



# EYFS Long Term Plan & Core Books

## Autumn 1 – Myself and my home

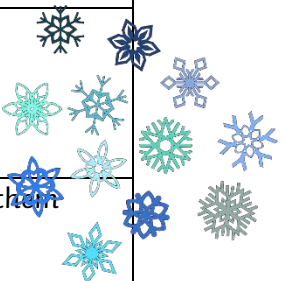


Books	Nursery	Humanities Thread	Reception	Books
Spot starts nursery Maisy goes to nursery Nursery rhymes		Starting School/Nursery	Build on nursery myself and family themes	Starting School Borris Starts school Ruby's Worry 2 weeks
Nursery rhymes			<b>What are my body parts?</b> About my body Body parts	The body book or funny bones
	EAD- Remember and sing entire songs. PD - Go up steps and stairs, or climb up apparatus, using alternate feet.	Me	PD- Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing PD - Develop overall body-strength, balance, coordination	
I'm the best	About me: Hair/eyes/likes/dislikes	Me	<b>Who are my family?</b> mum/dad/brother/sister/nana/grandad/Aunty/uncle/cousin	Owl Babies
PD - Use large-muscle movements to wave flags and streamers, paint and make marks UTW - Use all their senses in hands-on exploration of natural materials.			UTW - Name and describe people who are familiar to them. UTW- Talk about members of their immediate family and community. EAD - Develop storylines in their pretend play.	
Mum, Dad and Me ZaZa baby brother	<b>What does family mean?</b> My family Direct family members- mum/dad/brother/Sister/nana/ grandad	Families	<b>How are families similar and different?</b> Different families and different ways	Who's in my family
	EAD - Listen with increased attention to sounds. EAD - Remember and sing entire songs..		UTW - Name and describe people who are familiar to them. UTW- Talk about members of their immediate family and community.	
Tiger who came to tea	<b>What do families do?</b> My family/my home Room names Routines at home	Homes	<b>What different homes are there?</b> My home, your home – different types of houses in our local area	My home, your home
PD - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. EAD - Take part in simple pretend play, using an object to represent something else even though they are not similar.			UTW - Understand that some places are special to members of their community.	
Rain, wind (the weather now)	<b>What weather do we have in autumn?</b> Weather changes (save actual autumn until after half term)	Seasonal change	<b>How has the weather changed?</b> Different weather - <b>noticing change in the weather</b> (save actual autumn until after half term)	After the storm Other Percy stories
PD - Use large-muscle movements to wave flags and streamers, paint and make marks			UTW - Explore the natural world around them	

# Autumn 2 – Myself and my home



Bonfire night (twinkl)	<b>What is bonfire night?</b> Bonfire night – local celebrations	<b>Celebrations</b>	<b>What is Diwali?</b> Bonfire/Diwali World celebration	Diwali
EAD - Use drawing to represent ideas like movement or loud noises. PD - Use large-muscle movements to wave flags and streamers, paint and make marks			UTW - Understand that some places are special to members of their community.	
Hello Autumn	<b>What does autumn look like?</b> Animals/leaves/pumpkins/weather n	<b>Season Change - Autumn</b>	<b>How do we know it is autumn?</b> Seasonal change	The leaf thief
EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make			UTW - Explore the natural world around them. UTW - Understand the effect of changing seasons on the natural world around them.	
We're going on a leaf hunt	<b>What happens in autumn?</b> Animals/leaves/pumpkins/weather	<b>Season Change – Autumn</b>	<b>What is hibernation?</b>	The squirrels that squabbled
UTW - Use all their senses in hands-on exploration of natural materials.			UTW - Explore the natural world around them. UTW - Understand the effect of changing seasons on the natural world around them	
Can't you sleep little bear	<b>What happens in the day and at night?</b> Light and dark	<b>Darkness</b>	<b>What are nocturnal animals?</b>	Night time lift the flap book
UTW - Explore how things work. EAD - Listen with increased attention to sounds.			UTW - Explore the natural world around them.	
Stick Man	<b>What does winter look like?</b> Types of winter weather	<b>Season Change – Winter</b>	<b>How do we know it is winter?</b> Seasonal change – winter Ice/snow exploration Season comparison	One snowy night
PD - Go up steps and stairs, or climb up apparatus, using alternate feet. UTW - Use all their senses in hands-on exploration of natural materials			UTW - Understand the effect of changing seasons on the natural world around them	
We're going on a sleigh ride	<b>What is Christmas?</b> Intro to xmas	<b>Celebrations</b>	<b>What happens at Christmas? Where do polar bears live?</b> Intro to xmas / Arctic animals	Polar bear who saved Christmas
EAD - Remember and sing entire songs.			UTW - Understand that some places are special to members of their community. EAD - Listen attentively, move to and talk about music, expressing their feelings and responses. UTW - Recognise that people have different beliefs and celebrate special times in different ways.	
The Christmas Story	<b>Who was in the stable when Jesus was born?</b>	<b>Celebrations</b>	<b>What happens in the nativity story? – key events of the story</b>	The Christmas Story
EAD - Take part in simple pretend play, using an object to represent something else even though they aren't similar.			EAD - Develop storylines in their pretend play	



From the progression Doc updated 2023

Nursery	Reception
<p><b>Autumn UTW</b></p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p><b>Autumn UTW</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Understand that some places are special to members of their community.</li> </ul>
<p><b>Autumn EAD</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul>	<p><b>Autumn EAD</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> </ul>
<p><b>Autumn READING</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning the names of the different parts of a book print can have different purposes page sequencing</li> <li>• we read English text from left to right and from top to bottom</li> </ul>	<p><b>Autumn READING</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>
<p><b>Autumn WRITING</b></p> <ul style="list-style-type: none"> <li>• Show a preference for a dominant hand. (lifted from Physical Development)</li> <li>• Sometimes give meaning to their marks.</li> <li>• Draws in response to experiences</li> </ul>	<p><b>Autumn WRITING</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. CVC words.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. (Lifted from Physical development)</li> </ul>
<p><b>Autumn MATHS</b></p> <ul style="list-style-type: none"> <li>• Show 'finger numbers' up to 5.</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Name and recognise some 2D shapes (added to support Spring term not an official statement).</li> </ul>	<p><b>Autumn MATHS</b></p> <ul style="list-style-type: none"> <li>• Counts objects, actions and sounds (up to 5).</li> <li>• Link numeral with its cardinal number value.</li> <li>• Subitise (up to 5).</li> <li>• Understand the 'one more than' relationship between consecutive numbers</li> <li>• Explore composition (within 5)</li> <li>• Compare sets of objects by matching.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• Compare lengths, weight and capacity</li> <li>• Continue, copy and compare patterns</li> </ul>
<p><b>Autumn Physical Development</b></p> <ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<p><b>Autumn Physical Development</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing</li> <li>• Develop overall body-strength, balance, coordination</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul>