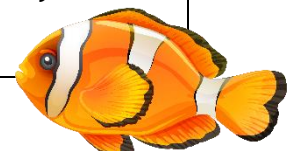
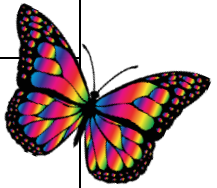


EYFS Long Term Plan & Core Books



Summer 1 – The world around me

Books	Nursery	Humanities Thread	Reception	Books
Little Sunflower	How do plants grow? Life cycle of plants	Gardens – plants and flowers	What are the parts of a flowering plant?	Sam plants a sunflower
UTW - Understand the key features of the life cycle of a plant and an animal. UTW - Plant seeds and care for growing plants. UTW - Begin to understand the need to respect and care for the natural environment and all living things.		Planting resources	UTW - Understand the effect of changing seasons on the natural world around them. UTW - Describe what they see, hear and feel whilst outside.	
The hungry caterpillar	How does a caterpillar grow? Life cycles	Gardens – Minibeasts	How do frogs grow? Life cycles and natural observations	Little Frog
UTW - Begin to understand the need to respect and care for the natural environment and all living things. UTW - Understand the key features of the life cycle of a plant and an animal.		Caterpillars & Frogspawn	UTW - Understand the effect of changing seasons on the natural world around them. UTW - Describe what they see, hear and feel whilst outside.	
Superworm	How do we care for minibeasts? Minibeast hotel	Gardens - Minibeasts	Where do minibeasts live?	The Butterfly Dance
UTW - Begin to understand the need to respect and care for the natural environment and all living things. UTW - Talk about what they see, using a wide vocabulary.			UTW - Describe what they see, hear and feel whilst outside. UTW - Recognise some environments that are different to the one in which they live.	
That's my flower!	How has my plant changed? Differentiated by vocab/outcome)	Gardens – plants and flowers	How has my plant changed? Differentiated by vocab/outcome)	Betsy Buglove saves the Bee's
UTW - Begin to understand the need to respect and care for the natural environment and all living things. UTW - Talk about what they see, using a wide vocabulary. 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.	
You can't take an elephant on holiday	Where do we go on holiday?	Seaside	How do we keep safe in summer? seasons	What the Ladybird heard at the seaside
UTW - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos eg holidays they have been on EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.			UTW - Understand the effect of changing seasons on the natural world around them.	
Barry the fish with fingers	What is under the sea?	Under the Sea	What do homes under the sea look like?	Winnie and Wilbur under the sea
UTW - Begin to understand the need to respect and care for the natural environment and all living things.			UTW - Recognise some environments that are different to the one in which they live.	



Summer 2 – The world around me

The Naughty Bus or Mr Gumpy's Motor Car	What vehicles move on land?	Journeys - land	How do we travel on land?	The hundred decker bus
UTW - Explore and talk about different forces they can feel e.g. magnets EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.			UTW - Draw information from a simple map.	
Up and down	What travels through the clouds?	Journeys – air	How do we travel in the air?	Emma Jaynes Aeroplane
UTW - Talk about what they see, using a wide range of vocabulary.			UTW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
Zoom, Rocket, Zoom!	How can we travel in space?	Journeys - space	Who is Neil Armstrong? Tim Peake?	Goodnight Spaceman
UTW - Explore and talk about different forces they can feel e.g. magnets EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park			UTW - Compare and contrast characters from stories, including figures from the past.	
Burpee Bears – Joe Wicks	What sports can I take part in?	Sports week	How does sport keep me fit and healthy?	Burpee Bears – Joe Wicks
PD - Start taking part in some group activities which they make up for themselves, or in teams.			All of summer PD EAD - Watch and talk about dance and performance art, expressing their feelings and responses.	
Giraffes can't dance	What animals are in Africa?	Destinations – Africa / Asia	What is it like to live in Africa?	We're going on a lion hunt
UTW - Begin to understand the need to respect and care for the natural environment and all living things.			UTW - Recognise some similarities and differences between life in this country and life in other countries.	
How to ride a penguin	What animals are in the polar regions?	Destinations – Polar regions	What is it like to live in the polar regions?	Super duper penguin slide
UTW - Begin to understand the need to respect and care for the natural environment and all living things.			UTW - Recognise some similarities and differences between life in this country and life in other countries.	

From the progression Doc updated 2023

Nursery	Reception
<p>Summer UTW</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Begin to make sense of their own life-story and family's history. • Talk about what they see, using a wide range of vocabulary. • Understand the key features of the life cycle of a plant and an animal. • Explore and talk about different forces they can feel e.g. magnets • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos eg holidays they have been on 	<p>Summer UTW</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. • Compare and contrast characters from stories, including figures from the past.
<p>Summer EAD</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Join different materials and explore different textures. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Create their own songs, or improvise around one they know. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<p>Summer EAD</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Watch and talk about dance and performance art, expressing their feelings and responses.
<p>Summer READING</p> <ul style="list-style-type: none"> • count or clap syllables in a words • Engage in extended conversations about stories, learning new vocabulary. 	<p>Summer READING</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<p>Summer WRITING</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some letters accurately. 	<p>Summer WRITING</p> <ul style="list-style-type: none"> • Attempts to form capital letters. • Write short sentences with words with known letter-sound correspondences using a capital letter, finger spaces and full stop. • Re-read what they have written to check that it makes sense.
<p>Summer MATHS</p> <ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Combine shapes to make new ones – a square, a bigger triangle etc. • Talk about and explore 3D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Notice and correct an error in a repeating pattern • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than' • Describe a familiar route • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Make comparisons between objects relating to size, length, weight and capacity 	<p>Summer MATHS</p> <ul style="list-style-type: none"> • Counts objects, actions and sounds • Compare quantities up to 10 in different contexts, recognising one quantity is greater than, less than or the same as another. (ELG) • Have a deep understanding of numbers to 10, including the composition of each number (ELG) • Automatically recall number bonds for numbers 0-5 and some to 10. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds up to 10, including double facts (ELG) • Explore and represent patterns within numbers up to 10, including evens, odds, double facts and how quantities can be distributed equally. (ELG)
<p>Summer Physical Development</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Make healthy choices about food, drink, activity and tooth brushing. 	<p>Summer Physical Development</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball