

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|---|---|
| Ladybirds | Who lives in a house like this? | Lights, camera, action! | Who wears the crown? | Cracking open the egg | Follow the footprints | We're all going on a summer holiday |
| Key Events (seasonal, festivals, school events) | Autumn Starting School | Bonfire Night Diwali Remembrance Day Children in Need Christmas Nativity | New Year Chinese New Year Winter Valentine's Day | Pancake Day World Book Day Signs of Spring Mother's Day Easter | Sports Day | Father's Day Transition Week Summer Trip |
| Activity Ideas, Possible Themes, Story Focus | <p>'In Every House, on Every Street' - Jess Hitchman – What is special about your family?</p> <p>The Three Little Pigs – Comparing the different houses, building our own houses to test the strength of materials, receiving a letter from the wolf who tells a different story, making a 'vote' on who to believe.</p> | <p>Bonfire Night – Safety focus & how do we celebrate.</p> <p>'The Bear and the Piano' - What other types of performances are there? Looking at a range of musical instruments, what sounds can you hear? Making posters for our own performance. Making our own musical instruments.</p> <p>'If I had an Octopus' - Discovering talents. What talents do you</p> | <p>The King's Pants – making 3D prints, equal and unequal groups (knickers in the picnic basket)</p> <p>The Queens Hat – Recognising key landmarks in London. What type of hats does the Queen/King wear? Are any of them magnetic?</p> | <p>Easter- celebrations and signs of spring.</p> <p>The Dinosaur Department Store What dinosaur would you buy and why? What does your dinosaur look like? Let's make our own dinosaur shop.</p> <p>Dinosaurs Love Underpants by Claire Freedman Doubling using spots, recognising 2D shapes printed with 3D shapes.</p> | <p>We're Going on a Bear Hunt – Obstacle course, exploring textures, counting steps.</p> <p>Shark in the Park Making a story map, repeated refrains.</p> <p>Rosie's Walk Link to Journeys and comparing environments,</p> <p>Martha Maps it Out Finding the address of our own school</p> | <p>What the Ladybird Heard at the Seaside Discuss what Lanky Len and Hefty Hugh did to the mermaid, was that a good idea? Creating a wanted poster to find the baddies, what do you think the ladybird heard next? Creating seaside pictures.</p> <p>The lighthouse Keeper's Lunch by Ronda Armitag and David Armitag</p> |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|--|--|---|--|--|--|---|
| | <p>Goldilocks and the Three Bears – Comparing size, positional language, story sequencing, creating a picture of the story by remembering key events, settings, objects, and characters from the story.</p> <p>Tippy Tappy by Michael Rosen Repeating rhythm, initial sounds, re-read the poem with actions.</p> | <p>have? The importance of perseverance and resilience. Talent show provision.</p> <p>Persuasive Adverts Play Scripts Creating posters to advertise our nativity, learning lines from our script to perform.</p> | <p>Non-Fiction; invites to ask the King to tea, Postcards from London (key landmarks, stamps).</p> <p>Oh Dear by Michael Rosen: Poetry</p> | <p>King of the Dinosaurs by Aoife Mannix: Poetry</p> | <p>and making a school/classroom map.</p> <p>Instructions, maps and directions: Non-Fiction, creating a map of the park from ‘Shark in the Park’.</p> | <p>What food would you put in your picnic basket. Design an outfit for Mrs Grinling, complete a survey to find the most popular sandwich flavour in the school.</p> <p>Fish Tales by Jane Newberry: Poetry</p> |
| <p>Literacy Adult Led Focus</p> | <p>Word Reading</p> | | | | | |
| | <ul style="list-style-type: none"> • Read most Set 1 single letter sounds (16 sounds or more). | <ul style="list-style-type: none"> • Read most Set 1 single letter sounds (16 sounds or more) • Blend sounds into words orally. | <ul style="list-style-type: none"> • Read all Set 1 single letter sounds speedily • Read Word Time 1.1-1.5 words with Fred Talk. | <ul style="list-style-type: none"> • Read all Set 1 Sounds speedily, including Special Friends • Read Word Time 1.6 words with Fred Talk | <ul style="list-style-type: none"> • Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk • Read 3 and 4 sounds nonsense words with Fred Talk. | <ul style="list-style-type: none"> • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|--|---|--|---|---|--|--|
| | | | | • Read 3 sound nonsense words with Fred Talk. | | • Read Word Time 1.6 and 1.7 speedily. |
| Writing | | | | | | |
| Children will learn to correctly form the letters by referring to letter formation rhymes. | Children will learn to correctly form the letters by referring to letter formation rhymes and will begin to write some letters fluently without reference to rhyme. | Children will form most letters correctly and will use Fred Fingers to segment and write CVC/CVCC words. | Children will use Fred Fingers to segment and write CVC/CVCC words and write short phrases and sentences. Children will form most letters correctly. Children will begin to use finger spaces and full stops. | Children will know how to write a short phrase or sentence, correct to their phonetic knowledge. Children will form most letters correctly. Children will use finger spaces and full stops correctly in most cases. | Children will know how to read back sentences that they have written to check that it makes sense. Children will recognise where a capital letter is needed in some cases. Children will form most letters correctly. Children will use finger spaces and full stops correctly in most cases. | |
