












# EYFS Foundation Subjects Long-Term Plan 2024-25

Art & Design		Design & Technology		Geography		
<p><b>Creating with materials ELG</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> </ul> <p><b>Physical development: Fine Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>3D-models</b>  <b>Collage</b>  <b>Colour-mixing</b>  <b>Describe</b>  <b>Feel</b>  <b>Join/ing</b>  <b>Lines</b>  <b>Print</b>  <b>Rubbings</b>  <b>Shapes</b>  <b>Texture</b>  <b>Tools</b></p>	<ul style="list-style-type: none"> <li>Talk about what they want to make</li> <li>Use a variety of tools and materials to make models</li> </ul> <p><b>Creating with materials ELG</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical development: Fine Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently.</li> </ul>	<p><b>Creations describe</b>  <b>Hygienically</b>  <b>Ideas</b>  <b>Join</b>  <b>Materials</b>  <b>Plan</b>  <b>Safely</b>  <b>Tools</b></p>	<p><b>People, culture, and communities ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps.</li> </ul> <p><b>The Natural World ELG</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Country</b>  <b>Describe</b>  <b>Different</b>  <b>Environment</b>  <b>Map</b>  <b>Observation</b>  <b>Similar</b>  <b>Weather</b>  <b>World</b></p>	
History		Music		P.E.		
<p><b>Past and present ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Different Events</b>  <b>Long ago</b>  <b>New</b>  <b>Now</b>  <b>Past</b>  <b>Similar</b></p>	<p><b>Being Imaginative and expressive arts ELG</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p><b>Compose</b>  <b>Describe</b>  <b>Fast</b>  <b>Feel</b>  <b>Loud</b>  <b>Pattern</b>  <b>Perform</b>  <b>Quiet</b>  <b>Sing</b>  <b>Slow</b>  <b>Song</b></p>	<p><b>Gross Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Balance</b>  <b>Big-Movement</b>  <b>Dance</b>  <b>Healthy</b>  <b>Rules</b>  <b>Safely</b>  <b>Small-Movement</b>  <b>Unhealthy</b></p>	
PSHE Ed./RSE		RE		Science		
<p><b>Self-Regulation ELG</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self ELG</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships ELG</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Past and Present ELG</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<p>achievements  attitude  behaviour  choices  comfortable  compassion  compliment  consequence  courage  diet  different  difficult  dislike  exercise  feelings  goals  happy  healthy  hygienic</p>	<p>learn(ing)  like  negative  positive  private  proud  respect(ed)  responsibility  rules  safe  same  similar  skills  special  success  talent  uncomfortable  unhealthy</p>	<p><b>People and Communities ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>Beliefs</b>  <b>Bible</b>  <b>Celebration</b>  <b>Christian</b>  <b>Christmas</b>  <b>Church</b>  <b>Different</b>  <b>Easter</b>  <b>Festivals</b>  <b>God</b>  <b>Hinduism</b>  <b>Religions</b>  <b>Similar</b>  <b>Symbols</b>  <b>Worship</b></p>	<p><b>Natural World ELG</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Animals</b>  <b>Changes</b>  <b>Describe</b>  <b>Different</b>  <b>Environment</b>  <b>Investigate</b>  <b>Observation</b>  <b>Plants</b>  <b>Seasons</b>  <b>Senses</b>  <b>Similar</b>  <b>Sort</b>  <b>Test</b></p>
Computing		<p><b>Instructions, Internet, Plan, Safety, Technology, Test</b></p>				






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<b>A Great Big Cuddle (PoR)</b> 	<b>'A Great Big Cuddle' by Michael Rosen</b> 'We're Going on a Bear Hunt' by Michael Rosen Spike Milligan Treasury		Create routes on maps to safe places that would help if they get left behind or lost. <b>instructions, plan, test</b>		Explore local environment through first-hand experience, maps & aerial photos, identifying landmarks. <b>describe, environment, map, observation</b>		Use voices expressively and creatively by speaking chants and rhymes in reading poetry and in performing. <b>perform, loud, quiet</b>		CW Song: 'Jesus' Love is Very Wonderful'	
<b>Autumn</b> 	'Leaf Man' Lois Ehlert 'Pumpkin Soup' by Helen Cooper 'Carrot Soup' by Oakley Graham 'The Gigantic Turnip' by Alexei Tolstoy 'The Leaf Thief' by Alice Hemming	<b>Printing:</b> Leaf prints and rubbings, mixed-media creations. <b>print, rubbing, texture</b>					Sing and perform 'Autumn Days'. <b>sing, song, perform</b>		CW Song: 'Autumn Days'	Changing seasons – Summer to Autumn <b>changes, describe, observation seasons, senses</b>
<b>Bonfire Night</b> 	'Tommy Twigtree and the Gunpowder Plot' by Michael Firman	<b>Painting:</b> Firework flick art e.g. Jackson Pollock. <b>tools, describe, feel</b>				Guy Fawkes / Gunpowder Plot <b>events, long ago</b>			CW Song: 'This Little Light of Mine'	
<b>Christmas</b> 	'The Christmas Star' by Hilary Robinson The Lion Bible 'Stickman' by Julia Donaldson 'The Snowman' by Raymond Briggs 'Alfie's Christmas' by Shirley Hughes	<b>Printing:</b> Christmas card making – e.g. shapes for tree/snowman. (Adult Directed) <b>print, shapes</b>			How Christmas is celebrated around world – recognise some similarities & differences between life in this country and in other countries. <b>country, different, similar, world</b>		Learn and perform nativity songs <b>sing, song, perform, loud</b>		 <b>beliefs, bible, celebration, Christian, Christmas, festivals, God, religions, symbols</b> CW Song: 'Away in a Manger'	Changing seasons – Autumn to Winter <b>changes, describe, observation seasons, senses</b>
<b>Cinderella</b> 	'Pretty' by Canizales 'The Princess and the Wizard' by Julia Donaldson 'The Paperbag Princess' by Robert Munsch 'Prince Cinders' by Babette Cole 'The Baddies' by Julia Donaldson						Song: 'Bibbidi-Bobbidi-Boo'	Dancing at the Ball. <b>big-movement, safely, dance</b>	CW Song: 'Thank You Lord for this Fine Day'	
<b>Dinosaurs</b> 	'Flip-Flap Dinosaurs' by Axel Scheffler 'Harry and the Bucket Full of Dinosaurs' by Ian Whybrow 'The Girl and the Dinosaur' by Hollie Hughes and Sarah Massini 'Mad About Dinosaurs' by Giles Andreae	3D: Dinosaur sculpture from dough – from imagination/observation, joining techniques. <b>3D Models, joining, tools</b>							CW Song: 'Go Tell it on the Mountain'	Identify & classify different types of dinosaurs. <b>different, similar, sort</b>

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 <p><b>Diwali</b></p>	<p>'Diwali Story Book for Kids' by Pratap L Bhardwaj 'Diwali' by Hannah Eliot NEW BOOK (LIBRARY)</p> <p><i>Remembrance 'Where the Poppies Now Grow' by Hilary Robinson and Martin Impey</i></p>				<p>India – make comparisons between places in this country and others, recognise different environments to where they live. <b>country, different, similar, map, weather, world</b></p>	<p>Remembrance 'Where the Poppies Now Grow' by Hilary Robinson and Martin Impey <b>events, long ago</b></p>	<p>Indian music appreciation &amp; sharing opinions. <b>describe, feel, instrument</b></p>		 <p>November 12<sup>th</sup>, 2023 <i>The Story of Rama &amp; Sita</i> <b>beliefs, Hinduism, celebration, festivals, religions, different</b> CW Song: 'Give Me Oil in my Lamp'</p>	
 <p><b>Dragons &amp; Knights</b></p>	<p>'The Dragon Machine' by Helen Ward 'Zog' by Julia Donaldson 'Into the Castle' by June Crebbin 'The Great Race' by Christopher Corr 'Tell Me a Dragon' by Jackie Morris</p>	<p><b>3D &amp; Collage:</b> Junk model a dragon! Explore joining techniques and collage decoration. <b>3D models, collage, joining, materials</b></p>			<p>China – make comparisons between places in this country and others, recognise different environments to where they live. <b>country, different, similar, map, weather, world</b></p>		<p>Song: 'Puff, the Magic Dragon' From a poem 'The Tale of Custard the Dragon' by Ogden Nash <b>sing, song, perform</b></p>	<p>CW Song: 'Colours of Day (Light Up the Fire)'</p>		
 <p><b>Easter</b></p>	<p>The Lion Bible The story of Easter by Fiona Boon The Easter Story by Lois Rock 'Tommy Twigtree and the Easter Plan' by Michael Firman</p>	<p><b>Collage:</b> Card making – fluffy chick hatching out of egg. <b>collage, texture, join (adult directed)</b></p>			<p>How Easter is celebrated around the world – recognise some similarities &amp; differences between life in this country and in other countries. <b>country, different, similar, world</b></p>		<p>Song: 'Chick, Chick, Chick, Chick Chicken'</p>	 <p>March 31<sup>st</sup>, 2024 <b>beliefs, Bible, similar, festivals, God, Christian, Easter, religions, symbols</b> CW Song: 'The Lord of the Dance'</p>		
 <p><b>Goldilocks &amp; the Three Bears</b></p>	<p>'Goldilocks and the Three Crocodiles' by Michael Rosen 'Goldilocks and Just One Bear' by Leigh Hodgkinson</p>			<p><b>Hygienically make</b> porridge with different toppings, taste &amp; evaluate. <b>hygienically, ideas, plan, safely</b></p>			<p>Song: 'When Goldilocks Went to the House of the Bears' <b>sing, song, perform</b></p>		<p>CW Song: 'One, Two, Three, Jesus Loves Me'</p>	
 <p><b>Hansel &amp; Gretel</b></p>	<p>'Hansel and Gretel' by Bethan Woolvin 'A Squash and a Squeeze' by Julia Donaldson</p>		<p>Problem Solving &amp; Logical Thinking – plan/test instructions to get home. <b>instructions, plan, test</b></p>	<p><b>Make/decorate</b> different flavoured biscuits. <b>hygienically, ideas, safely, tools, creations</b></p>					<p>CW Song: 'When I needed a Neighbour'</p>	






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<b>Ice &amp; Antarctica (PoR)</b> 	<b>'Lost and Found'</b> by Oliver Jeffers <b>'Blue Penguin'</b> by Petr Horacek 'Penguin Problems' by Jory John & Lane Smith 'Penguin' by Polly Dunbar '365 Penguins' by Jean-Luc Fromental 'Could a Penguin Ride a Bike?' by Aleksei Bitskoff 'Dear Greenpeace' by Simon James	<b>Collage:</b> Icy collage with a focus on using different textures & colours. <b>collage, textures, shapes, tools</b>			Exploring & comparing environment - respond to illustration and visualisation <b>describe, different, environment, map, observation, weather, world</b>		Write and perform own version of 'You're a Penguin and You Know it...' <b>perform, sing, song</b>		CW Song: 'Wide, Wide as the Ocean'	Observe ice changing state. <b>test, investigate, observation</b>  Exploring & comparing environment - respond to illustration and visualisation <b>changes, describe, different, environment, observation</b>
<b>Jack &amp; the Beanstalk (PoR)</b> 	<b>'Errol's Garden'</b> by Gillian Hibbs 'Tiny Seed' by Eric Carle 'Jim and the Beanstalk' by Raymond Briggs 'Tommy Twigtree and the Carrot Crunchers' by Michael Firman 'The Giant Jam Sandwich' Janet Burroway and John Vernon Lord 'Supertato: Presents Jack and the Beanstalk' by Sue Hendra			<b>Design &amp; make</b> your own musical instrument e.g. a harp, a drum or a shaker; evaluate. <b>creations, describe, ideas, materials, plan, safely, tools (Provision)</b>	Explore the natural environment around them.  Link to science <b>describe, environment, observation</b>		Compose/perform music to send the giant to sleep. <b>Compose, fast, feel, loud, perform, quiet, slow</b>	Gym equipment – climbing <b>balance, big-movement, safely,</b>	CW Song: 'Only a Boy Called David'	Observational drawings of plants.  Link to Geography <b>describe, different, environment, observation, plants, similar</b>
<b>Little Red Riding Hood</b> 	'Little Red' by Bethan Woolvin 'The Last Wolf' by Mini Grey 'Good Little Wolf' by Nadia Shereen 'The Girl Who Cried Wolf' by Steve Smallman 'Who's Bad and Who's Good Little Red Riding Hood?' by Steve Smallman		Problem Solving & Logical Thinking – plan/test instructions to get to grandma's cottage. <b>instructions, plan, test</b>						CW Song: 'He Gave Me Eyes So I Could See'	
<b>Love is all Around</b> 	'Love, Splat!' by Rob Scotton 'The Kiss That Missed' by David Melling 'The Biggest Kiss' by Joanna Walsh 'The Lion Who Wanted to Love' by Giles Andreae 'Slug in Love' by Rachel Bright	<b>Art &amp; Design:</b> Learn about/ appreciate artists who express emotion effectively, e.g. Alison Wilding, Willem de Kooning, Franz Kline, Robert Motherwell or Hans Hofmann. <b>describe, feel</b>				St Valentine's Day <b>long ago, events</b>	Song: 'Love is Something if you Give it Away' <b>sing, song, perform</b>		St Valentine's Day <b>celebration</b> CW Song: 'One, Two, Three, Jesus Loves Me'	
<b>Mini Beasts &amp; Insects</b> 	<b>'Yucky Worms'</b> by Vivian French 'Mad About Mini-beasts' By Giles Andre 'Tadpole's Promise' by Jeanne Willis and Tony Ross 'Small Mouse Big City' by Simon Prescott 'The Bug Collector' by Alex Griffiths	<b>Drawing:</b> Insects or mini beasts. <b>lines, shapes, tools</b>		<b>Make a model bug</b> with pipe-cleaner legs that move; evaluate. <b>join, safely, tools, describe</b>			Songs: 'Ugly Bug Ball' 'There's a worm at the bottom of the garden' 'Incey wincey Spider' 'Five Little Speckled Frogs' <b>sing, song, perform</b>	Ugly bug Ball (dancing) <b>dance, big-movement,</b>	CW Song: 'Have You Seen the Pussycat?'	Lifecycle of a Frog. <b>animals, changes, describe</b>






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 <p><b>Monsters</b></p>	<p><b>'We Are Going to Find the Monster'</b> by Malorie Blackman  <b>'Bedtime for Monsters'</b> by Ed Vere            'Dave the Lonely Monster' by Anna Kemp            'Only Nooglebooglers Glow in the Dark' by James McKnight            'The Thing' by Simon Puttock            'Where the Wild Things Are' by Maurice Sendack            'Be Mindful of Monsters' by Lauren Stockley</p>		<p>E-Safety – how to act if they find something they are unsure of, including identifying people who can help.  <b>technology, safety</b></p>	<p><b>Design &amp; make a monstrous mask!</b>  <b>creations, describe, ideas, join, materials, plan, safely, tools</b></p>			<p>Compose/perform 'monster' music.  <b>compose, instrument, perform, fast, loud, quiet, slow</b></p>		<p>CW Song: 'Think of a World Without Any Flowers'</p>	
 <p><b>Noah's Ark</b></p>	<p>'Two by Two: Noah's Story in Rhyme' by Leanne Kilpatrick            'Noah's Ark (Lift the flap)' by Michelle Knudson            The Lion Bible            'All Afloat on Noah's Boat' by Guy Parker Reece            'The Boat' by Helen Ward            'The Other Ark' by Linley Dodd            'All Afloat on Noah's Boat' Guy Parker Reece</p>	<p><b>Painting:</b> Colour mixing to paint a rainbow, use different tools to apply the paint.  <b>colour-mixing, lines, print, tools</b></p>					<p>Songs:            'I Can Sing a Rainbow'            'I Hear Thunder'            'It's Raining, It's Pouring'  <b>sing, song, perform</b></p>		<p><b>+</b>            Noah's Ark story  <b>beliefs, Bible, Christian, God, religions, symbol</b>            CW Songs:            'The Animals Went in Two by Two'            'Arky Arky'            'Who Built the Ark?'            'Mister Noah Built an Ark'</p>	
 <p><b>People Who Help Us</b></p>	<p>'The Hospital Dog' 'The Detective Dog' by Julia Donaldson            'Patrolling Police Cars' by Tony Mitton            'The Jolly Postman' by Allan Ahlberg            'Albert Le Blanc' Nick Butterworth            'Hairy Maclary's Rumpus at the Vets' by Lynley Dodd            'Winston was Worried' by Pamela Duncan Edwards</p>		<p>E-Safety – how to act if they find something they are unsure of, including identifying people who can help.  <b>technology, safety</b></p>				<p>Songs:            'London's Burning'            'Miss Polly Had a Dolly'            'Dr Foster'  <b>sing, song, perform</b></p>		<p>CW Song: 'Bind Us Together'</p>	
 <p><b>Pinocchio</b></p>	<p>'Pinocchio' by Sara Stanley            'Don't Pick Your Nose Pinocchio!' by Steve Smallman</p>			<p><b>Design and make a moving puppet.</b>  <b>creations, describe, ideas, join, materials, plan, safely, tools</b></p>			<p>Song: 'When You Wish Upon a Star'</p>		<p>CW Song: 'He Gave Me Eyes So I Could See'</p>	
 <p><b>Pirates</b></p>	<p><b>'Billy's Bucket'</b> by Kes Gray and Garry Parsons            'Pirates Love Underpants' by Claire Freedman            'Captain Flinn and the Pirate Dinosaurs' by Giles Andreae            'How to find Gold' Vivienne Schwartz            'The Night Pirates' by Peter Harris</p>		<p>Problem Solving &amp; Logical Thinking – plan/test instructions – to find the treasure.  <b>instructions, plan, test</b></p>		<p>Draw a treasure map – explore the use of a map, identify what a map is and draw simple maps of their immediate environment.  <b>describe, map, environment, observation</b></p>		<p>Songs:            'I Jumped Aboard a Pirate Ship'</p>		<p>CW Song: 'I Will Follow Him'</p>	<p>Explore floating &amp; sinking with a simple test – (make prediction), test (and record findings).  <b>describe, investigate, observation, sort, test</b></p>



