


## Altarnun Primary School EYFS Long Term Plan 2024-2025

The children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Altarnun Primary, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

Our long-term planning is a high-level overview of how the learning in the curriculum is likely to be ordered and structured across the whole year. If the children have not discovered certain activities and skills during continuous provision, these new experiences and skills will be introduced and developed as set out in the long term plan. Our plan includes themes that will provide contexts for activities for each curriculum area. Core texts, songs and nursery rhymes are planned throughout the year and are used to engage the children as well as 'hooks' along the way. These plans are frequently adapted to meet the needs and interests of the children in our setting.

General Themes	Autumn 1 We are Family	Autumn 2 Frozen Lands	Autumn 2 All about me	Autumn 2 Traditional Tales	Spring 1 Space and planets	Spring 2 Creepy Crawlies	Spring 1 Farming	Spring 2 In the Jungle	Summer 1 Under the sea	Summer 2 Pets	Summer 1 People who help us	Summer 2 Dinosaurs
COEL	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>											
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p>											

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<b>Overarching Principles</b>	<p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> At Altarnun Primary, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</p>											
<b>General Themes</b>	<b>Autumn 1 We are Family</b>	<b>Autumn 2 Frozen Lands</b>	<b>Autumn 1 All about me</b>	<b>Autumn 2 Traditional Tales</b>	<b>Spring 1 Space and planets</b>	<b>Spring 2 Creepy Crawlies</b>	<b>Spring 1 Farming</b>	<b>Spring 2 In the Jungle</b>	<b>Summer 1 Under the sea</b>	<b>Summer 2 Pets</b>	<b>Summer 1 People who help us</b>	<b>Summer 2 Dinosaurs</b>
<p>NB: These themes will be adapted at various points to allow children's interests to flow through the provision.</p>	Starting school My new class What do the lives of my own family tell me about the past? What do I look like? Where do I live? Why do we use bricks to make houses? Materials and their	What is the weather like in the South pole? What is ice made from? What happens to ice when it gets warm? What do the North and South Pole look like?Who	Starting school My new class What do the lives of my own family tell me about the past? What do I look like? Where do I live? How do I feel?	How did the old woman make a gingerbread man? How is bread made? What do beans need to grow? Should Goldilocks say sorry? How will Red Riding Hood find her way to	Do you think there are creatures on other planets? What does a day in the life of an astronaut look like? Can you name any planets? Why do we have night and day?	Why are insects important ? What do they do? What do insects eat? What is the lifecycle of a butterfly? How can ants carry heavy things?	Where does our food come from? How does our food grow? How does a farmer look after his animals and crops? What grows in the world? How does the weather affect	What plants grow in the jungle? What animals live in the jungle? What would you bring with you on an adventure through the jungle? Why do monkeys have long tails?	What animals live in the ocean? Why is the ocean important to animals? What sounds can you hear when you are near the ocean?	What pets do you have? How do you look after your pets? What would your dream pet be?	What are your special powers? Do I know any real-life superheroes? Where do superheroes live? How do superheroes get around	How big is a dinosaur footprint? When were the dinosaurs alive? Who discovered the dinosaurs? How do we find out about dinosaurs? What did the dinosaurs look like? What did

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	properties How do I feel?	has travelled to the North/South pole? How do we keep warm in the winter?		Grandma's house? Which materials are best for building a house?			growing? How do things change as they grow? What noise does x make?					dinosaurs eat?
<b>Nursery rhymes and songs</b>	Granny, Granny, please comb my hair/ My Dad's Amazing (Pg 217) Eddie and the nappy (page 218) Diddle Diddle dumpling my friend Tom/ Old Mother Hubbard/Rockabye baby/ ten in a bed/ This old man <a href="#">Family</a>	Seasons of Trees pg 246/ Winter Walk pg 247 <a href="#">acky, Jacky, Jack Frost</a> /When santa got stuck up the chimney/ Bedtime march/brother/I've got a cold I'm a little snowman/ Jingle bells Nativity songs	Five Little Men in a Flying Saucer/ Five Little Monkeys/ Five current buns Five speckled frogs/Five little ducks/Five little pirates/I'm a little snowflake /I'm a little snowman/ Jingle bells Nativity songs	Tiny Tim the turtle/Wiggly Woo/Busy Farmer Ben/Ten in a bed/Dingle Dangle Scarecrow /Old MacDonald/Ten green bottles/This is old man/Old Mother Hubbard	Five Little Men in a Flying Saucer/ Five Little Monkeys/ Five current buns Five speckled frogs/Five little ducks/Once I caught a fish alive!/Five little apples/Five little pirates	Here we go round the mulberry bush/I hear thunder/The pirate song/If You're An Elephant and You Know It Incy Wincy Spider	Months of the year song/I like to eat apples and bananas/ Once I caught a fish alive!/Five little apples	The little green frog went Galumph/ The sneaky crocodile/ Animals went in two by two/ Never smile at a crocodile/ Down in the jungle/The farm/ Walking In The Jungle	Goldilocks rap/She'll be coming round the mountain/ Dr Nickabock a number 9/Mr Clickitty Cane/The Penguin song/When Goldilocks went to the house of the bears	Spaghetti song/Do You Like Broccoli Ice Cream?/ Shake Our Sillies Out/Put your hands in the air/ Old McDonald	Do your ears hang low/Bear hunt song/The Kangaroo Song/Parts of my body song/Wake up (Out of the Ark)/Counting in 10s song	Dinosaur Stomp/Dinosaur hunt song/Going on a lion hunt/Chick, Chick, Chick. Chick Chicken
<b>Core texts</b>	We are	The Frozen	Super	Jack and	Amara and	The	What the	Elmer/	Rainbow	Oi dog!/ Real	Real	Harry and

