons go A Stroll through the seasons One Plastic Bag	Oi! Get off out train Beegu	
Maths We follow the Hamilton Maths plan.	<p>Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p>		<p>Number Subitise (recognise quantities without counting) up to 5.</p> <p>Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>		<p>Number Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
Expressive Art & Design	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story</p>	<p>Creating with Materials Share their creations, explaining the process they have used.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p>	<p>Creating with Materials Make use of props and any materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and (when appropriate) try to</p>	<p>Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage,</p>

	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons –Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>move in time with music</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries –dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing –underwater pictures.</p> <p>Father's Day Crafts</p>
ICT	<p>Children recognise that a range of technology is used in places such as homes and schools. They</p>					

	select and use technology for particular purposes.					
Understanding the world	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify</p>	<p>People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Listening to stories and placing events in chronological order.</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things –Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide</p>	<p>People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p>The Natural World. 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>Past and Present Understand the past through settings, characters and</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking –boat building Metallic / non-metallic objects Seasides long ago –Magic Grandad Share non-fiction texts</p>

	<p>between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago –How time has changed. Using cameras.</p>	<p>strangers that can help them when they are in need.</p>	<p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p>	<p>events encountered in books read in class and storytelling.</p> <p>Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is</p>	<p>that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
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					<p>to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	
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					Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.	
Role Play Focus	Home Corner	The Three Bears' cottage	Vets	Minibeast Cafe	Station	Beach
Events	Wolsey Theatre Trip Local Area walk Trip to Maple Park	Teddy Bears Picnic & Story Time session	Visit from a vet	Visit to Jimmy's Farm	Visit to Ipswich Museum	Trip to the
Assessment Opportunities	Analyse Nursery assessments In-house Baseline on entry National Baseline data by half term Progress Tracker Phonics assessments	Baseline analysis Pupil Progress Meeting Parents Eve info In House Maths assessment	GLD projections MAT moderation	Pupil Progress meetings Progress Tracker	MAT moderations In- house moderations In house Maths assessment	EYFS data-GLDs Pupil Progress meetings Progress trackers updated
Parental Involvement	Staggered start Parents Induction All About Me assembly Proud Clouds RWInc Workshop	Proud Clouds Nativity Maths Stay and Play session Parents Evening Book at Bedtime	Proud Clouds Writing Workshop Share a story Look at Me Talent show	Proud Clouds Art Gallery Share a story	Proud Clouds Maths Morning- Look how far we have come!	Proud Clouds Share a story Reports Parents' picnic
Tapestry	Settling In Autumn Trail People who help us visit Birthdays-past and present Growing Up/ Growing old- past and present	Guy Fawkes/ Bonfire night Black History Month Diwali Remembrance day Road safety Christmas	Chinese New Year Random Acts of Kindness Internet safety Animal Art week Animals around the World- Lets go on Safari Remembrance day	Walk to the park Maps of our walk to the park Planting seeds Life Cycles Weather Experiments	Post a Letter Food Tasting - different cultures Map work- find the treasure Eid and Ramadan	Fossil Hunting- Mary Anning Healthy Eating Looking after our environment

	Where do we live?			Seasons Vincent Van Gogh study Weather forecasts and study	Neil Armstrong- Fly me to the moon	Seaside-past and present Going on holiday- seasons and clothes
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