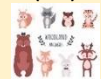

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<b>Rainforests</b> 	<b>'Beware of the Crocodile'</b> by Martin Jenkins 'Rumble in the Jungle' by Giles Andre 'Monkey Puzzle' by Julia Donaldson 'The Monkey with the Bright Blue Bottom' by Steve Smallman 'The Enormous Crocodile' by Roald Dahl 'My Green Day' by Melanie Walsh 'Tiger's Story' by Harriet Blackford						Songs: 'Down in the Jungle' 'Animal Fair' sing, song, perform		CW Song: 'Who Put the Colours in the Rainbow?'	
<b>Robots</b> 	'No-Bot the Robot with No Bottom' by Sue Hendra 'Ten Little Robots' by Mike Brownlow 'Unplugged' by Steve Antony 'Until I Met Dudley' by Roger McGough 'Harry and the Robots' by Ian Whybrow		E-Safety – how to act if they find something they are unsure of, including identifying people who can help. technology, safety	Design and make your own junk model robot – joining techniques. ideas, join, materials, safely, tools					CW Song: 'Prayer is Like a Telephone'	
<b>Room on the Broom</b>	<b>Please, Mr Magic fish!</b> By Jessica Souhami 'Room on the Broom' by Julia Donaldson 'Pretty' by Canizales									
<b>Royal Family</b> 	'The King's Pants' by Nicholas Allen 'Little People, Big Dreams: King Charles III' by Maria Isabel Sanchez Vegara	Drawing: 'Royal' self-portrait. lines, shapes, tools		Make and decorate a crown to use in role-play. creations, ideas, join, materials, safely, tools		Queen Elizabeth II & King Charles III events, long ago, new, old, now	Songs: 'Sing a Song of Sixpence'		CW Song: 'God Save the King'	
<b>Seaside (Summer)</b> 	<b>'Splash, Anna Hibiscus'</b> by Antinuke 'Clem & Crab' by Fiona Lumbers 'Sharing a Shell' by Julia Donaldson 'The Lighthouse Keeper's...'						Songs: 'Oh! I Do Like to Be Beside the Seaside!' 'The Sun Has Got His Hat on' sing, song, perform		CW Song: 'Joy is the Flag Flown High'	Changing Seasons – Spring to Summer changes, describe, observation seasons, senses
<b>Space (PoR)</b> 	<b>'Astro Girl'</b> by Ken Wilson-Max 'Dr Xargles Book of Earthlets' by Jeanne Willis 'Whatever Next' by Jill Murphy 'Here We Are' by Oliver Jeffers 'How to be on the Moon' by Vivienne Schwartz 'How to Catch a Star' by Oliver Jeffers 'Laura's Star' by Claus Baumgart 'The Mouse Who Ate the Moon' by Petr Horacek 'Zim Zam Zoom' by James Carter					First moon landing, read 'The Sea of Tranquility' by Mark Haddon events, long ago	Listening to planets music and share opinions / how they feel. describe, feel Song: 'Five Astronauts...'		CW Song: 'My God is So Big'	

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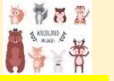




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 <p><b>Sports Olympics</b></p>	'The Frog Olympics' by Brian Moses 'Sports Day' by Mick Inkpen 'I Will Never Not Ever Eat a Tomato' by Lauren Child 'Which Food Will You Choose' by Claire Potter 'Oliver's Fruit Salad' by Vivian French	<b>Drawing:</b> Fruits and vegetables observational drawing. <i>lines, shapes, tools</i>					Sing and practise rhythmic patterns with 'Heads, Shoulders, Knees & Toes' <i>pattern, perform, song, sing, fast, slow</i>	Sports Day  Healthy eating  <i>healthy, unhealthy, big-movement, safely</i>	<i>CW Song: 'Stand Up, Clap Hands, Shout Thank You Lord'</i>	
 <p><b>Spring Has Sprung</b></p>	'Tree' by Britta Teckentrup 'One Springy Day' by Nick Butterworth 'That's My Flower!' by Alice Hemming 'Bee' by Britta Teckentrup 'You're Not Ugly Duckling!' by Steve Smallman						Sing and practise rhythmic patterns with 'BINGO...' <i>pattern, perform, song, sing, fast, slow</i>		<i>CW Song: 'All Things Bright and Beautiful'</i>	Changing Seasons – Winter to Spring <i>changes, describe, observation seasons, senses</i>  Lifecycle of a butterfly <i>animals, changes, describe</i>
 <p><b>Superheroes</b></p>	'Supertato...' by Sue Hendra 'Superworm!' by Julia Donaldson	<b>Painting:</b> Roy Lichtenstein's 'Benday dot' pop art (finger painting). <i>colour mixing, print</i>	Problem Solving & Logical Thinking – plan/test instructions to rescue someone. <i>instructions, plan, test</i>	Make a cloak with super-hero decorations taped on. <i>describe, ideas, join, materials, safely, tools</i>				Gym equipment – heroes <i>safely, balance, big-movement</i>	<i>CW Song: 'Be Bold, Be Strong'</i>	
 <p><b>The Little Red Hen</b></p>	'The Little Red Hen' by Michael Foreman 'Chicken Little' Oakley Graham 'One Fox' by Kate Reed The Boy Who Cried Wolf		Sequencing things in the right order – planting corn – making bread. <i>plan</i>						<i>CW Song: 'Peace, Perfect Peace'</i>	Investigate growing – plant cress seeds on kitchen paper, observe. <i>describe, investigate, observation, plants, test</i>
 <p><b>Three Little Pigs</b></p>	'Home' by Carson Ellis 'A Squash and a Squeeze' by Julia Donaldson 'The Three Horrid Pigs and the Big Friendly Wolf' by Liz Pichon 'In Every House, On Every Street' by Jess Hinchman 'The True Story of the Three Little Pigs!' by Jon Scieszka			Make a strong house using the foam bricks, overlapping to make stronger. <i>plan, materials, join</i>	Explore homes in different parts of the world – recognise some similarities & differences between life in this country & life in other countries & make comparisons <i>country, describe, different, similar, observation, weather, world</i>				<i>CW Song: 'The Wise Man Built His House Upon the Rock'</i> .	Investigate materials – e.g. read 'The Three Little Wolves and the Big Bad Pig'. <i>describe, different, similar, sort</i>

# EYFS Foundation Subjects Long-Term Plan 2024-25


Theme	Books	Art & Design	Computing	Design & Technology	Geography	History	Music	P.E.	RE	Science
<b>Under the Sea</b> 	<p><b>'Hooray For Fish'</b> by Lucy Cousins  <b>'Surprising Sharks'</b> by Nicola Davies                      'Commotion in the Ocean' by Giles Andre                      'The Rainbow Fish' by Marcus Pfister                      'Tiddler' by Julia Donaldson                      'Water Boy' by Ros Asquith</p>	<p><b>Collage &amp; Printing:</b>                      Collage an under the sea background, printing onto different textures.  <b>collage, print, shapes, lines, texture</b></p>		<p><b>Design and make</b>                      a moving fish puppet.  <b>creations, describe, ideas, join, materials, plan, safely, tools</b></p>			<p>Songs:                      'I Had a Tiny Turtle'                      'Under the Sea'</p>		<p>CW Song: 'Have You Heard the Raindrops?'</p>	
<b>Vehicles</b> 	<p><b>'The Train Ride'</b> by June Crebbin  <b>'Naughty Bus'</b> by Jan and Jerry Oke                      'Toad's Road Code' by Leyland Perree                      'Toot and Pop!' by Sebastian Brawn                      'The Way Back Home' by Oliver Jeffers</p>			<p><b>Make a simple</b>                      origami paper aeroplane.</p>		<p>Old and new ways to travel.  <b>different, similar, long ago, new, now, past, similar</b></p>	<p>Songs:                      'The Wheels on the Bus'                      'Row, Row, Row Your Boat'                      'Bicycle Made for Two'  <b>Sing, song, perform</b></p>		<p>CW Song: 'Wide, Wide as the Ocean'</p>	<p>Test vehicles on different ramps – racing monster trucks on different textures.  <b>investigate, observation, test</b></p>
<b>Woodlands (PoR)</b> 	<p><b>'The Gruffalo'</b> by Julia Donaldson  <b>'Stanley's Stick'</b> by John Hegley  <b>'A Brave Bear'</b> by Sean Taylor  <b>'Owl Babies'</b> by Martin Waddell                      'Bird Builds a Nest' by Martin Jenkins                      'The Everywhere Bear' by Julia Donaldson</p>	<p><b>Printing:</b> Natural rubbings / natural art (Andy Goldsworthy)  <b>describe, feel, rubbings</b></p>		<p><b>Make a lard/seed</b>                      bird feeder                      (Adult Directed)</p>			<p>Song: 'The Teddy Bears' Picnic'</p>		<p>CW Song: 'Kum ba yah'</p>	
<b>World Stories</b> 	<p><b>'Happy in our Skin'</b> by Fran Manuskina  <b>'Handa's Surprise'</b> by Eileen Browne  <b>'Anna Hibiscus' Song</b> by Antinuke                      'A Year Full of Stories' by Angela McAllister                      'Caribbean Playground Song' by James Berry                      'Anansi the Clever Spider' by Susie Linn                      'Anansi and the Moss-Covered Rock' by Eric A Kimmel                      'Where the Forest Meets the Sea'</p>	<p><b>Painting:</b>                      World art – e.g. African, Aboriginal etc.  <b>describe, feel, lines, shapes, tools</b></p>			<p>Make comparisons between places in this country and others, recognise different environments to where they live.  <b>country, different, similar, map, weather, world</b></p>		<p>World music appreciation &amp; sharing opinions.  <b>describe, feel</b></p>		<p>CW Song: 'He's Got the Whole World in His Hands'</p>	






# EYFS Foundation Subjects Long-Term Plan 2024-25

Autumn 1						
Week	Theme	Curriculum Skill Teaching	PSHE Ed./RSE	Philosophy/PoR or Music	Curriculum Skill Teaching	Curriculum Skill Teaching
1 – 2 <sup>nd</sup> Sep.	Home Visits					
2 – 9 <sup>th</sup> Sep.	Staggered Start	<b>Music:</b> 'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?' <i>sing, song, perform</i>	<b>Music:</b> 'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?' <i>sing, song, perform</i>	<b>Music:</b> 'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?' <i>sing, song, perform</i>	<b>PSHE Ed.: School Rules</b> – our rules are there to keep us all feeling happy, safe and respected. <i>Read 'Oi Frog!' by Kes Gray and 'Finn's Little Fibs' by Tom Percival</i>	<b>PSHE Ed.: We Are a Class</b> – Class rules and routines. 'Choose it, use it and put it away. Learning about how positive behaviour helps us all to learn. <i>Read The Colour Monster Goes to School' by Anna Llenas and 'Dog's Guide to Helping Others' by Lisa Edwards</i>
3 – 16 <sup>th</sup> Sep.	<b>POR: Woodlands</b>  <b>'The Gruffalo'</b>	PoR	<b>RSE: My Feelings 1</b> <i>See RSE Curriculum</i>	PoR	<b>Art &amp; Design: Printing:</b> Natural rubbings / natural art (Andy Goldsworthy) <i>describe, feel, rubbings</i>	PoR
4 – 23 <sup>rd</sup> Sep.	Three Little Pigs 	Make a strong house using the foam bricks, over-lapping to make stronger. <i>plan, materials, join</i>	<b>PSHE. Ed.: Compliments 1</b> – What is a ' <b>compliment</b> '? Recognising and sharing things we like about ourselves and others. <i>Read 'The Rainbow Fish' by Marcus Pfister</i>	Music	Explore homes in different parts of the world – recognise some similarities & differences between life in this country & life in other countries & make comparisons <i>country, describe, different, similar, observation, weather, world</i>	Investigate materials – e.g. read 'The Three Little Wolves and the Big Bad Pig'. <i>describe, different, similar, sort</i>
5 – 30 <sup>th</sup> Sep.	World Stories  <i>Black History Month begins</i>	<b>Art &amp; Design: Painting:</b> World art – e.g. African, Aboriginal etc. <i>describe, feel, lines, shapes, tools</i>	<b>RSE: My Feelings 2</b> <i>See RSE Curriculum</i>	Poetry Basket	<b>Music:</b> World music appreciation & sharing opinions. <i>describe, feel</i>	<b>Geography:</b> Make comparisons between places in this country and others, recognise different environments to where they live. <i>country, different, similar, map, weather, world</i>
6 – 7 <sup>th</sup> Oct.	Noah's Ark 	<b>Painting:</b> Colour mixing to paint a rainbow, use different tools to apply the paint. <i>colour-mixing, lines, print, tools</i>	<b>RSE: Asking for Help 2</b> <i>See RSE Curriculum</i>	<b>Music</b> <i>Songs:</i> 'I Can Sing a Rainbow' 'I Hear Thunder' 'It's Raining, It's Pouring' <i>sing, song, perform</i>	<b>+</b> Noah's Ark story <i>beliefs, Bible, Christian, God, religions, symbol</i> CW Songs: 'The Animals Went in Two by Two' 'Arky Arky' 'Who Built the Ark?' 'Mister Noah Built an Ark'	
7 – 14 <sup>th</sup> Oct.	Autumn 	<b>Science:</b> Changing seasons – Summer to Autumn <i>changes, describe, observation seasons, senses</i>	<b>RSE: My Feelings 3</b> <i>See RSE Curriculum</i>	Philosophy:	<b>Art &amp; Design: Printing:</b> Leaf prints and rubbings, mixed-media creations. <i>print, rubbing, texture</i>	<b>Music:</b> Sing and perform 'Autumn Days'. <i>sing, song, perform</i>




# EYFS Foundation Subjects Long-Term Plan 2024-25

8 - 21 <sup>st</sup> Oct.	<p><b>Diwali</b></p>  <p><b>Remembrance Day</b></p>	<p>ॐ Diwali, November 12<sup>th</sup>, 2023  <i>The Story of Rama &amp; Sita</i>  <b>beliefs, Hinduism, celebration, festivals, religions, different</b></p>	<p><b>RSE: My Body 1</b>  <i>See RSE Curriculum</i></p>	<p><b>Music:</b> Indian music appreciation &amp; sharing opinions.  <i>describe, feel, instrument</i></p>	<p><b>Geography:</b> India – make comparisons between places in this country and others, recognise different environments to where they live. <b>country, different, similar, map, weather, world</b></p>	<p><b>History:</b> Remembrance <i>'Where the Poppies Now Grow'</i> by Hilary Robinson and Martin Impey  <i>events, long ago</i></p>
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# EYFS Foundation Subjects Long-Term Plan 2024-25

Autumn 2						
Week	Theme	Curriculum Skill Teaching	PSHE Ed./RSE	Philosophy/PoR or Music	Curriculum Skill Teaching	Curriculum Skill Teaching
1 – 4 <sup>th</sup> Nov.	<b>Bonfire Night</b>  5 <sup>th</sup> November	<b>History:</b> Guy Fawkes / Gunpowder Plot. Read <i>'Twigtree Tom and the Gunpowder Plot'</i> events, long ago	<b>PSHE Ed.:</b> <i>How Are You?</i> – exploring comfortable and uncomfortable feelings & what to do. Read <i>'The Great Big Book of Feelings'</i> by Mary Hoffman and/or <i>'The Colour Monster'</i> by Anna Llenas and/or <i>'Sloth's Guide to Keeping Calm'</i> by Lisa Edwards and/or <i>'How Do You Feel?'</i> by Mandy Stanley	<b>Philosophy:</b>	<b>Art &amp; Design: Painting:</b> Firework flick art e.g. Jackson Pollock <i>tools, describe, feel</i>	PSHE Ed.: Firework Safety
2 – 11 <sup>th</sup> Nov.						
3 – 18 <sup>th</sup> Nov.						
4 – 25 <sup>th</sup> Nov.	<b>POR: A Great Big Cuddle</b>  Poetry	<b>Science:</b> Changing seasons – Autumn to Winter <i>changes, describe, observation seasons, senses</i>		<b>PoR</b>	<b>Geography:</b> Explore local environment through first-hand experience, maps & aerial photos, identifying landmarks. <i>describe, environment, map, observation</i>	<b>Computing:</b> Create routes on maps to safe places that would help if they get left behind or lost. <i>instructions, plan, test</i>
5 – 27 <sup>th</sup> Nov.						
6 – 2 <sup>nd</sup> Dec.						
7 – 9 <sup>th</sup> Dec.	<b>Christmas</b> 	† <b>RE:</b> The Christmas Story <i>beliefs, bible, celebration, Christian, Christmas, festivals, God, religions, symbols</i>	<b>Music:</b> Learn and perform nativity songs <i>sing, song, perform, loud</i>	<b>Music:</b> Learn and perform nativity songs <i>sing, song, perform, loud</i>	<b>Music:</b> Learn and perform nativity songs <i>sing, song, perform, loud</i>	<b>Music:</b> Learn and perform nativity songs <i>sing, song, perform, loud</i>
8 – 16 <sup>th</sup> Dec.	<b>Nativity Performance</b>	<b>RE:</b> Nativity Dress & Performance	<b>RE:</b> Nativity Performance x 2	<b>Geography:</b> How Christmas is celebrated around world – recognise some similarities & differences between life in this country and in other countries. <i>country, different, similar, world</i>		Christmas Party & Media Studies


# EYFS Foundation Subjects Long-Term Plan 2024-25

Spring 1						
Week	Theme	Curriculum Skill Teaching	PSHE Ed./RSE	Philosophy or Music	Curriculum Skill Teaching	Curriculum Skill Teaching
1 – 6 <sup>th</sup> Jan.	<b>POR: Ice &amp; Antarctica</b>  <b>'Blue Penguin'</b>				PoR	Exploring & comparing environment - respond to illustration and visualisation <b>changes, describe, different, environment, observation</b>
2 – 13 <sup>th</sup> Jan.		<b>Art &amp; Design: Collage:</b> Icy collage with a focus on using different textures & colours. <i>collage, textures, shapes, tools</i>	<b>PSHE Ed.: Compassion</b> – What does being 'Compassionate', mean? Link to school/class rules. <i>Read 'Kind' by Alison Green and/or 'Dick the Delightful Duck' by Kaye Umansky</i>	PoR	Exploring & comparing environment - respond to illustration and visualisation <b>describe, different, environment, map, observation, weather, world</b>	PoR
3 – 20 <sup>th</sup> Jan.						
4 – 27 <sup>th</sup> Jan	<b>Rainforests</b>  <b>Chinese NY</b> Snake 29 <sup>th</sup> January <b>Mongolian NY</b>					
6 – 3 <sup>rd</sup> Feb.						
7 – 10 <sup>th</sup> Feb.	<b>Love is All Around</b>  14 <sup>th</sup> Feb. Valentine's Day	<b>History:</b> St Valentine's Day <i>long ago, events</i>	<b>RSE: My Relationships 3</b> <i>See RSE Curriculum</i>	Philosophy	<b>Art &amp; Design:</b> Learn about/ appreciate artists who express emotion effectively, e.g. Alison Wilding, Willem de Kooning, Franz Kline, Robert Motherwell or Hans Hofmann. <i>describe, feel</i>	<b>Music: Song: 'Love is Something if you Give it Away'</b> <i>sing, song, perform</i>




