



# LACEBY STANFORD SCHOOL

## EYFS Long Term Plan 2023/2024



FOUNDATION STAGE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<i>Marvellous Me!</i>	<i>Festivals</i>	Traditional Tales, People Who Help Us, Around the World		<i>Growing/ Minibeasts</i>	Minibeasts/Past & Present
Literacy	<p><b>POR – A New House for Mouse</b> Homes, kindness, sharing, belonging, resilience</p> <p><b>POR – Anna Hibiscus’ Song</b> Family, happiness, song, dance, Africa, empathy</p>	<p><b>The Best Diwali</b></p> <p><b>Nativity</b></p>	<p><b>Traditional Tales</b> 3 Little Pigs, Little Red Riding Hood, Goldilocks and the 3 Bears</p> <p><b>People Who Help Us</b> Real Superheroes, SuperTato</p>	<p><b>Animal Stories</b> Blue Penguin, Lost and Found, Beware of the Crocodile, The Leopard’s Drum, Fox, The Squirrels Who Squabbled</p>	<p><b>POR Errol’s Garden</b></p> <p><b>POR – Oliver’s Vegetables</b></p> <p><b>POR – The Very Hungry Caterpillar</b></p>	<p><b>POR – Yucky Worms</b></p> <p><b>Stories about the past</b> Tyrannosaurus Drip, Muffins for Mummies, Little People Big Dreams</p>
Maths	<p><b>Getting to Know You</b></p> <p><b>Just Like Me!</b> Matching, sorting, comparing, pattern making</p>	<p><b>It’s me 1 2 3!</b> Representing, comparing, composition, circles and triangles, special awareness</p> <p><b>Light and Dark</b> Four, five, build and count, one more, one less, shapes with 4 sides, night and day.</p>	<p><b>Alive in 5!</b> Including zero, comparing to 5, composition of 4 and 5, comparing mass, comparing capacity</p> <p><b>Growing 6, 7, 8</b> 6, 7, 8, making pairs, combining 2 groups, length and height, time</p>	<p><b>Building 9 and 10</b> 9 and 10, comparing numbers to 10, bonds to 10, 3-D shape, pattern 2,</p> <p><b>Consolidation</b></p>	<p><b>To 20 and beyond</b> Consolidating skills, building numbers beyond 10, counting patterns beyond 10, spatial reasoning 1.</p> <p><b>How manyNow</b> Consolidating skills, adding more, taking away, spatial reasoning 2.</p>	<p><b>Sharing and Grouping</b> Doubling, sharing and grouping, even and odd, spatial reasoning 3</p> <p><b>Visualis, build and Map</b> Deepening understanding, patterns and relationships, Spatial reasoning 4.</p>
Understanding the World	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Talk about different members of their family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs.</li> <li>Draw information from a simple map. <b>Laceby, school, home</b></li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community <b>Church</b></li> <li>Recognise that people celebrate their beliefs in different ways.</li> <li>Draw information from a simple map. <b>Laceby, school, home</b></li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs.</li> <li>Recognise similarities and differences between life in this country and life in other countries. <b>Animal habitats.</b></li> <li>Draw information from a simple map. <b>Farm plans, Zoo maps</b></li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community <b>Mosque</b></li> <li>Recognise that people celebrate their beliefs in different ways.</li> <li>Draw information from a simple map.</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Recognise similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them <b>growing plants and foods</b></li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Recognise similarities and differences between life in this country and life in other countries. <b>Paris – link Olympics</b></li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them <b>minibeasts</b></li> </ul>

	<ul style="list-style-type: none"> <li>Recognise similarities and differences between life in this country and life in other countries. <b>Africa</b></li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them <b>school grounds</b></li> <li>Describe what they see, hear and feel whilst outside. <b>Weather</b></li> <li>Recognise some environments that are different to the one in which they live. <b>Africa</b></li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Comment on images of familial situations in the past. <b>Homes and Toys</b></li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them <b>school grounds and home garden</b></li> <li>Describe what they see, hear and feel whilst outside. <b>Weather</b></li> <li>Understand the effect of changing seasons on the natural world around them. <b>Autumn – Winter</b></li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past. <b>Christmas celebrations.</b></li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside. <b>Farm trip</b></li> <li>Recognise some environments that are different to the one in which they live. <b>Animal habitats</b></li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Compare and contrast figures from the past: <b>Kings and Queens</b></li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them <b>Nature area</b></li> <li>Describe what they see, hear and feel whilst outside. <b>Weather changes</b></li> <li>Understand the effect of changing seasons on the natural world around them. <b>Winter - Spring</b></li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters in stories, including figures from the past <b>Amelia Earhart</b></li> <li>Comment on images of familiar situations in the past. <b>Bikes, buses and planes</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside. <b>Gardens</b></li> <li>Draw information from a simple map. <b>Garden plans, outdoor area maps</b></li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters in stories, including figures from the past <b>Sarah Stanford</b></li> <li>Comment on images of familiar situations in the past. <b>Stanford School</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside. <b>Minibeast homes</b></li> <li>Understand the effect of changing seasons on the natural world around them. <b>Spring - Summer</b></li> <li>Draw information from a simple map. <b>Garden plans, outdoor area maps</b></li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past. <b>Garden equipment</b></li> <li>Understand the past through settings, characters and events</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>firework celebration art.</b></li> <li>Create collaboratively, sharing ideas, resources and skills. <b>Poppy field making</b></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Observational drawings &amp; paintings of people</b></li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. <b>Weather sounds and repetitive music</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Harvest</b></li> <li>Explore and engage in music making and dance,</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>Christmas celebration art</b></li> <li>Create collaboratively, sharing ideas, resources and skills. <b>Christmas displays</b></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Building robots</b></li> <li>Watch and talk about dance and performance art, expressing their feelings and responses. <b>Moving to different styles of music</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Christmas</b></li> <li>Explore and engage in music making and dance, performing solo or in</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>Printing animal tracks and skins</b></li> <li>Create collaboratively, sharing ideas, resources and skills. <b>Create animal habitats</b></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Observational drawings &amp; paintings of animals</b></li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. <b>Carnival of the animals</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Animal songs</b></li> <li>Explore and engage in music making and dance,</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>Collage materials for weaving</b></li> <li>Create collaboratively, sharing ideas, resources and skills. <b>Large track printing</b></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Building vehicles</b></li> <li>Watch and talk about dance and performance art, expressing their feelings and responses. <b>Watching and joining in with different dance styles.</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance,</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>clay</b></li> <li>Create collaboratively, sharing ideas, resources and skills. <b>Create Oliver's vegetable patch</b></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Collages of plants and flowers using different materials.</b></li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. <b>Nature sounds</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Founders Day</b></li> <li>Explore and engage in music making and dance, performing solo or in</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>Patterns in nature</b></li> <li>Create collaboratively, sharing ideas, resources and skills. <b>Weave spider's webs to catch insects!</b></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Clay work</b></li> <li>Watch and talk about dance and performance art, expressing their feelings and responses. <b>Moving like insects.</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Celebration of learning songs.</b></li> <li>Explore and engage in music making and dance,</li> </ul>

	performing solo or in groups <b>fireworks and weather</b>	groups <b>Robot dance to music sounds</b>	performing solo or in groups <b>Animal sounds</b>	performing solo or in groups <b>sounds in the city</b>	groups <b>Growing up the scale</b>	performing solo or in groups <b>insect movement to music.</b>
<b>RE</b>	<b>Myself</b> People who belong to religious groups	<b>Special people to me</b> People who are important to members of religious groups	<b>Our special books</b> Stories from religions and important books for religious groups	<b>Our special things</b> Objects that are important to religious groups	<b>Our special places</b> Places of worship  Visit to Church	<b>Our beautiful world</b> Stories about the creation and natural world
<b>Celebrations and Events</b>	<i>Harvest</i>	<i>Christmas, Diwali,</i>	<i>Shrove Tue, Chinese New Year, Mothering Sunday</i>	<i>Easter</i>	<i>Founder's Day</i>	<i>Graduation</i>
<b>PE</b>	Movement games and spatial awareness	Moving with equipment	Dance – Moving to music and making shapes	Gymnastics – Agility, Balance, Coordination	Athletics – Sports Day Prep	Striking and Fielding – Hitting equipment using objects. Turn taking