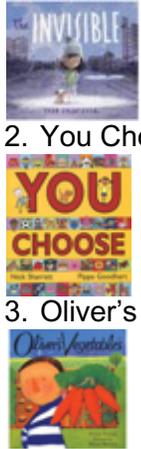


## Wootton St Peter's Primary School 2021 - 2022 Long Term Plan EYFS

### Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	03/09 - 21/10	29/11 - 17 /12	5/1 - 18/2	28/2 - 8/4	19/4 - 28/5	7/6 - 21/7
<b>Topics &amp; Continuous Provision</b>	<p><b>Marvelous me</b></p> <ul style="list-style-type: none"> <li>- New environment</li> <li>- My family</li> <li>- Preferences</li> <li>- Similarities and Differences of people</li> <li>- Family display</li> </ul> <p><b>Autumn and Harvest</b></p> <ul style="list-style-type: none"> <li>- Flowers in autumn</li> <li>- Crops</li> <li>- Healthy snacks</li> <li>- Farm animals</li> </ul>	<p><b>Lights</b></p> <ul style="list-style-type: none"> <li>- Bonfire night</li> <li>- Diwali</li> <li>- Stars</li> <li>- Shadow puppets</li> <li>- Night creatures</li> </ul> <p><b>Special Relationships &amp; Celebrations</b></p> <ul style="list-style-type: none"> <li>- Different cultures, Diwali,</li> <li>- Halloween,</li> <li>- Christmas story</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>- Weather: Rain, sun, snow, rainbows</li> <li>- Differences and changes over time</li> <li>- seasons</li> <li>- Observations (melting ice)</li> </ul> <p><b>Count on Me</b></p> <ul style="list-style-type: none"> <li>- Feelings</li> <li>- people who help us</li> <li>- Friendships</li> <li>- Animals</li> </ul>	<p><b>Flowers &amp; Plants</b></p> <ul style="list-style-type: none"> <li>- Seeds &amp; growing</li> <li>- Beautiful nature</li> <li>- Caring for nature</li> <li>- Bee's</li> <li>- Easter</li> </ul> <p><b>Tales</b></p> <ul style="list-style-type: none"> <li>- Spells, potions</li> <li>- Traditional tales</li> <li>- Fairy tales</li> </ul>	<p><b>Magical world</b></p> <ul style="list-style-type: none"> <li>- Planet Earth</li> <li>- Dinosaurs</li> <li>- Extraordinary Animals</li> </ul> <p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>- At the seaside</li> <li>- Beneath the waves/sea</li> <li>- Animals in/at the sea</li> <li>- Ice cream</li> </ul>	<p><b>Travel</b></p> <ul style="list-style-type: none"> <li>- Forms of transportation: car, bus, train, bicycle, tractor, plane, etc.</li> </ul> <p><b>Constructing &amp; Making</b></p> <ul style="list-style-type: none"> <li>- Building, construction site, changes</li> <li>- What happens on a construction site</li> </ul>
<b>Book Focus</b>	<p><b>Main Texts:</b></p> <ol style="list-style-type: none"> <li>1. The Invisible</li> <li>2. You Choose</li> <li>3. Oliver's Vegetables</li> </ol> 	<p><b>Main Texts:</b></p> <ol style="list-style-type: none"> <li>1. Rain before Rainbows</li> <li>2. Owl Babies</li> </ol> 	<p><b>Main Texts:</b></p> <ol style="list-style-type: none"> <li>1. The Woolly Bear Caterpillar</li> <li>2. The colour monster</li> </ol> 	<p><b>Main Texts:</b></p> <ol style="list-style-type: none"> <li>1. Anywhere Farm</li> <li>2. Snow White</li> </ol> 	<p><b>Main Texts:</b></p> <ol style="list-style-type: none"> <li>1. Here we are</li> <li>The lighthouse keeps lunch</li> </ol> 	<p><b>Main Texts:</b></p> <ol style="list-style-type: none"> <li>1. Meerkat Mail</li> <li>2. The Toymaker</li> </ol> 

	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Eat well</li> <li>- Farm (J. Colerne)</li> <li>- The Pizza Patch</li> </ul> <p><b>Reading Spine</b></p> <ul style="list-style-type: none"> <li>- Starting School</li> <li>- Making faces</li> <li>- The wolf is coming</li> <li>- Handa's surprise</li> <li>- Van Gogh and the Sunflowers</li> </ul>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Night Creatures</li> </ul> <p><b>Reading Spine</b></p> <ul style="list-style-type: none"> <li>- Orion and the dark</li> <li>- 24 Stories for Advent</li> <li>- The nativity play</li> <li>- Daisy and the Moon</li> <li>- Colourful Cars</li> </ul>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Weather: True or false?