# EYFS Foundation Subjects Long-Term Plan 2024-25

Spring 2						
Week	Theme	Curriculum Skill Teaching	PSHE Ed./RSE	Philosophy or Music	Curriculum Skill Teaching	Curriculum Skill Teaching
1 – 24 <sup>th</sup> Feb.	<p>POR: Space</p>  <p>'Astro Girl'</p>	PoR	<p>PSHE Ed.: Friends United – Making and developing friendships. <i>Read 'Elephant's Guide to Making Friends' by Lisa Edwards and/or 'Dave the Lonely Monster' by Anna Kemp and/or 'I'm Not Your Friend' by Sam McRatny</i></p>	<p>Music: Listening to planets music and share opinions / how they feel. <i>describe, feel</i></p> <p>Song: 'Five Astronauts...'</p>	<p>History: First moon landing, read 'The Sea of Tranquillity' by Mark Haddon</p> <p><i>events, long ago</i></p>	PoR
2 – 3rd Mar.	<p>Ramadan Commences</p> <p>28<sup>th</sup> Feb-30<sup>th</sup> March</p>					
3 – 10 <sup>th</sup> Mar.						
4 – 17 <sup>th</sup> Mar.						
5 – 24 <sup>th</sup> Mar.	<p>Spring Has Sprung</p>  <p>Mother's Day 30<sup>th</sup> March</p>	<p>Science: Changing Seasons – Winter to Spring</p> <p><i>changes, describe, observation seasons, senses</i></p>	<p>RSE: My Beliefs 2</p> <p>See RSE Curriculum</p>	Philosophy	<p>Music: Sing and practise rhythmic patterns with 'BINGO...'</p> <p><i>pattern, perform, song, sing, fast, slow</i></p>	Lifecycle of a Butterfly
6 – 31 <sup>st</sup> Mar	<p>Easter</p> 	<p>RE: † March 31<sup>st</sup>, 2024</p> <p><i>beliefs, Bible, similar, festivals, God, Christian, Easter, religions, symbols</i></p> <p>CW Song: 'The Lord of the Dance'</p>	<p>PSHE Ed.: Kindness Grows – being caring towards others makes them and us feel better. <i>Read 'Kindness Grows' by Britta Teckentrup and/or 'Misery Moo' by Tony Ross</i></p>	<p>Geography: How Easter is celebrated around the world – recognise some similarities &amp; differences between life in this country and in other countries.</p> <p><i>country, different, similar, world</i></p>		

# EYFS Foundation Subjects Long-Term Plan 2024-25

Summer 1						
Week	Theme	Curriculum Skill Teaching	PSHE Ed./RSE	Philosophy or Music	Curriculum Skill Teaching	Curriculum Skill Teaching
1 – 21 <sup>st</sup> Apr.	<i>POR Yucky Worms</i>					
2 – 28 <sup>th</sup> Apr.	<b>Mini Beasts &amp; Insects</b>  <i>Mini-Monsters Visit</i>	Lifecycle of a Frog. <i>animals, changes, describe</i>	<b>RSE: My Rights &amp; Responsibilities 1</b> <i>See RSE Curriculum</i>	<b>Music: Songs:</b> 'Ugly Bug Ball' 'There's a worm at the bottom of the garden' 'Incey wincey Spider' 'Five Little Speckled Frogs' <b>sing, song, perform</b>	<b>Make</b> a model bug with pipe-cleaner legs that move; evaluate. <b>join, safely, tools, describe</b>	<b>Drawing:</b> Insects or mini beasts. <b>lines, shapes, tools</b>
3 – 5 <sup>th</sup> May						
4 – 12 <sup>th</sup> May						
5 – 19 <sup>th</sup> May						

# EYFS Foundation Subjects Long-Term Plan 2024-25

Summer 2						
		Monday	Tuesday	Wednesday	Thursday	Friday
Week	Theme	Curriculum Skill Teaching	PSHE Ed./RSE	Philosophy or Music	Curriculum Skill Teaching	Curriculum Skill Teaching
1 – 2 <sup>nd</sup> June	<b>Under the Sea</b>  <b>POR: Please Mr Magic Fish</b>					
2 – 9 <sup>th</sup> June						
3 – 16 <sup>th</sup> June						
4 – 23 <sup>rd</sup> June	<b>Seaside (Summer)</b>  <b>21<sup>st</sup> June</b>			<b>Islamic New Year Eve</b>	<b>Islamic New Year Day</b>	
5 – 30 <sup>th</sup> June						
6 – 7 <sup>th</sup> July	<b>Sports/Olympics</b>  <b>Sports Day</b>	<b>Art &amp; Design: Drawing:</b> Fruits and vegetables observational drawing. <i>lines, shapes, tools</i>	<b>PSHE Ed.: Looking After <u>All</u> of Ourselves</b> – choices we make and thinking positively or negatively can affect how we feel on the inside. <i>Read 'Panda's Guide to Mental Wellbeing' by Lisa Edwards and/or 'My Monster and Me' by Nadiya Hussain</i>	<b>Philosophy</b>	<b>PE:</b> Sports Day Healthy eating <i>healthy, unhealthy, big-movement, safely</i>	<b>Music:</b> Sing and practise rhythmic patterns with 'Heads, Shoulders, Knees & Toes' <i>pattern, perform, song, sing, fast, slow</i>
7 – 14 <sup>th</sup> July						
8 – 21 <sup>st</sup> July						

# EYFS Foundation Subjects Long-Term Plan 2024-25

## Year Reception: PSHE Education Curriculum Content

### **Personal, social and emotional development**

**EYFS Statutory Educational Programme:** 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 should 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.*

### **Self- Regulation ELG**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self ELG**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships ELG**

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

### **Understanding the world**

**EYFS Statutory Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### **Past and present**

Talk about the lives of the people around them and their roles in society.

## Inquiry

RSE is covered throughout the year using the scheme of work. Throughout reception we work with the children to develop their personal, social and emotional skills.