| Comprehension | | | | | | |
| Children will learn to: | | Children learn to: | | Children learn to: - Enjoy an increasing range of books. | | |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> - Listen and enjoy a variety of stories, poems and non-fiction texts. - Begin to show an awareness of how stories are structured. - Talk about stories using pictures to support. - Predict some of the story line and vocabulary. - Describe the story setting, events and main characters with support. - Begin to retell a simple text using their own words. - Begin to say how they feel about a text. - Choose a book to read and begin to explain their choice. | <ul style="list-style-type: none"> - Listen to and enjoy an increasing range of stories, poems and non-fiction texts. - Know that information can be retrieved from books and other texts. - Talk about stories using pictures to support. - Predict some of the story line and vocabulary. - Show an awareness of how stories are structured. - Describe and talk about the story setting, events and main characters. - Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Retell narratives in the correct sequence, drawing on vocabulary and language patterns from stories - Expect written text to make sense - Begin to repeat words, phrases or sentences to check, confirm or modify reading - With support/guidance, comment on texts, e.g. on personality of main characters - Say how they feel about stories / poems / texts - Choose a book and explain their choice | <ul style="list-style-type: none"> - Know that information can be retrieved from books, computers, signs and symbols. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate, where appropriate, key events in stories. - Retell narratives in the correct sequence, drawing on language patterns of stories. - With support/guidance, comment on texts, e.g. on personality of main characters. - Repeat words, phrases or sentences to check, confirm or modify own reading. - Begin to recognise that additional information may be contained in illustrations, diagrams etc. - Use simple words to demonstrate likes or dislikes in response to |
|--|---|--|--|

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|------------------------------|---|---|--|--|---|---|
| | | | | | <p>events and ideas in poems, stories and non-fiction.</p> <ul style="list-style-type: none"> - Begin to notice some relationships between one text and another. - Begin to comment spontaneously on perceived links with own life experience or other experiences, e.g. films, books. - Choose a book and explain choice. | |
| Maths Adult Led Focus | Number | | | | | |
| | <p>Children will learn to identify, subitise, represent and compose the numbers 1, 2 and 3.</p> <p>Children will learn the one more than/one less than relationship between the consecutive numbers 1, 2 and 3.</p> | <p>Children will learn to identify, subitise, represent and compose the numbers 4 and 5.</p> <p>Children will learn the one more than/one less than relationship between the consecutive numbers 4 and 5.</p> | <p>Children will link numerals with its cardinal number value with numbers 0-10.</p> <p>Children will begin to conceptually subitise numbers to 8 by subitising smaller groups within the number.</p> <p>Children will learn the one more than/one less than relationship between the consecutive numbers 0-8.</p> | <p>Children will learn to identify, conceptually subitise, represent and compose the numbers 9 and 10.</p> <p>Children will learn to recall number bonds to 10 in 2 and 3 parts.</p> | <p>Children will build numbers to 13 and identify how many more than 10.</p> <p>Children will be able to count to 20 and beyond.</p> <p>Children will be able to recognise and order numbers to 10.</p> <p>Children will add and subtract more than 1 to 10 in practical activities.</p> | <p>Children will deepen their understanding of number through developing reasoning and problem-solving strategies.</p> <p>Children will consolidate the automatic recall of number bonds to 5 and some to 10.</p> |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|--|--|---|--|---|---|--|
| | | | Children will combine two groups. | | Children will explore mathematical problems and select appropriate strategies. | |
| Numerical Patterns | | | | | | |
