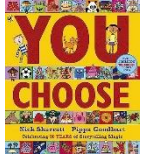
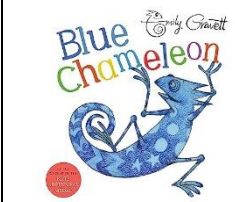
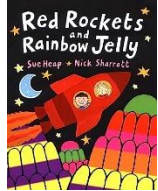

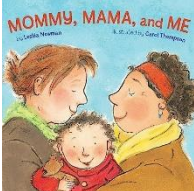


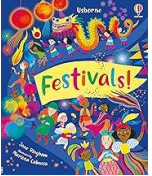


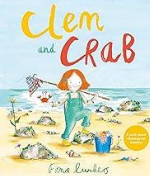







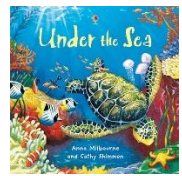





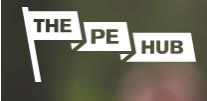
Hartford Primary School



EYFS Long Term Planning - 2024/25

Subject	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>Ourselves</i>	<i>Celebrations</i>	<i>Transport/London</i>	<i>Spring</i>	<i>Seaside</i>	<i>Superheroes</i>
PSHE Self-Regulation Managing Self Building Relationships	Can I share toys and activities with my friends? Can I do up my coat and go to the toilet independently? Can I wait my turn?		Can I wait my turn and behave appropriately with my friends? Can I try new activities now that I am more confident in the classroom?		Can I follow instructions and listen to others and respond appropriately? Can I follow rules and understand why I need to behave in all parts of the school?	
No Outsiders						Focus on transition to Year 1 and preparing for NC.
Communication and Language Listening, Attention and Understanding Speaking	Can I start to listen to others? Can I talk to teachers in the classroom? Can I listen to my buddy when telling a story? Can I join in with nursery		Can I listen to others in the classroom and ask questions if I do not understand? Can I explain what I have heard and make relevant comments? Can I talk to new friends		Can I listen appropriately in a range of activities? Can I respond appropriately and ask questions without being prompted? Can I speak in full sentences using tenses correctly?	
Literacy – Writing Pathways  Pathways to Write						
Phonics – ELS 	<ol style="list-style-type: none"> s, a, t, p i, n, m, d g, o, c, k ck, e, u, r Assessment and Review R:1 h, b, f, ff, l, ll 	<ol style="list-style-type: none"> j, v, w, x y, z, zz, qu, ch sh, th, ng, nk ai, ee, igh, oa Assessment and Review R:2 Review R:3 	<ol style="list-style-type: none"> Review R:4 oo ar, ur, oo, or ow, oi, ear, air ure, er, ow Assessment and Review R:5 Review R:6 	<ol style="list-style-type: none"> Review R:7 Review R:8 Review R:9 Review R:10 Assessment and Review R:11 Review R:12 	<ol style="list-style-type: none"> CVCC + -ed CCVC + -ed /t/ CCVCC + -ed /d/ CCCVC Assessment and Review R:13 CCCVC -er -est 	<ol style="list-style-type: none"> ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew, oe au, ey, a-e, e-e Assessment and Review R:14 i-e, o-e, u-e, c

<p>Maths</p> 	<p>Accurate counting of sets of objects 1-5.</p> <p>Subitising 1,2,3</p> <p>Conceptual subitising – noticing numbers within numbers.</p> <p>Comparing sets 1-5 using vocabulary of more/fewer/most/fewest.</p> <p>Height</p> <p>Simple AB patterns</p>	<p>Accurate counting of sets of objects 1-10</p> <p>Subitising 4, 5</p> <p>Applied conceptual subitising. Inverse operations.</p> <p>Compare numbers using vocab of more/less. Find 1 more using sets of objects on tens frames and number tracks.</p> <p>2D Shapes and their properties.</p> <p>Repeated pattern AB ABC</p>	<p>Counting backwards 10-1 and ordering numbers 10-1</p> <p>Systematic approach to partitioning sets of objects 1-5.</p> <p>Number bonds 1-5. Find 1 less using sets of objects on tens frame and number track</p> <p>Length</p> <p>Spatial understanding</p> <p>Complex patterns ABB ABBC</p>	<p>Splitting and recombining sets of objects 6-9</p> <p>Using a part, part whole model and tens frame</p> <p>1 more/ 1 less using mental numberline</p> <p>Mass</p> <p>Spatial understanding</p> <p>Numerical patterns</p>	<p>Counting beyond 10 and noticing pattern in ones.</p> <p>Systematic approach to splitting sets of objects 1-10 use part, part whole model and tens frame.</p> <p>Time.</p> <p>3D shapes and their properties.</p> <p>Numerical patterns odds and evens</p>	<p>Counting beyond 20 noticing patterns in tens.</p> <p>Look at part, part whole models splitting numbers 1-10 – link to doubles and halves.</p> <p>Sharing fairly</p> <p>Capacity</p> <p>Relationship between shapes</p> <p>Symmetry/reflection</p>
<p>Understanding the world - The natural world</p>	<p>All about me</p> 	<p>Celebrations</p> 	<p>Seasons</p> 	<p>Minibeasts and growing</p> 	<p>Under the sea</p> 	<p>People who help us</p> 
<p>Understanding the world - People cultures and community</p>	<p>Cultural celebrations – Diwali, Christmas</p> <p>Why do we celebrate Christmas?</p> <p>What is Diwali?</p> <p>Who celebrates Diwali?</p>		<p>Town and country – map work</p> <p>Where do I live?</p> <p>What is it like?</p> <p>What are features of Hartford?</p>		<p>Another world</p> <p>What is the UK?</p> <p>Who lives there?</p> <p>What are cold countries like?</p>	

Understanding the world - Past and present	All about me		Then and now		Real life superheroes	
Expressive Art -Creating with Materials 	What can we see?	DT: Fantastic fruit	How can we explore colour?	DT: Easter bonnets	How can we build worlds?	DT: Vehicles
Expressive Art - Being imaginative and Expressive 	Exploring sound <p>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>	Celebration music <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	Music and movement <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	Musical stories <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	Transport <p>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	Big band <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>
Physical Development – Gross Motor 	Body management <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	Manipulation and coordination <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	Gymnastics <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p>	Speed agility travel <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	Dance <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	Cooperate and solve problems <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</p>

Physical Development – Fine Motor	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Develop the foundations of a handwriting style which is fast, accurate and efficient.	
Extra Curricular experiences	<ul style="list-style-type: none"> ✓ Shared lunch ✓ Stay and play ✓ Forest schools ✓ Vicar visit from local church – Welcome to the community. 	<ul style="list-style-type: none"> ✓ The Ice Cream farm ✓ Forest schools ✓ Stay and play ✓ Church for Christmas celebration. 	<ul style="list-style-type: none"> ✓ Chinese New Year ✓ Forest schools ✓ Stay and play ✓ Science week – guest speakers 	<ul style="list-style-type: none"> ✓ Mother’s Day ✓ Forest schools ✓ Stay and play ✓ Walk to church to celebrate Easter. 	<ul style="list-style-type: none"> ✓ Stay and play ✓ Forest schools ✓ Walk to local park 	<ul style="list-style-type: none"> ✓ Puddle Ducks – Water safety ✓ Sports Week – Sports day ✓ Teddy Bears Picnic ✓ Forest schools