# EYFS Foundation Subjects Long-Term Plan 2024-25

Reception: PSHE Education Curriculum					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships	Health and wellbeing	Living in the Wider World	Relationships	Health and wellbeing	Living in the Wider World
<p><b>School Rules</b> – our rules are there to keep us all feeling happy, safe and respected. <i>Read ‘Oi Frog!’ by Kes Gray and ‘Finn’s Little Fibs’ by Tom Percival</i></p> <p><b>We Are a Class</b> – Class rules and routines. ‘Choose it, use it and put it away. Learning about how positive behaviour helps us all to learn. <i>Read The Colour Monster Goes to School’ by Anna Llenas and/or ‘Dog’s Guide to Helping Others’ by Lisa Edwards</i></p> <p><b>Compliments 1</b> – What is a ‘compliment’? Recognising and sharing things we like about ourselves and others. <i>Read ‘The Rainbow Fish’ by Marcus Pfister</i></p> <p><b>NSPCC PANTS</b> – Some things are private; some places are private. <i>Watch/sing PANTS song</i></p>	<p><b>How Are You?</b> – exploring comfortable and uncomfortable feelings &amp; what to do. <i>Read ‘The Great Big Book of Feelings’ by Mary Hoffman and/or ‘The Colour Monster’ by Anna Llenas and/or ‘Sloth’s Guide to Keeping Calm’ by Lisa Edwards and/or ‘How Do You Feel?’ by Mandy Stanley</i></p> <p><b>Bubble, Bubble, POP! 1</b> – How can we manage Uncomfortable feelings? <i>Read ‘Barbara Throws a Wobbler’ by Nadia Shireen and/or ‘Ravi’s Roar’ by Tom Percival</i></p> <p><b>Compliments 2</b> – Tell me about your greatness! Exploring positive words to describe. <i>Read ‘Tell Me Your Greatness’</i></p> <p><b>Bubble, Bubble, POP! 2</b> – How Could We Manage Uncomfortable feelings? <i>Read ‘Ruby’s Worry’ by Tom Percival and/or ‘When Cucumber Lost His Cool’ by Michelle Robinson</i></p>	<p><i>Values – Our school values help us to remember to be the best we can be:</i></p> <p><b>Compassion</b> – What does being ‘Compassionate’, mean? Link to school/class rules. <i>Read ‘Kind’ by Alison Green and/or ‘Dick the Delightful Duck’ by Kaye Umansky</i></p> <p><b>Courage</b> – What does being ‘Courageous’ mean? Link to school/class rules. <i>Read ‘A Little Bit Brave’ by Nicola Kinnear and/or ‘The Proudest Blue’ by Ibtihaj Muhammad</i></p> <p><b>Responsibility</b> – What does being ‘Responsible’ mean? Link to school/class rules. Consequences of actions. <i>Read ‘Dear Greenpeace’ by Simon James and/or ‘Somebody Swallowed Stanley’ by Sarah Roberts and/or ‘Somebody Crunched Colin’ by Sarah Roberts</i></p>	<p><b>Friends United</b> – Making and developing friendships. <i>Read ‘Elephant’s Guide to Making Friends’ by Lisa Edwards and/or ‘Dave the Lonely Monster’ by Anna Kemp and/or ‘I’m Not Your Friend’ by Sam McRatny</i></p> <p><b>Kindness Grows</b> – being caring towards others makes them and us feel better. <i>Read ‘Kindness Grows’ by Britta Teckentrup and/or ‘Misery Moo’ by Tony Ross</i></p> <p><b>Compliments 3</b> – Recognising our own and others’ different strengths and abilities and celebrating them. Being proud of ourselves/others. <i>Read ‘Dog’s Don’t Do Ballet’ by Anna Kemp and/or ‘Pretty’ by Canizales and/or ‘Dandylion’ by Lizzie Finlay and/or ‘Perfectly Norman’ by Tom Percival</i></p>	<p><b>Keeping Fit</b> – choices about looking after their bodies. Making safer choices about their body and exercise. <i>Read ‘Kangeroo’s Guide to Keeping Fit’ by Lisa Edwards</i></p> <p><b>Sleep, Wash, Repeat!</b> – choices about looking after their bodies. Making choices about sleep and cleanliness. <i>Read ‘Leopard’s Guide to Keeping Clean’ by Lisa Edwards and/or ‘Koala’s Guide to Sleep’</i></p> <p><b>Five a Day!</b> – Exploring diet and healthy eating choices. <i>Read ‘Eat Your Greens, Goldilocks’ and/or Read ‘I Will Never Not Ever Eat a Tomato’ by Lauren Child and/or ‘Lemur’s Guide to Healthy Eating’ by Lisa Edwards</i></p>	<p><b>Aiming High</b> – exploring setting goals. Looking at achievements so far and the attitude needed for success. <i>Read ‘The Gecko and the Echo’ by Rachel Bright &amp; Jim Field and/or Read ‘Harold Finds a Voice’ by Courtney Dymas</i></p> <p><b>Don’t Stop Believing (In Yourself)</b> – You can do it, keep trying! <i>Read ‘The Koala Who Could’ by Rachel Bright &amp; Jim Field and/or Read ‘Tilda Tries Again’ by Tom Percival and/or ‘When Jelly Had a Wobble’ by Michelle Robinson</i></p> <p><b>Looking After <u>All</u> of Ourselves</b> – choices we make and thinking positively or negatively can affect how we feel on the inside. <i>Read ‘Panda’s Guide to Mental Wellbeing’ by Lisa Edwards and/or ‘My Monster and Me’ by Nadiya Hussain</i></p>
Key Vocabulary behaviour, choices, learn(ing), rules, happy & safe, respect(ed), compliment, private	Key Vocabulary feelings, comfortable, uncomfortable	Key Vocabulary compassion, courage, responsibility, consequence	Key Vocabulary talent, skills, different, proud	Key Vocabulary healthy, unhealthy, choices, exercise, diet, hygenic	Key Vocabulary goals, achievements, positive, negative, attitude, success,

# EYFS Foundation Subjects Long-Term Plan 2024-25

Year Reception: RSE Curriculum					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
Skills			Outcomes		
<ul style="list-style-type: none"> <li>Can they show that family and friends should care for each other?</li> <li>Can they identify and respect differences and similarities between people?</li> <li>Can they recognise, name and deal with feelings in a positive way?</li> <li>Can they notice some effects of own actions on others?</li> <li>Can they identify how people are feeling (e.g. happy, sad, worried)?</li> <li>Can they participate in group activities, take turns, share and manage disputes peacefully?</li> <li>Can they ask for help if unsure on what to do?</li> </ul>			<ul style="list-style-type: none"> <li>To recognise some feelings</li> <li>To recognise that their behaviour affects other people, especially when angry</li> <li>To know who to ask for help</li> <li>To understand some basic hygiene principles and how to keep clean</li> <li>To recognise how their own actions have consequences.</li> <li>To have some basic ways of avoiding, managing and resolving conflict.</li> <li>To demonstrate a positive attitude towards difference and diversity.</li> </ul>		
Vocabulary for EYFS RSE Education					
feelings, comfortable, uncomfortable	hygiene, germs, clean, protect	similar, different, same	like, dislike, choices, difficult	private	special
Year Reception Deeper Learning Questions					
Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.					
Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2 : My beliefs	Summer 1 : My rights and responsibilities	Summer 2: Asking for help
‘What can you do if you feel ‘x’?’  ‘How can you help someone if they feel.....?’	‘Why is it important to wash our hands?’  ‘How can does being healthy and clean help us?’	‘How can you make a friend?’  ‘What is a compliment?’  ‘Why is it important to give compliments?’	‘How do you feel when you get to choose?’  ‘What does it feel like when you can’t choose?’	‘What is a private space?’	‘What makes you special?’ ‘Who can we ask for help?’