| Children will match and sort objects into types, use various techniques to identify a set, and create sorting rules. | Children will learn to identify, name and compare circles and triangles. | Children will make more precise comparisons with mass and capacity, becoming familiar with a range of scales. | Children will explore and compare length and height using non-standard measurements. | Children will select shapes with purpose, rotate, manipulate and explain shape arrangements that they create. | Children will explore sharing and grouping including even and odd sharing. | |
| Children will compare amounts, size, mass and capacity. | Children will describe the position of shapes and objects. | Children will make pairs, exploring odd and even numbers. | Children will order and sequence time including tomorrow and yesterday. | Children will identify 2D shapes within 3D shapes. | Children will identify the unit of repeat within a repeating pattern. | |
| Children will explore, copy, continue and create simple patterns. | Children will identify, name and combine shapes with 4 sides. | Children will find and make doubles to 8. | Children will develop a deeper understanding of time and how long different activities may take. | | Children will expand on positional language when visualising objects from different positions and creating building instructions. | |
| | Children will sequence day and night. | | Children will explore even and odd. | | Children will explore and design maps, identifying directional language. | |
| | | | Children will find and make doubles to 10. | | | |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|---|---|--|---|--|--|--|
| | | | | Children will recognise, find and use 3D shapes. | | Children will know how to programme a beebot. |
| Knowledge and Understanding of the World Adult Led Focus | <u>The Natural World</u> Children will observe key features of animals on the farm and name body parts. Children will explore and compare fruit and vegetables. Children will name and explore their 5 senses. | <u>The Natural World</u> Children will notice changes in Autumn. Children will observe simple changes. Children will compare day and night. | <u>The Natural World</u> To notice changes in Winter. To investigate the concept of floating and sinking and explore how water can be transported. Children will develop a concept of contrasting environments, such as the desert and the jungle. | <u>The Natural World</u> Children will plant and care for a seed. Children will sort animals based on their simple features. Children will explore simple forces and describe them as pushes and pulls. | <u>The Natural World</u> Children will explore features of ocean habitats and understand how it is affected by pollution. Children will observe seasonal changes and explore how this changes what we might do and wear. | <u>The Natural World</u> Children will understand how food and exercise can keep us happy and healthy. To learn about the concept of pollination and how we can plant certain seeds that help pollinators. |
| | <u>Past and Present</u> Children will know how they have changed from being a baby to being 4/5. | <u>Past and Present</u> Children will talk about how we celebrate Bonfire Night. | <u>Past and Present</u> Children will compare the Royal Family to fictional Kings and Queens. | <u>Past and Present</u> Children will know who Mary Anning is and why she is important. | <u>Past and Present</u> Children will explore materials and test which is most suitable for a given purpose. | <u>Past and Present</u> To explore and compare the features of minibests. |
| <u>People, Culture and Communities</u> Where do I belong? | <u>People, Culture and Communities</u> | <u>Past and Present</u> Children will look at images of seaside holidays from the | | Children will know that the past is anything before the | <u>Past and Present</u> | Children will look at images of seaside holidays from the |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>Children will know who is special to them and their families.</p> <p>To explore belonging and what it means to belong to a family, culture or community.</p> <p>Children will talk about the house that they live in.</p> | <p><u>Where do I belong?</u> Children will know how people in different countries celebrate Christmas.</p> <p>Children will know the Christian Christmas story.</p> <p>Children will know the significance of Remembrance Day.</p> | <p>Children will learn about famous landmarks in London,</p> <p>Children will observe coins and stamps to find the Queen/Kings face.</p> <p><u>People, Culture and Communities</u></p> <p><u>What is a creation?</u> What do humans create? Links to London Landmarks.</p> <p>Children will recall knowledge of contrasting environments and discuss how we can care for creation.</p> <p>Children will learn New Year traditions and how people celebrate in different countries.</p> | <p>current day and the present is now.</p> <p>Children will explore images of fossils and learn that they are formed over a very long time.</p> <p>Children will explore the definition of 'Artifact' and will talk about what we might see in a museum.</p> <p><u>People, Culture and Communities</u></p> <p><u>What is a creation?</u> Children will explore the Christian Creation story.