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	family/A family is a family/My magic Family/Avocado baby/Peepo/And tango makes three/Can't you sleep little bear/Ruby's Worry/Farmer Duck/A little bit brave/ The lion inside/Five minutes peace/Owl babies/Zog/ Lost and Found/Stick Man/	Worlds/Clive Penguin/A thing called snow/Lost and Found/Hunter's Icy Adventure /The emperor's egg/On the way home/perfectly Norman/Supertato/ The bear and the piano/Six Dinner Sid/My Mum/The Extraordinary Gardener/ One Snowy Night/The giant Jam sandwich	Duper You/ Can I Build Another Me?/ The Growing Story/ Hair Love/ Name Jar/ All About Me/ We are family/ Can't you sleep little bear/Ruby's Worry/Farmer Duck/A little bit brave/ The lion inside/Five minutes peace/Owl babies/Zog/ Lost and Found/Stick Man/	the baked bean stalk/ Inside the Villains/ Mixed up Fairy tales/ Once upon a fairytale/ The Troll/ The Baddies/ Anansi and the Golden Pot/ Supertato /The bear and the piano/Six Dinner Sid/My Mum/The Extraordinary Gardener/ One Snowy Night/The giant Jam sandwich	the bats/Hibernation hotel/Astronaut Girl/ Toys in space/How to catch a star/Look inside space/Aliens love underpants/ Sonya's chickens/ Anna Hibicus/ I'm in charge/ Missing Richmond	Weaver/ The very hungry caterpillar / My butterfly bouquet/ Superworm/ Big Book of Bugs/ Scarecrows wedding/ Gecko's echo/ Ravi's roar/ Billy's bucket/ Billy and the dragon	ladybird heard/ Little Red Hen/ A squash and a Squeeze/ Farmer Duck/ Mavis the Bravest/ Sonya's chickens/ Anna Hibicus/ I'm in charge/ Missing Richmond	Rumble in the jungle/ Giraffes can't dance/ Monkey Puzzle/ Lots of Dots/ Scarecrows wedding/ Gecko's echo/ Ravi's roar/ Billy's bucket/ Billy and the dragon	Fish/ Tiddler/ Boo! A fishy mystery/ The Whale who wanted more/The Storm Whale in Winter/ Big Book of Blue/ Duffy's lucky escape/ The slightly annoying elephant/ Room on the broom/ Burglar Bill/ Mog	Detective dog/ Hairy McLairy/ Hospital Dog/ Sugarlump and the unicorn / Slow Samson/ After the Fall/ Billy and the Beat/ Winnie the Witch/ Invisible	superheroes/ Life savers/ A superhero like you!/ Cops and Robbers/ Jolly Postman/ Zog and the flying doctors/ The slightly annoying elephant/ Room on the broom/ Burglar Bill/ Mog	his bucketful of dinosaurs/ The girl and the dinosaur/ Tyrannosaurus drip/ The hugasaurus/ Slow Samson/ After the Fall/ Billy and the Beat/ Winnie the Witch/ Invisible
<b>Enrichment opportunities</b>	Autumn Trail Harvest	Musical Instruments to	Author visit Bonfire	Christmas production Pantomim	Making Rockets and having	Easter/ World book day/	Mother's Day Saint	Trip to the Eden Project/Ex	Set up a weather station-	Bring your pets to	Visit from local services	Provide "dino hunt" enhancem

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	Time Birthdays Favourite Songs What do I want to be when I grow up?	explore- have examples of music and nursery rhymes available as a stimulus	Night Clay Diwas Christmas Time Nativity Diwali  Remembrance day Children in Need	e trip	a 'launch' celebration in the playground	St Piran's day/ Pancake day	Piran's Day Science Week Easter time Easter Egg Hunt Vet visit Farm visits, class vegetable plot Visiting local farm	ploring outside/making animal habitats	explore the different types of weather in each season- provide measuring equipment , recording materials, etc.	school/ sharing pictures of their pets/animals	(police/ fire brigade)	ents e.g. binoculars, measuring tools, 'fossils', digging equipment , clipboards, etc.
<b>General Themes</b>	<b>Autumn 1 We are Family</b>	<b>Autumn 2 Frozen Lands</b>	<b>Autumn 2 All about me</b>	<b>Autumn 2 Traditional Tales</b>	<b>Spring 1 Space and planets</b>	<b>Spring 2 Creepy Crawlies</b>	<b>Spring 1 Farming</b>	<b>Spring 2 In the Jungle</b>	<b>Summer 1 Under the sea</b>	<b>Summer 2 Pets</b>	<b>Summer 1 People who help us</b>	<b>Summer 2 Dinosaurs</b>
<b>Communication and Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>											

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<p><b>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, and singing, speech and language interventions. Daily poems, daily nursery rhymes and five stories a day.</b></p>	<p><b>Welcome to EYFS!</b>        Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration Familiar Print Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"        Learn nursery rhymes</p>	<p><b>Tell me a story!</b>        Develop vocabulary Retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Books chosen to develop vocabulary. Reread favourite stories</p>	<p><b>Tell me why!</b>        Using language well Ask how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b>        Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story. Learn new stories and retell using actions and props.</p>	<p><b>What happened?</b>        Re-read favourite and traditional books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make predictions of what might/could happen next. Talk about characters and settings. Learn new stories and retell.</p>	<p><b>Time to share!</b>        Show and tell – Tapestry. Read aloud books to children that will extend their knowledge of the world. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Children to develop their own preferences to books and stories.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</b></p>					
<p><b>Managing Self Self - Regulation</b></p>	<p><b>New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting</b></p>	<p><b>Getting on and falling out. How to deal with emotions. Self - Confidence Build constructive and respectful</b></p>	<p><b>Good to be me. Feelings Celebrating differences Identify and moderate their own feelings socially and emotionally.</b></p>	<p><b>Relationships: What makes a good friend? Healthy me Looking after pets Looking After our Planet</b></p>	<p><b>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge.</b></p>	<p><b>Sports day - Winning and losing Changing me Look how far I've come!</b></p>



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	children to build relationships	relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Literacy Comprehension - Developing a passion for reading Each classroom has a well-developed reading area, containing books that are carefully selected and presented well to engage and excite the children. The EY outside area has a well developed 'reading in nature' area.	Joining in with rhymes and showing an interest in stories with repeated refrains. Favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories with pictures to tell the story. Recognise initial sounds. Name writing. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling of stories. NonFiction Focus Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books.	Information leaflets about animals/plants and growing. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Stories from other cultures. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or	Draw pictures of characters/setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction book gives information. Fiction means story. Can point to front cover, back cover, spine, author and title.
Writing	Dominant hand, tripod grip, 'nip, flip and grip' mark making, giving	Name writing, labelling using initial sounds. Write cvc word or	Writing some of the tricky words such as I, me, my, like, to, the.	Writing captions and labels, writing simple sentences. Writing	Writing recipes, lists. Writing for a purpose in role-play using	. Story writing, writing sentences using a

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	meaning to marks and labelling. Name writing. Formation of letters using RWI rhymes.		simple caption linked to 'fingers and thumbs'. RWI Magnetic letters		Writing CVC words. Guided writing based around developing short sentences in a meaningful context – linked to fingers and thumbs.		short sentences to accompany story pictures. Order the Easter story. Character descriptions. Write 2 sentences		phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly		range of tricky words spelt correctly. Begin to use full stops and finger spaces. Recount – trip to aquarium/3 sentences.	
Maths	DI Maths - Small steps Winning With Number - Small step		DI Maths - Small steps Winning With Number - Small steps		DI Maths - Small steps Winning With Number - Small steps		DI Maths - Small steps Winning With Number - Small steps		DI Maths - Small steps Winning With Number - Small steps		DI Maths - Small steps Winning With Number - Small steps	
General Theme	Autumn 1 We are Family	Autumn 2 Frozen Lands	Autumn 2 All about me	Autumn 2 Traditional Tales	Spring 1 Space and planets	Spring 2 Creepy Crawlies	Spring 1 Farming	Spring 2 In the Jungle	Summer 1 Under the sea	Summer 2 Pets	Summer 1 People who help us	Summer 2 Dinosaurs
'Understanding the world' including science units from United learning	<u>Our Body</u> Body Parts How our body changes Similarities and differences Senses		<u>Weather and Seasons</u> Rain, water, ice Why air moves Rainbows Seasonal change	<u>Insects and Invertebrates</u> What do they look like? What do they do? Where do they live?	<u>Space</u> Explore outer space Why rockets are important.	<u>Nocturnal animals</u> What does nocturnal mean? How are they adapted?	<u>Plants</u> Living things Parts of a plant How to look after a plant.	<u>Food</u> Diet and staying healthy Chickens and eggs Wheat and flour	<u>Materials</u> Living and nonliving Changing shape Melting Sand	<u>Animals</u> Living things What animals need Birds Farm animals	<u>Machines</u> Explore machines and mechanisms How they make jobs easier Transport	<u>Animals</u> Dinosaurs that roamed the earth Mary Anning