</li> </ul> <p><b>Reading Spine</b></p> <ul style="list-style-type: none"> <li>- The very hungry caterpillar</li> <li>- Lost and Found</li> <li>- Mamba and the crocodile bird</li> <li>- Elmer</li> </ul>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Grow organic - Eat Organic</li> </ul> <p><b>Reading Spine</b></p> <ul style="list-style-type: none"> <li>- The Extraordinary Gardener</li> <li>- Usborne Fairy tales for Little Children</li> </ul>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Questions and Answers about Dinosaurs</li> </ul> <p><b>Reading Spine</b></p> <ul style="list-style-type: none"> <li>- The Lion Inside</li> <li>- The storm whale</li> <li>- Where the forest meets the sea</li> <li>- Dear Greenpeace</li> <li>- Tiddler</li> </ul>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- If you lived here</li> <li>- Cool architecture</li> </ul> <p><b>Reading Spine</b></p> <ul style="list-style-type: none"> <li>- Paddington collection</li> <li>- The everywhere bear</li> <li>- Benny the Barmy Builder</li> </ul>
<b>SCARF Themes</b>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>- All about me</li> <li>- My special People</li> <li>- Same and different</li> <li>- My feelings</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>- I'm special, you're special</li> <li>- Same and different families and homes</li> <li>- I'm caring</li> <li>- Kind and caring</li> <li>- Including everyone</li> </ul>	<p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>- Keeping my body safe</li> <li>- Listening to my feelings</li> <li>- People who help keep me safe</li> </ul>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>- Looking after myself and my friends</li> <li>- Caring for my environment</li> <li>- Looking after money</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>- Bouncing back</li> <li>- Healthy eating</li> <li>- exercise and sleep</li> </ul>	<p><b>Growing &amp; Changing</b></p> <ul style="list-style-type: none"> <li>- Changes</li> <li>- Life stages</li> <li>- Changing bodies</li> </ul>
<b>Literacy Focus</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Name recognition-self-register</li> <li>- Guided reading</li> <li>- Listen to stories (with puppets)</li> <li>- Handle books with care</li> <li>- Identifying objects in pictures and books</li> <li>- No words book</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Home Books</li> <li>- Small group reading</li> <li>- Guided Reading</li> <li>- Topic words matching</li> <li>- Look at an image and discuss feelings</li> <li>- Book skills: orientation of the text</li> <li>- describe characters and events</li> <li>- listen with attention and recall</li> <li>- Recognising own name</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Home Books</li> <li>- Small group reading</li> <li>- Independent reading activities.</li> <li>- Topic word matching</li> <li>- Guided Reading</li> <li>- Differentiating between words and pictures</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Home Books</li> <li>- Small group reading</li> <li>- Independent reading activities.</li> <li>- Topic words matching</li> <li>- Guided Reading</li> <li>- Topic Keywords</li> <li>- Innovate stories</li> <li>- Orientation of text</li> <li>- Re-telling a story that they know</li> <li>- Simple sequencing of story events</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Home Books</li> <li>- Small group reading</li> <li>- Independent reading activities.</li> <li>- Topic words matching</li> <li>- Guided Reading</li> <li>- Topic Keywords</li> <li>- Ascribing meaning symbols around them</li> <li>- Describe story settings</li> <li>- Suggest alternative endings of a story</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Home Books</li> <li>- Small group reading</li> <li>- Independent reading activities.</li> <li>- Topic words matching</li> <li>- Guided Reading</li> <li>- Topic Keywords</li> <li>- Reads from L-R and T-B</li> <li>- Talk a full sentence</li> </ul>

	<p><b>Phonics RWI</b></p> <ul style="list-style-type: none"> <li>- Phase 1 (ongoing for Nursery)</li> <li>- Environmental sounds</li> <li>- Instrumental sounds</li> <li>- Body Percussion</li> <li>- Rhythm and Rhyme</li> <li>- Alliteration</li> <li>- Voice Sounds</li> </ul>	<p><b>Phonics RWI</b></p> <ul style="list-style-type: none"> <li>- Sound set 1 phoneme</li> <li>- Begin with letter formation</li> <li>- Phonics songs &amp; actions</li> <li>- Phonics play IWB games</li> </ul>	<p><b>Phonics RWI</b></p> <ul style="list-style-type: none"> <li>- Sound set 1/2</li> <li>- Blending and segmenting</li> <li>- Phonics songs &amp; actions</li> <li>- Phonics play IWB games</li> <li>- Alphabet</li> </ul>	<p><b>Phonics RWI</b></p> <ul style="list-style-type: none"> <li>- Sound set 2</li> <li>- Blending and segmenting</li> <li>- Phonics songs &amp; actions</li> <li>- Phonics play IWB games</li> </ul>	<p><b>Phonics RWI</b></p> <ul style="list-style-type: none"> <li>- Sound set 2/3</li> <li>- Phonics songs &amp; actions</li> <li>- Play IWB games</li> <li>- Rhyming games</li> </ul>	<p><b>Phonics RWI</b></p> <ul style="list-style-type: none"> <li>- Sound set 3</li> <li>- Phonics songs &amp; actions</li> <li>- play IWB games</li> <li>- Orally segment and blend words</li> </ul>
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Funky finger activities (for writing)</li> <li>- Extend spoken vocabulary.</li> <li>- Manipulates objects with good fine motor skills.</li> <li>- Develop pencil grip and letter formation.</li> <li>- Ascribe meaning to marks</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Copy name using a model</li> <li>- EXT Segment &amp; blend CVC words and captions</li> <li>- Manipulates objects with good fine motor skills.</li> <li>- Use one-handed tools with increased control</li> <li>- Develop letter formation</li> <li>- Mark making: gives meaning to marks they see, draw and paint.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Build simple sentences and can read them back.</li> <li>- Continues a rhyming string</li> <li>- Writes for different purposes.</li> <li>- Spell some irregular common words correctly</li> <li>- Copy name using a model</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Writes for different purposes.</li> <li>- Spell some irregular common words correctly.</li> <li>- Use preferred hand for writing, using a correct pencil grip.</li> <li>- Begin to spell phonically regular words of more than 1 syllable</li> <li>- Write own name without a model</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write phonetically plausible sentences which can be read.</li> <li>- Spell some irregular common words correctly.</li> <li>- use preferred hand for writing, using a correct pencil grip.</li> <li>- Begin to control letter size and write on lines</li> <li>- Use key features of narrative in their own writing</li> <li>- Use of initial sounds in writing</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Writes for different purposes.</li> <li>- use their preferred hand for writing, using a correct pencil grip.</li> <li>- Begin to control letter size and write on lines</li> <li>- spell phonically regular words of more than 1 syllable</li> <li>- Use key features of narrative in their own writing</li> </ul>
<p><b>Maths Focus</b></p>	<ul style="list-style-type: none"> <li>- Getting to know the classroom and resources</li> <li>- Matching and sorting</li> <li>- Represent, compare and compose numbers 1-3, mass, sides, capacity</li> <li>- Exploring patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Represent, compare and compose numbers to 5</li> <li>- One more or less</li> <li>- Circles, Triangles</li> <li>- Positional language</li> <li>- Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>- Represent, compare and compose numbers to 6-8</li> </ul>	<ul style="list-style-type: none"> <li>- Represent, compare and compose numbers to 9-10</li> </ul>	<ul style="list-style-type: none"> <li>- Represent, compare and compose numbers to 20 and beyond</li> <li>- First, then, now</li> </ul>	<ul style="list-style-type: none"> <li>- Patterns</li> <li>- Consolidation</li> </ul>

<p><b>Understanding the World/ Science</b></p>	<p><b>My body</b></p> <ul style="list-style-type: none"> <li>- Body Parts</li> <li>- Self-Care <ul style="list-style-type: none"> <li>· recognise repeated sounds and sound patterns and match movements to music</li> </ul> </li> </ul> <p><b>Autumn &amp; Harvest</b></p> <ul style="list-style-type: none"> <li>- Exploring/mixing colour/texture to make pictures</li> <li>- Healthy eating</li> </ul>	<p><b>Lights (Day and Night)</b></p> <ul style="list-style-type: none"> <li>- Fire</li> <li>- Fireworks</li> <li>- nocturnal animals</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>- Sings to self and makes up simple songs. Makes up rhythms.