



EYFS Long Term Plan & Core Books



Spring 1 – Me and my world

Books	Nursery	Humanities Thread	Reception	Books
Smartest giant in town	What are my body parts? My body	Body	How have I changed and grown? baby to adult	The growing story – ruth Krauss
EAD - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. UTW - Explore collections of materials with similar and/or different properties.			UTW - Comment on images of familiar situations in the past.	
Oliver's Vegetables	What does being healthy mean? looking after our body to help us grow	Being Healthy / managing self	How can I keep myself healthy? Exercise/eating/sleeping Managing self and staying healthy	My amazing body
UTW Show interest in different occupations. PD - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.			EAD- Create collaboratively sharing ideas, resources and skills. PD - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene	
A superhero like you	Who helps us stay healthy? 2 weeks Dentist/Docs	Nur – occupations Rec- the past	What did children do years ago? Grandparents/ Birthdays now and then family past? Looking at family pictures / events/ situations from the past?	How to babysit a grandad
UTW Show interest in different occupations. PD - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.			UTW - Comment on images of familiar situations in the past.	
The Tooth Fairy in Training	Who helps us stay healthy? 2 weeks Dentist/Docs	Nur – occupations Rec- the past	What toys did children play with years ago?	The Repair Shop Stories: The Toy Bus
UTW Show interest in different occupations. PD - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. UTW - Explore collections of materials with similar and/or different properties.			UTW - Comment on images of familiar situations in the past.	
Noah's Ark	What is a church?	Faith in focus week	Why do people go to church?	Noah's Ark
EAD - Play instruments with increasing control to express their feelings and ideas. EAD - Sing the pitch of a tone sung by another person ('pitch match').			EAD - Explore and engage in music making and dance, performing solo or in groups.	
I love Chinese new year	what is Chinese New Year? Parent Engagement	Chinese New Year	How is Chinese new year celebrated? Parent Engagement	How to catch a dragon
EAD - Play instruments with increasing control to express their feelings and ideas. EAD - Explore colour and colour-mixing.			UTW - Recognise that people have different beliefs and celebrate special times in different ways. UTW - Recognise some environments that are different to the one in which they live.	





EYFS Long Term Plan & Core Books

Spring 2 – Me and my world

The magic porridge pot	Where do I live?	Town	What can I see around Biddulph? – Local walk -key buildings.	Gingerbread man
EAD - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.			UTW - Talk about members of their immediate family and community. UTW - Understand that some places are special to members of their community.	
Goldilocks and the bears	What do you see in the woods? Fieldwork (forest school zone)	Woodland	What do we look out for in Springtime?	Little Red Riding Hood
UTW - plant seeds and care for growing plants. – link to woodland – plant a seed!			UTW - Understand the effect of changing seasons on the natural world around them. UTW - Describe what they see, hear and feel whilst outside.	
Three little Pigs	What do you see in the countryside?	Countryside	How is the countryside different to where I live?	Three Billy Goats Gruff
UTW - Explore collections of materials with similar and/or different properties. EAD- Develop their own ideas and then decide which materials to use to express them.			UTW - Recognise some environments that are different to the one in which they live.	
Rapunzel	Who lives in a Castle?	Castles	How is a Castle different to my house?	The Princess and the Pea
EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details. UTW - Explore collections of materials with similar and/or different properties.			UTW - Recognise some environments that are different to the one in which they live.	
Chicken Licken	Where do chicks come from? – Life cycle of a chicken	Spring	How do different animals grow? – compare life cycles	Little Red Hen
UTW - Understand the key features of the life cycle of a plant and an animal			UTW - Understand the effect of changing seasons on the natural world around them. UTW - Describe what they see, hear and feel whilst outside.	
We're going on an egg hunt	What do we do at Easter? Easter bonnets	Easter	How do we celebrate Easter? Easter bonnets	The Ugly Ducking
EAD - Play instruments with increasing control to express their feelings and ideas. EAD - Sing the pitch of a tone sung by another person ('pitch match'). EAD - Develop their own ideas and then decide which materials to use to express them.			EAD - Create collaboratively sharing ideas, resources and skills. EAD - Explore and engage in music making and dance, performing solo or in groups.	



From the progression Doc updated 2023

Nursery	Reception
<p>Spring UTW</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Show interest in different occupations. • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. 	<p>Spring UTW</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise that people have different beliefs and celebrate special times in different ways. • Comment on images of familiar situations in the past. • Recognise some environments that are different to the one in which they live.
<p>Spring EAD</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Explore colour and colour-mixing. • Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas. • Sing the pitch of a tone sung by another person ('pitch match'). • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Spring EAD</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups.
<p>Spring READING</p> <ul style="list-style-type: none"> • recognise words with the same initial sound, such as money and mother • spot and suggest rhymes • 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 • we read English text from left to right and from top to bottom 	<p>Spring READING</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read some letter groups that each represent one sound and say sounds for them.
<p>Spring WRITING</p> <ul style="list-style-type: none"> • Write some or all of their name. • Use a comfortable grip with good control when holding pens and pencils. (lifted from Physical Development) • Include mark making and early writing in their play • Imitate adults writing by making continuous lines and shapes and symbols (early writing from left to right) • Begin to make letter type shapes – <i>START TO MODEL, introduce the links of Little Wandle through the use of the sound mat. (From Feb)</i> 	<p>Spring WRITING</p> <ul style="list-style-type: none"> • Form lower-case letters correctly. • Write captions and short phrases e.g pat a dog • Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development)
<p>Spring MATHS</p> <ul style="list-style-type: none"> • say one number for each item in order: 1,2,3,4,5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Recite numbers past 5 	<p>Spring MATHS</p> <ul style="list-style-type: none"> • Count beyond ten • Verbally count beyond 20, recognising the pattern of the counting system. • Subitise (within and beyond 5). • Understand the 'one more than/ one less than' relationship between consecutive numbers • Explore composition of numbers to 10 • Compare numbers • Atomically recall number bonds for numbers 0-5. • Understand that two equal groups can be called a double and connect this to finder patterns. • Sort odd and even numbers according to their shape. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.