



Egloskerry 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 Egloskerry 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 All about Me!	Autumn 1 Nursery Rhymes	Autumn 2 Celebrations	Autumn 2 Traditional Tails	Spring 1 Frozen Planet	Spring 1 Spring Spring	Spring 2 Farming	Spring 2 Sewing and growing	Summer 1 Seasonal Changes	Summer 1 Superheros	Summer 2 Recycling	Summer 2 Dinosaurs
----------------	---------------------------	----------------------------	--------------------------	-------------------------------	---------------------------	---------------------------	---------------------	--------------------------------	------------------------------	------------------------	-----------------------	-----------------------

COEL

Characteristics of Effective Learning

Playing and exploring: - 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.

Active learning: - 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.

Creating and thinking critically: - 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.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: 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.

Learning and Development: 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.



Overarching Principles



Egloskerry Primary School EYFS Long Term Plan 2024-2025

<p>PLAY: At Egloskerry 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>												
General Themes	Autumn 1 All about Me!	Autumn 1 Nursery Rhymes	Autumn 2 Celebrations	Autumn 2 Traditional Tales	Spring 1 Frozen Planet	Spring 1 Spring	Spring 2 Farming	Spring 2 Sowing and growing	Summer 1 Seasonal Changes	Summer 1 Superheros	Summer 2 Recycling	Summer 2 Dinosaurs
<p>NB: These themes will be adapted at various points to allow children's interests to flow through the provision.</p>	<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 properties How do I feel?</p>	<p>What is your favourite nursery rhyme? How can we help people in nursery rhymes? Can you sing a nursery rhyme? How many nursery rhymes can I sing? Are nursery rhymes from the past?</p>	<p>Shadows & Shiny Seasons/ weather Harvest Baking Diwali The nativity Christmas letters How do I make others feel?</p>	<p>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 Grandma's house? Which materials are best for building a house?</p>	<p>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 has travelled to the North/South pole? How do we keep warm</p>	<p>What is the weather like in... (Autumn, Spring, Summer, Winter)? How do the trees look today? (Repeat in different seasons) What do the animals do in Spring? What do plants do in Spring? What changes can we spot each season? How do we</p>	<p>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 growing? How do things change as they grow? What noise does</p>	<p>Where do plants come from? What do plants need to grow? How do we take care of plants? What grows in the world? How does the weather affect growing? How do things change as they grow?</p>	<p>What is the weather like in... (Autumn, Spring, Summer, Winter)? How do the trees look today? (Repeat in different seasons) What do the animals do in Autumn/Spring/Summer/Winter? What changes can we spot each season?</p>	<p>What are your special powers? Do I know any real-life superheroes? Where do superheroes live? How do superheroes get around</p>	<p>What is recycling? How can we care for our planet? Where does our rubbish go? Why is it important to care for our environment?</p>	<p>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 dinosaurs eat?</p>



Egloskerry Primary School EYFS Long Term Plan 2024-2025

	Senses The way I feel	the bus Old MacDonald had a Farm Hickory Dickory Dock Polly put the kettle on Miss Polly had a Dolly Wind the bobbin up	dragon Three Billy Goats Gruff – traditional tale Stickman Owl babies The story of Rama and Sita Uncle Bobby's wedding	The Gingerbread Man The Princess and The Pea The Three Little Wolves and the Big Bad Pig The True Story of the 3 Little Pigs Revoltin' Rhymes by Roald Dahl	The tiny seed Oliver's vegetables Jack and the beanstalk – traditional tale Jabari jumps Would you rather? The Mousehole Cat What the ladybird heard.	me Busy Spring-Nature wakes up Seasons come, seasons go- TREE Bloom Clara Caterpillar Pip and Egg	your dinosaur Poo in the zoo, Elmer The Disgusting sandwich Handa's noisy night Super Worm Owl Babies The Owl who was afraid of the dark. Minibeast poems (Oxford Owl e book)	A fruit is a suitcase for seeds Errol's Garden Oliver's Vegetables	Seasons Go, Tree	Emergency Little People Big Dreams Series	Somebody Swallowed Stanley One Little Bird	-video/tru e-stories- mary-anni ng/zn7gd6 f Tyrannosaurus Drip Stomp, chomp, big roars here come the dinosaurs Dinosaur Roar! Mary Anning-Little People
Enrichment opportunities	Autumn Trail Harvest Time Birthdays Favourite Songs What do I want to be when I grow up?	Musical Instruments to explore- have examples of music and nursery rhymes available as a stimulus	Author visit Bonfire Night Clay Diwas Christmas Time Nativity Diwali Remembrance day Children in Need	Christmas production Pantomime trip	OVAID talk Library visit Forest school - mirror walk	Exploring the local farms and lambing season	Mother's Day Saint Piran's Day Science Week Easter time Easter Egg Hunt Vet visit	Farm visits, class vegetable plot	Set up a weather station- explore the different types of weather in each season- provide measuring equipment, recording materials, etc.	Creating masks, costumes and small world characters	Create a school wide recycling centre	Provide "dino hunt" enhancements e.g. binoculars, measuring tools, 'fossils', digging equipment, clipboards, etc.



Egloskerry Primary School EYFS Long Term Plan 2024-2025

General Themes	Autumn 1 All about Me!	Autumn 1 Nursery Rhymes	Autumn 2 Celebrations	Autumn 2 Traditional Tails	Spring 1 Frozen Planet	Spring 1 Spring	Spring 2 Farming	Spring 2 Sowing and growing	Summer 1 Seasonal Changes	Summer 1 Superheros	Summer 2 Recycling	Summer 2 Dinosaurs
Communication and Language	<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>											
<p>Whole EYFS Focus</p> <ul style="list-style-type: none"> - C&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. 	<p>Welcome to EYFS!</p> <p>Making friends talking about experiences that are familiar to them</p> <p>me! Rhyming and alliteration</p> <p>Print Shared stories about me! Model routines through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Learn nursery rhymes</p>	<p>Tell me a story!</p> <p>Develop vocabulary</p> <p>Retelling stories</p> <p>language listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day. Books chosen to develop vocabulary. Reread favourite stories</p>	<p>Tell me why!</p> <p>Using language well Ask how and why questions... Retell a story with story language</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through!</p> <p>Describe events in detail – time connectives</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Sustained focus when listening to a story.</p> <p>Learn new stories and retell using actions and props.</p>	<p>What happened?</p> <p>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>Time to share!</p> <p>Show and tell – Tapestry. Read aloud books to children that will extend their knowledge of the world.</p> <p>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>						
Personal, Social and Emotional	<p>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</p>											



Egloskerry Primary School EYFS Long Term Plan 2024-2025

<p>Development</p>	<p>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.</p>					
<p>Managing Self - Regulation</p>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships</p>	<p>Getting on and falling out. How to deal with emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me. Feelings Celebrating differences Identify their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships: What makes a good friend? Healthy me Looking after pets Looking After our Planet 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</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>

Egloskerry Primary School EYFS Long Term Plan 2024-2025

