

EYFS Long Term Plan for LFS - Mrs. Hall

Theme -Autumn/Colours <i>Why do the leaves change colour and fall from the trees?</i>	Theme - Festivals and Celebrations/Winter <i>Why do we celebrate Christmas?</i>	Theme - Growing plants <i>What happens when we plant a seed?</i>	Theme - Where we live/Spring <i>What happens to my letter when I post it?</i>	Theme - Mini beasts <i>Where do mini beasts live and where do they come from?</i>	Theme - Under the Sea/Seaside/Summer <i>What can we see under the sea?</i>
<p>PSED - Settle in; form relationships with children and adults</p> <p>PD - Putting on coats/wellies</p> <p>C&L - Listen to others in a small group</p> <p>Lit - Listen to stories, handle books carefully, know that print is read from left to right</p> <p>M - Use number names in play. Play with shapes to make arrangements</p> <p>EAD - Singing/circle games & rhymes. Changing colours. Texture</p> <p>UW/ICT - Talks about</p>	<p>PSED - Jobs with responsibility, build confidence in new and unfamiliar situations</p> <p>PD - Safe use of tools and equipment. Using scissors, pencils</p> <p>C&L - Listens to stories and joins in with repeated refrains</p> <p>Lit - Listens to stories and joins in with repeated refrains, know that print carries meaning</p> <p>M - Shapes in the environment. Recite numbers in order to 10.</p> <p>EAD - Moving/dancing to music</p>	<p>PSED - Taking turns and sharing resources</p> <p>PD - Ball skills - throwing, catching, kicking, negotiate space & obstacles</p> <p>C&L - Respond to simple instructions. Retell an event in correct sequence</p> <p>Lit - Mark making - begin to give meaning to the marks they make</p> <p>M - Match numeral and quantity. Talk about the shape of objects</p> <p>EAD - Rhythm and changing sounds</p>	<p>PSED - Tolerate delay when needs are not immediately met; understand why needs may not always be met</p> <p>PD - Move in different ways, climb on, off, up, down, over, through apparatus</p> <p>C&L - Increasing vocabulary based on the breadth of their experiences</p> <p>Lit - Look for familiar marks and ascribe meaning to them</p> <p>M - Represent numbers using marks. Look for and recognise numbers in the environment. Use</p>	<p>PSED - Show confidence in asking adults for help or joining in with groups of children</p> <p>PD - Copy some letters from name, pencil grip</p> <p>C&L - Use talk to connect ideas and explain what is happening</p> <p>Lit - Be aware of the way stories are structured. Suggest ways that stories might end</p> <p>M - Comparing groups of objects, counting</p> <p>EAD - Role play</p> <p>UW/ICT - Talk about why things happen and how they work. Use computer to</p>	<p>PSED - Begin to resolve conflicts without aggression</p> <p>PD - Travel confidently on, over, through, balance on apparatus</p> <p>C&L - More focussed attention. Give explanations about why things happen</p> <p>Lit - Describe characters, settings and events</p> <p>M - Number problems</p> <p>EAD - Singing, dance, role play</p> <p>UW/ICT - Show care and concern for living things and the</p>

<p>their own important events. Operate simple equipment - CDplayer</p>	<p>UW/ICT - Talk about what makes them unique. Operate Simple equipment - Beebots/ipads</p>	<p>UW/ICT - Developing an understanding of growth and changes. Shows interest in real technological toys - cameras</p>	<p>positional language</p> <p>EAD - Use tools and construction materials</p> <p>UW/ICT - Talk about different occupations and ways of life. Improve mouse skills</p>	<p>create pictures</p>	<p>environment. Use computer to create and print pictures</p>
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*****Phonics will be taught in 20 minute discrete daily sessions by phase*****