



## EYFS Long Term Plan – Cape Class (Pre-School)

This long term plan has been created to ensure that children have opportunities to develop all the skills necessary across the year to ensure a smooth transition into reception. However, learning in EYFS is not linear, and children will have opportunities to explore, develop and apply the skills across all areas of learning throughout the year – through both planned (teacher led) and spontaneous (child led) experiences.

We follow an approach which offers ample opportunities for child-led learning styles, and also promotes the 'I wonder' questions that stem from children's interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children's current knowledge and understanding which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Adults aim to widen a child's world primarily through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed skills learnt.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder...	Who am I?	Who keeps us safe?	Which animal is the best?	How it grows.	Where I live?	Are we there yet?
Possible lines of enquiry	All about Me Starting Nursery New beginnings Autumn Family	People who help us Celebrations – Christmas, Divali, Bonfire Night	Pets Day and Night animals On the farm Jungle animals Animal patterns	Springtime Plants and Flowers & Easter	Picnics, The seaside	Vehicles Space Rockets Upcycling recycled materials
Real Life Experiences	Starting nursery with new routines and expectations	Visits from the Emergency Services Trip to Fire station Visit from Lollipop lady	Visit to Castle Brea Farm Visitors with pets	Weekly cooking Growing our own herbs and vegetables Visit from school cook Visit from dentist Mother's day	Walks around the local area Visit to the beach Visit to the park	Road safety Minibus trip
Environment and Community	Open afternoon to share what we have been learning with parents and carers	As above	Open afternoon to share what we have been learning with parents and carers	Sunflower growing competition between families  Easter trail with parents	Open afternoon to share what we have been learning with parents and carers  Picnic with Parents	Explore different environments Beach/park/town/field
Whole School Events	Black History Month	Anti-Bullying Week NSPCC PANTS	Drug and Alcohol Education Safer Internet Day Children's mental health week	Easter World Book Day		RSE Week Healthy Week



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<p>Personal, Social and Emotional Development</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p><u>Self-regulation</u> Children will: -increasingly follow rules, understanding why they are important.</p> <p><u>Managing Self</u> Children will: -express preferences -select and use activities and resources sometimes with help.</p> <p><u>Building Relationships</u> Children will: -be interested in others play</p>	<p><u>Self-regulation</u> Children will: -increasingly follow rules and understand why they are important.</p> <p><u>Managing Self</u> Children will: -understand emotions -select and use activities and resources with help.</p> <p><u>Building Relationships</u> Children will: -initiate play</p>	<p><u>Self-regulation</u> Children will: -develop their sense of responsibility and membership of a community.</p> <p><u>Managing Self</u> Children will: -talk about their feelings.</p> <p><u>Building Relationships</u> Children will: -take turns with adult guidance.</p>	<p><u>Self-regulation</u> Children will: -develop ways to become assertive</p> <p><u>Managing Self</u> Children will: -make healthy choices.</p> <p><u>Building Relationships</u> Children will: -play with one or more other children. -begin to understand how others might be feeling.</p>	<p><u>Self-regulation</u> Children will: -develop ways to resolve conflict. -not always need an adult to mind them of the rules</p> <p><u>Managing Self</u></p> <p><u>Building Relationships</u> Children will: -show more confidence in new social situations</p>	<p><u>Self-regulation</u></p> <p><u>Managing Self</u> Children will: -become independent meeting their own care needs.</p> <p><u>Building Relationships</u> Children will: -become more outgoing with unfamiliar people.</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p><u>Listening, Attention and Understanding</u> Children will: -listen to stories with increasing attention and recall.</p> <p><u>Speaking</u> Children will: -know many rhymes</p>	<p><u>Listening, Attention and Understanding</u> Children will:- Begin to focus attention on more than one thing</p> <p><u>Speaking</u> Children will: -sing a range of songs</p>	<p><u>Listening, Attention and Understanding</u> Children will: – understand more complex sentences and follow 2-part instruction</p> <p><u>Speaking</u> Children will: -be able to talk about familiar books -Use longer sentences of four to six words.</p>	<p><u>Listening, Attention and Understanding</u> Children will: -begin to understand ‘why’ and ‘how’ questions</p> <p><u>Speaking</u> Children will: -be able to tell a long story - use talk to organise themselves and their play</p>	<p><u>Listening, Attention and Understanding</u> Children will:- -begin to shift attention from one task to another</p> <p><u>Speaking</u> Children will:- - use talk to express a point and debate when disagree</p>	<p><u>Listening, Attention and Understanding</u> Children will: -answer simple why questions.</p> <p><u>Speaking</u> Children will: -Have conversations with peers and adults and continue it -use a wider range of vocab</p>
<p>Rhymes</p>	<p>Hickory Dickory Dock I'm a Little Teapot Little Bo Peep</p>	<p>Hey Diddle Diddle There Was An Old Lady Who Lived In A Shoe Twinkle Twinkle Little Star</p>	<p>Row Row Row Your Boat Old Mother Hubbard Baa Baa Black Sheep</p>	<p>Pat A Cake The Grand Old Duke Of York Hot Cross Buns</p>	<p>Round and Round The Garden Little Jack Horner Jack and Jill</p>	<p>It's Raining It's Pouring This Little Piggy Incy Wincy Spider</p>
<p>Physical Development</p> <p>Gross Motor Skills</p>	<p><u>Gross Motor Skills</u> Children will: -develop their movement, balancing, riding scooters, trikes and ball skills -walk, run, hop, skip, jump, roll,</p>	<p><u>Gross Motor Skills</u> Children will: -skip, hop, stand on one leg and balance for a game like musical statues -decide which gross motor skills use to match tasks</p>	<p><u>Gross Motor Skills</u> Children will: -go up steps and stairs using alternate feet -collaborate with other to move larger items such as planks of wood, crates,</p>	<p><u>Gross Motor Skills</u> Children will: negotiate space successfully Build obstacle course Ride scooters and bikes Races</p>	<p><u>Gross Motor Skills</u> Children will: -able to use and remember sequences and patterns related to music and rhythm. -use large muscle</p>	<p><u>Gross Motor Skills</u> Children will: -take part in some group activities which they make up for themselves Circle time games Farmers in his den, oak</p>



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<p>Fine Motor Skills</p>	<p>crawl</p> <p><u>Fine Motor Skills</u> Children will: -use the pincer grip to pick up small items</p>	<p>and activities ie crawl or run across a plank.</p> <p>Explores climbing equipment safely Explores walking up and down steps and ladders Explores climbing along benches Builds obstacle courses</p> <p><u>Fine Motor Skills</u> Children will: -decide which physical skills to use to match a task -demonstrate increasing strength in hands and fingers for manipulating tools</p>	<p>materials, buckets.</p> <p><u>Fine Motor Skills</u> Children will: -use tools safely -use a range of one-handed tools. E.g., scissors. -show a preference for dominant hand Chalks, pencils, paint brushes, threading, weaving, peg boards, finger songs, scissor skills, digging, painting,</p>	<p><u>Fine Motor Skills</u> Children will: -begin to use appropriate grip to hold a pencil</p>	<p>movements – wave flags, streamers paint and make marks. -work as part of a group</p> <p><u>Fine Motor Skills</u> Children will: Use a comfortable grip when using a pencil. Scissor and pencil skills. Cutting paper, playdough, grass, flowers, pencil control sheets.</p>	<p>cokey, ring a ring a roses Ball games</p> <p><u>Fine Motor Skills</u> Children will: Become independent as they get dressed, putting on coats, zps Uses cutlery Playdough, fruit, and vegetables, cutting.</p>
<p><u>Literacy</u></p> <p>Comprehension Word reading Writing</p>	<p><u>Comprehension</u> Children will: -share books with an adult</p> <p><u>Word Reading</u> Children will: -understands print has meaning.</p> <p><u>Writing</u> Children will: -explore mark making and drawing freely</p>	<p><u>Comprehension</u> Children will: -have favourite books and seek out a peer to share or read alone</p> <p><u>Word Reading</u> Children will: -notice print, such as the first letter of their name, or a familiar logo</p> <p><u>Writing</u> Children will: -add marks to their drawings</p>	<p><u>Comprehension</u> Children will: -develop play around favourite stories using props</p> <p><u>Word Reading</u> Children will: -understand words are written left to right and top to bottom -begin to understand syllables. - spot and suggest rhymes -recognize words with the same initial sounds.</p> <p><u>Writing</u> Children will: -make marks to stand for their name</p>	<p><u>Comprehension</u> Children will: -retell parts of a familiar story</p> <p><u>Word Reading</u> Children will: -begin to orally blend sounds into vc words</p> <p><u>Writing</u> Children will: -use some print and letter knowledge to make marks</p>	<p><u>Comprehension</u> Children will: -learn new vocabulary relating to storytelling</p> <p><u>Word Reading</u> Children will: -begin to name different parts of the book</p> <p><u>Writing</u> Children will: -write some or all their name</p>	<p><u>Comprehension</u> Children will: -engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Word Reading</u> Children will: -recognize words with the same initial sounds</p> <p><u>Writing</u> Children will: -begin to use some of their print and letter knowledge to write -write some letters accurately</p>