</li> <li>- Begins to build a repertoire of songs and dances</li> <li>- Expressive in art/drama/dance (Christmas concert)</li> </ul>	<p><b>Weather:</b></p> <ul style="list-style-type: none"> <li>- Changes &amp; similarities, sound of rain/sunshine, Where does the rain come from?</li> <li>- Ice, snow, desert</li> <li>- Freezing liquid to solid</li> </ul> <p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>- How animals can survive without clothes (weather conditions)</li> <li>- penguins</li> </ul>	<p><b>Magical world</b></p> <ul style="list-style-type: none"> <li>- Begins to build a repertoire of songs and dances</li> <li>- Expressive in art/drama/dance</li> </ul> <p><b>Flowers and Growing</b></p> <ul style="list-style-type: none"> <li>- Manipulates materials to have a planned effect.</li> <li>- Uses simple tools and techniques competently and appropriately.</li> </ul>	<p><b>The world beneath our feet</b></p> <ul style="list-style-type: none"> <li>- They can talk about features of their own and others' work, recognising the</li> </ul> <p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>- Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>	<p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>- Build paper planes, boats and test them</li> </ul> <p><b>Construction site</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques.</li> <li>- Experiment with colour, design, texture, form and function.</li> </ul>
<p><b>Expressive Art and Design</b></p>	<ul style="list-style-type: none"> <li>- Van Gogh and the Sunflowers (story link)</li> <li>- Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>- Elmer</li> <li>- Colours and rainbows</li> <li>- Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Animal prints, patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds, plants and growing</li> </ul>	<ul style="list-style-type: none"> <li>- Dinosaurs</li> <li>- Mini lighthouses</li> </ul>	<ul style="list-style-type: none"> <li>- Construction, plans, architects</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>- Gross and fine motor activities</li> <li>- Construction and malleable activities</li> <li>- Pencil grip</li> <li>- Tidy up</li> <li>- Independent toileting and washing hands</li> <li>- Self-dressing: fastening coats/shoes</li> <li>- Name writing</li> <li>- Carpet skills with increase learning behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Fine motor activities</li> <li>- Construction</li> <li>- Pencil grip</li> <li>- Name writing</li> <li>- Mark making</li> <li>- Creative activities (cutting &amp; sticking)</li> <li>- Use one-handed tools with increased control, e.g. pencil, scissors</li> <li>- Five a day</li> <li>- Carpet skills with increase learning behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Creative activities-cutting &amp; sticking.</li> <li>- Letter formation</li> <li>- Hand-eye coordination activities, Ball games</li> <li>- Use one-handed tools with increased control</li> <li>- Five a day</li> </ul> <p>Topic relevant:</p> <ul style="list-style-type: none"> <li>- Outdoor activities-moving in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Handle equipment and tools effectively, pencils for writing.</li> <li>- Five a day</li> <li>- Can talk about aspects of good health</li> <li>- Hand-eye coordination activities</li> <li>- Ball games</li> <li>- Wake and Shake</li> </ul>	<ul style="list-style-type: none"> <li>- Handle equipment and tools effectively, including pencils for writing.</li> <li>- considers and manages some risks when tackling new challenges</li> <li>- Develop characteristics of effective learning</li> <li>- Exceeding- self dressing successfully managing</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulates objects with good fine motor skills.</li> <li>- Uses writing as a means of communicating to an audience.</li> <li>- considers and manages some risks when tackling new challenges</li> <li>- Exceeding- self dressing successfully</li> <li>- Can make healthy choices in relation</li> </ul>