</p> <p>Children will discuss the importance of caring for plants.</p> | <p>Children will develop their understanding of the past through characters and events told through our key stories.</p> <p><u>People, Culture and Communities</u></p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will know the name of the road that our school is on.</p> <p>Children will explore maps and learn that they help us with directions.</p> <p><u>How can we celebrate ourselves and others?</u></p> | <p>past and present and identify similarities and differences.</p> <p>Children will look at images of transport from the past and identify similarities and differences.</p> <p><u>People, Culture and Communities</u></p> <p>Children will Use their knowledge of different environments to think about what they would need to take if travelling to a hot country.</p> <p><u>How can we celebrate ourselves and others?</u></p> <p>Children will reflect on their first year of</p> |
|--|--|--|--|--|--|--|

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|---|---|--|---|--|---|--|
| | | | <p>Chinese New Year.</p> <p>Children will understand the significance of Shrove Tuesday and Lent.</p> <p>Children will know that London is the Capital City of England.</p> | <p>Children will explore symbols of Easter and its significance.</p> <p>To understand symbols of new life.</p> | <p>Children will learn about Eid and how it is celebrated.</p> <p>Children will think about a personal journey that they have taken, celebrating things that they have learnt and achieved.</p> | <p>school and celebrate their achievements.</p> |
| Expressive Arts and Design Adult led focus | Being Imaginative and Expressive | | | | | |
| | <p>Children will develop their understanding of musical concepts through a repetition-based approach to learning. Through each song focus, children will;</p> <ul style="list-style-type: none"> - Work towards keeping a steady beat - Play music and listening games that use different sounds for different movements <ul style="list-style-type: none"> - Tap rhythms to accompany words - Move in time to music and respond to change - Create their own music and choreograph their own dance move. | | | | | |
| | <p><u>Song Focus</u> 123 Good to be me</p> <p>Listen and Respond: The Piccolo March (Charanga)</p> <p>Additional Songs: Music linked to</p> | <p><u>Song Focus</u> Christmas Performance</p> <p>Listen and Respond: Piano Solos and classical music from The Nutcracker Ballet.</p> | <p><u>Song Focus</u> The Grand Old Duke of York</p> <p>Listen and Respond: Brass band performances from the Grenadier Guards.</p> | <p><u>Song Focus</u> I'm a Spring Chicken</p> <p>Listen and Respond: Easter Parade.</p> <p>Additional Songs: Easter songs, Dinosaur Rhymes.</p> | <p><u>Song Focus</u> One Potato, Two Potato</p> <p>Listen and Respond: Mars by Gustav Holst</p> <p>Additional Songs: We're Going on a</p> | <p><u>Song Focus</u> Mr Golden Sun</p> <p>Listen and Respond: Seaside sound (exploring Pitch)</p> |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|---|---|--|---|---|---|--|
| | traditional tales and rhymes. | Additional Songs: Christmas Songs | Additional Songs: The National Anthem, Hickory Dickory Dock (Charanga) | | Bear Hunt Rap (Charanga) and creating rhythms to represent onomatopoeia from the story. | Additional Songs: Summer Song Pack (twinkl). |
| | <u>Creating with Materials</u> Access Art: What can we see? - Collecting, arranging and drawing. Children will collect their favourite objects and make an observational drawing. | <u>Creating with Materials</u> Access Art: What can we see? - Finding Circles. Children will go on a circle hunt and explore shapes in the environment. DT – Christmas Decoration | <u>Creating with Materials</u> Access Art: How can we use our bodies to make art? - Movement Maps. Children will mark marks to represent the journey that the Queens Hat takes as it gets blown through London. | <u>Creating with Materials</u> Access Art: How can we use our bodies to make art? - Dressing up as Fossils. Children will explore the patterns in fossils and draw them onto fabric. DT – Textiles | <u>Creating with Materials</u> Access Art: How can we use our imaginations? - Mark Making and Sound. Children will create marks that represent the rhythmic onomatopoeia in 'We're Going on a Bear Hunt'. | <u>Creating with Materials</u> Access Art: How can we use our imaginations? - Imaginary Landscapes. Children will explore textures to create a 3D beach landscape. DT – Fruit Jelly |
| PSED Adult Led Focus in addition to daily experiences. | Self-regulation: My Feelings (linked to the zones of regulation) | Building relationships: Special Relationships | Managing Self: Taking on Challenges | Self-regulation: Listening and following instructions | Building Relationships: My family and friends | Managing Self: My wellbeing |
| Curriculum | | | | | | |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|---|---|--|--|---|---|---|