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Read Write Inc	Sound discrimination Environmental sounds Instrumental Sounds Body Percussion Voice sounds	Sound discrimination Environmental sounds Instrumental Sounds Body Percussion Voice sounds	Rhythm and rhyme and Alliteration	Oral blending and segmentation	RWI Wk 1 m,a,s Wk 2 d,t,i Wk 3 n,p,g Wk 4 o,c,k	RWI Wk 1 m,a,s Wk 2 d,t,i Wk 3 n,p,g Wk 4 o,c,k
Suggested texts	I'm starting nursery Ten little fingers and 10 little toes Dogger Would You Rather Mr Big I Am Too Absolutely Small For School (Charlie And Lola) It's time to play Tickle my nose	Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital	Brown Bear Dear Zoo Noisy Farm Walking Through The Jungle The Snail and the Whale Snow is my favourite best Growing frogs	The Tiger Who Came To Tea Oliver's Vegetables Pumpkin Soup I will NEVER never eat a tomato This is the bear and the picnic lunch Brush your teeth Max and Millie We're going on an egg hunt Sonya's Chickens	We're going on a Bear Hunt	The Train Ride. I Wish I Were A Pilot Who Sank The Boat Mr Gumpy's Motor Car Oi Get Off Our Train You Can't Take An Elephant On The Bus Whatever Next Up down and around Things that Go Dazzling Diggers Tough Trucks
Traditional Story	Goldilocks and the Three Bears	Little Red Hen	The Three Little Pigs	The Enormous Turnip	Little Red Riding Hood	The Gingerbread Man
Talk Through Stories	Happy to be me People who love me	Cops and Robbers Burglar Bill	Don't wake the Bear Hare Who ever heard of a hibernating pig	The Giant Jam Sandwich Handa's Hen	Stick Man. The Scarecrows Wedding.	Duck in the Truck Please don't chat to the bus driver
Nursery Rhyme to perform	What I can do	Twinkle Twinkle Little Star	Baa Baa Black Sheep	Sing a song of sixpence	Here we go round the Mulberry Bush	

Maths	<u>See separate maths plan</u> Numbers Children will: -say one number for each item in order 1,2,3,4,5	<u>See separate maths plan</u> Numbers Children will: -subitise to 3 -know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	<u>See separate maths plan</u> Numbers -Link numerals and amounts up to 5	<u>See separate maths plan</u> Numbers -experiment with own symbols and marks as well as numerals	<u>See separate maths plan</u> Numbers -show finger numbers up to 5	<u>See separate maths plan</u> Numbers -recite numbers past 5 -solve real world mathematical problems with numbers up to 5
	Number Numerical Patterns	<u>Numerical Patterns</u> Children will: -talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like	<u>Numerical Patterns</u> Children will: -begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' -select shapes appropriately: flat surfaces for building, a	<u>Numerical Patterns</u> Children will: -make comparisons between objects relating to size, length, weight and capacity. -compare quantities using language: 'more than',	<u>Numerical Patterns</u> Children will: -describe a familiar route. -discuss routes and locations, using words like 'in front of' and 'behind'. -extend and create ABAB patterns – stick, leaf, stick, leaf.	<u>Numerical Patterns</u> Children will: -make comparisons between objects relating to size, length, weight and capacity.