	<p>Topic relevant:</p> <ul style="list-style-type: none"> <li>- Outdoor activities</li> <li>- Cropping fruits (stretching activity)</li> <li>- Talk about aspects of good health</li> </ul>	<p>Topic relevant:</p> <ul style="list-style-type: none"> <li>- Outdoor activities: moving in different ways and managing risk</li> </ul>		<p>Topic relevant:</p> <ul style="list-style-type: none"> <li>- Develop characteristics of effective learning e.g. persistence and motivation.</li> </ul>	fastening buttons or laces.	<p>to healthy eating and exercise.</p> <p>Topic relevant:</p> <ul style="list-style-type: none"> <li>- Gross motor skills: Preparing for sports day activities.</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>- Story: The foolish Farmer</li> <li>- Harvest</li> </ul>	<ul style="list-style-type: none"> <li>- Story: Two men and their houses</li> <li>- Diwali</li> <li>- Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Story: The people helper who wouldn't help</li> <li>- New Year around the world</li> </ul>	<ul style="list-style-type: none"> <li>- Story: The sheep that was lost</li> <li>- Easter</li> </ul>	<ul style="list-style-type: none"> <li>- Story: Two men who talked to god</li> </ul>	
<b>Roleplay Corner</b>	<ul style="list-style-type: none"> <li>- family &amp; home</li> <li>- Fruit and Veg. Shop</li> </ul>	<ul style="list-style-type: none"> <li>- Science lab (light)</li> <li>- Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Vet</li> <li>- People who help us</li> </ul>	<ul style="list-style-type: none"> <li>- Tales</li> <li>- Castle</li> </ul>	<ul style="list-style-type: none"> <li>- African animals</li> <li>- Seaside</li> </ul>	<ul style="list-style-type: none"> <li>- Travel agency</li> <li>- Builder/construction</li> </ul>
<b>Outdoor Provision</b>	<ul style="list-style-type: none"> <li>- Nature &amp; Sound walks</li> <li>- Natural resources (Autumn based)</li> <li>- Animals around us</li> <li>- Crops/Harvest</li> <li>- Planting (helping together)</li> </ul>	<ul style="list-style-type: none"> <li>- Colours in our nature</li> <li>- Wind and clouds which block the sunlight</li> <li>- Animals around us</li> </ul>	<ul style="list-style-type: none"> <li>- Fur/animal print</li> <li>- Animals around us</li> <li>- Adaptations of nature/animals</li> </ul>	<ul style="list-style-type: none"> <li>- Animals around us</li> <li>- Sounds of animals</li> <li>- Spring and flowers</li> </ul>	<ul style="list-style-type: none"> <li>- Footprints</li> </ul>	<ul style="list-style-type: none"> <li>- Animals around us</li> <li>- Road &amp; Traffic</li> <li>- Maps, plans, instructions and directions</li> <li>- Animals around us</li> </ul>
<b>Visits, Celebrations and Visitors</b>	<ul style="list-style-type: none"> <li>- Ask parents to share photos and memories of children</li> <li>- Guess who? display</li> <li>- Ask GP (parent) to come in?</li> <li>- Local farmer?</li> <li>- Church: Harvest</li> <li>- Halloween</li> </ul>	<ul style="list-style-type: none"> <li>- Diwali</li> <li>- Firefighter</li> <li>- Christmas</li> <li>- Xmas play</li> <li>- Diwali feast/dancing</li> <li>- School at night</li> <li>- Christmas concert/play</li> </ul>	<ul style="list-style-type: none"> <li>- Festival of Holi</li> <li>- Chinese New Year</li> <li>- Vet?</li> <li>- Therapy dogs</li> <li>- Police (people who help us)</li> <li>- Explore the local area</li> </ul>	<ul style="list-style-type: none"> <li>- Invite parents to talk about their jobs</li> </ul>	<ul style="list-style-type: none"> <li>- 8th June Queens birthday</li> </ul>	<ul style="list-style-type: none"> <li>- Road Safety</li> <li>- Builder and Building together</li> <li>- Balloon release wishes for year 1 (Reception only)</li> </ul>
<b>Parental Engagement</b>	<p>Meetings:</p> <ul style="list-style-type: none"> <li>- Phonics meeting</li> <li>- Tapestry meeting</li> </ul>	<p>Open Classroom:</p> <ul style="list-style-type: none"> <li>- Christmas play?</li> <li>- Christmas Crafts with parents</li> </ul>	<p>Open classroom:</p> <ul style="list-style-type: none"> <li>- Focus on reading</li> <li>- Parents can talk about their jobs</li> </ul>	<p>Open classroom:</p> <ul style="list-style-type: none"> <li>- Focus on Maths</li> </ul>	<p>Open classroom:</p> <ul style="list-style-type: none"> <li>- Focus on Outdoor learning</li> </ul>	<p>Open classroom:</p>