| <p>C&L Adult led focus in addition to daily experiences.</p> | <p>Listening, Attention and Understanding</p> <p>Children will listen carefully to familiar stories.</p> <p>Focus on who and what questions using colourful semantics.</p> <p>Speaking Children will know and retell 'Goldilocks and the Three Bears'.</p> <p>Children will know and use vocabulary linked to their theme 'Who lives in a house like this?' including family, similar, and different.</p> | <p>Listening, Attention and Understanding</p> <p>Children will share their ideas about a text by innovating a story.</p> <p>Focus on who and what questions using colourful semantics.</p> <p>Speaking Children will know and retell 'The Bear and the Piano'.</p> <p>Children will know and use vocabulary linked to their theme 'Lights, camera, action!' including concert, performance, theatre, instrument.</p> | <p>Listening, Attention and Understanding</p> <p>Children will tell a story by describing the illustrations.</p> <p>Focus on who, what and where questions using colourful semantics.</p> <p>Speaking Children will know and retell 'The Kings Pants'.</p> <p>Children will know and use vocabulary linked to their theme 'Who wears the crown?' including growth, tradition, family, London, landmark, past, present.</p> | <p>Listening, Attention and Understanding Children will identify the main characters in the story and talk about their feelings.</p> <p>Focus on who, what, where and when questions using colourful semantics.</p> <p>Speaking Children will know and retell 'Dinosaurs Love Underpants'.</p> <p>Children will know and use vocabulary linked to their theme 'Cracking open the egg' including past, present, fossil, museum, artefact, extinct.</p> | <p>Listening, Attention and Understanding Children will link events in a story to their own experiences.</p> <p>Focus on who, what, where, when and why questions using colourful semantics.</p> <p>Speaking Children will know and retell 'We're Going on a Bear Hunt'.</p> <p>Children will know and use vocabulary linked to their theme 'Follow the footprints' including map, address, environment, and wild plants, aerial map, features, road.</p> | <p>Listening, Attention and Understanding Children will 'hot seat' characters from a story.</p> <p>Focus on who, what, where, when and why questions using colourful semantics.</p> <p>Speaking Children will know and retell 'What the Ladybird Heard at the Seaside'.</p> <p>Children will know and use vocabulary linked to their theme 'We're all going on a summer holiday' including marine life, passport, travel, countries, similarities, differences.</p> |
|---|---|--|--|---|---|---|

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|---|--|---|---|---|--|--|
| | | | | | | Children will express ideas using past and present tense. |
| PD Adult led focus in addition to daily experiences. | <p>Gross Motor</p> <p>EYFS Fundamentals: Begin to balance, hop, run, jump and change direction in a safe and controlled manner</p> <p>Fine Motor</p> <p>Children will know how to do up and undo buttons and zips.</p> <p>Children will develop finger strength through dough exercises.</p> <p>Children will develop shoulder strength through large scale mark making.</p> | <p>Gross Motor</p> <p>EYFS Fundamentals: Begin to balance, hop, run, jump and change direction in a safe and controlled manner</p> <p>Fine Motor</p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will develop finger strength through dough exercises.</p> <p>Children will develop shoulder strength through large scale mark making.</p> | <p>Gross Motor</p> <p>Gymnastics: Developing basic skills on the floor and apparatus through 'traditional tales'</p> <p>Fine Motor</p> <p>Children will know how to use a knife and fork.</p> <p>Children will develop finger strength through dough exercises.</p> <p>Children will develop shoulder strength through large scale mark making.</p> | <p>Gross Motor</p> <p>Gymnastics: Developing basic skills on the floor and apparatus through 'traditional tales'</p> <p>Fine Motor</p> <p>Children will know how to use two-hole scissors to make snips in paper and cut along lines.</p> <p>Children will develop finger strength through dough exercises.</p> <p>Children will develop shoulder strength through large scale mark making.</p> | <p>Gross Motor</p> <p>Ball Skills: Through the topic of 'places & spaces' children further develop ball control individually and with a partner</p> <p>Fine Motor</p> <p>Children will know how to thread.</p> <p>Children will show a preference for a dominant hand.</p> <p>Children will develop finger strength through dough exercises.</p> <p>Children will develop shoulder strength through large scale mark making.</p> | <p>Gross Motor</p> <p>Ball Skills: Through the topic of 'places & spaces' children further develop ball control individually and with a partner</p> <p>Fine Motor</p> <p>Children will develop independence and fluency in forming recognisable letters.</p> <p>Children will develop finger strength through dough exercises.</p> <p>Children will develop shoulder strength through large scale mark making.</p> |

Early Years Foundation Stage (Ladybirds)
Long Term Planning Overview

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|