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	'pointy', 'spotty', 'blobs' etc.	Children will: -talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	triangular prism for a roof etc. -combine shapes to make new ones – an arch, a bigger triangle etc.	'fewer than'. -understand position through words alone – for example, "The bag is under the table," – with no pointing		-notice and correct an error in a repeating pattern.
<u>Understanding the World</u>  Past and Present  People, Culture and Communities  The Natural World	<u>Past and Present</u> Children will: -make connections between features of their family and others -begin to make sense of own life story and family's history - begin to understand how they grow and change over time paying consideration to what they looked like as babies, what they could do etc. (past) and what they look like and can do now (present)  <u>People, Cultures and Communities</u> Children will: -notice differences between people  <u>The Natural World</u> Children will: -use senses to explore	<u>Past and Present</u> Children will: -show interest in different occupations  <u>People, Cultures and Communities</u> Children will: -develop positive attitudes about the difference between people (e.g divali, Christmas)  <u>The Natural World</u> Children will: -talk about what they see and feel -explore materials with similar/different properties	<u>Past and Present</u> Children will: -talk about life cycles in the terms of past and present  <u>People, Cultures and Communities</u> Children will: -know that there are different countries in the world  <u>The Natural World</u> Children will: -understand key features of a lifecycle of an animal -explore the lives and habitats of different animals and develop understanding of how they grow and how we care for them	<u>Past and Present</u> Children will -talk about life cycle of a plant in terms of past and present  <u>People, Cultures and Communities</u> Children will: -explore different occupations ie gardener, chef, school cook  <u>The Natural World</u> Children will: -plant seeds and grow plants -begin to respect the environment and living things -discuss different natural environments and where they may have seen different things	<u>Past and Present</u> Children will: -begin to make sense of their own life story and family's history - talk about themselves and their likes and dislikes.  <u>People, Cultures and Communities</u> Children will: -know that there are different countries in the world  <u>The Natural World</u> Children will: -begin to respect the environment and living things -talk about what they see using a wide vocabulary – focusing on pictures from stories	<u>Past and Present</u> Children will: -recall and talk about things they have learned and enjoyed during the past year in nursery,  <u>People, Cultures and Communities</u>  <u>The Natural World</u> Children will: -explore how things work -talk about the differences between materials and the changes they notice
<u>Expressive Arts and Design</u>	<u>Creating with Materials</u> Children will: -explores different art materials  <u>Being Imaginative and</u>	<u>Creating with Materials</u> Children will: -explore different materials freely, beginning to develop own ideas what to make.	<u>Creating with Materials</u> Children will: -join different materials and explore textures -use closed shapes with continuous lines to	<u>Creating with Materials</u> Children will: -explore colour and colour mixing  <u>Being Imaginative and</u>	<u>Creating with Materials</u> Children will: -develop own ideas and decide which materials to use. -explore art through the	<u>Creating with Materials</u> Children will: -begin to make own creations -draw with increasing complexity and control



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<p>Creating with materials</p> <p>Being Imaginative and Expressive</p>	<p><u>Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-pretend play, using an object to represent something else</li> <li>-sing songs about the body</li> <li>-sing the pitch of a tone sung by another person</li> </ul>	<p>how to join materials</p> <ul style="list-style-type: none"> <li>-represent objects by drawing</li> </ul> <p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-create dance moves to music</li> <li>-play instruments with increasing control</li> <li>-learn Christmas songs</li> </ul>	<p>represent objects</p> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>-explore feelings by painting and drawing</li> <li>-explore small world and develop complex stories</li> </ul>	<p><u>Expressive</u></p> <p>Listens with increasing attention to sounds</p> <p>Pitch of songs</p>	<p>use of natural materials</p> <p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>make small worlds with blocks and construction kits such as the park</li> <li>-sing the melodic shape of familiar songs</li> <li>-learn a collection of songs and rhymes</li> </ul>	<p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-explore instruments</li> <li>-improvise own songs</li> </ul>
<p>Songs</p>	<p>Head, Shoulders Knees and Toes</p> <p>1 Finger, 1 thumb</p> <p>Ring-a-ring a roses</p>	<p>2 Little Dickie Birds</p> <p>Zoom Zoom Zoom</p> <p>1, 2, 3, 4, 5,</p> <p>Three Little Kittens</p>	<p>The farmers in the dell</p> <p>Old Macdonald</p> <p>5 Snowmen</p> <p>Alice The Camel</p> <p>5 Cheeky Monkeys</p>	<p>Sing A Song Of Sixpence</p> <p>I'm A Little Bean</p> <p>5 Sausages</p>	<p>One Elephant Went Out To Play</p> <p>London Bridge</p> <p>When Goldilocks Went To House Of The Woods</p>	<p>1,2 Buckle my shoe</p> <p>1 Potato</p> <p>5 Little Men In A Flying Saucer</p>
<p>Links to Design and Technology/Art</p>		<p>Exploring how to join materials.</p>	<p>Textiles</p>	<p>Food</p> <p>Make a vegetable or fruit salad</p> <p>Explore tie dyes – how colours mix</p>		<p>Junk modelling - making vehicles</p>
<p>Links to Music</p>	<p>Musical instruments</p> <p>Body percussion</p>	<p>Musical instruments</p> <p>Body percussion</p> <p>Christmas performance</p>	<p>Music from around the world</p>	<p>Body percussion</p> <p>Learning songs</p>	<p>Rhythm</p> <p>Learning songs</p>	<p>Musical instruments</p>
<p>Links to Geography/History /RE and Science</p>	<p>My family tree</p>	<p>Visits from different occupations</p> <p>Explore the Hindu festival Diwali.</p> <p>Learn about the meaning of Christmas</p>	<p>Animals from around the world – different countries</p> <p>Lifecycle</p> <p>Learn about Chinese culture</p>	<p>Growing plants/food</p> <p>Healthy choices</p> <p>Learn about the meaning of Easter</p>	<p>Map of local area</p> <p>Explore Christian celebrations, including weddings and baptisms</p>	<p>How things work</p>