Church of England Haxey Primary Academy

LONG TERM PLAN

Haxey Early Years Foundation Stage Themes and Rationale

ALL ABOUT ME

We know that before children can explore and understand the wider world, they first need to learn about themselves. At the start of the year, we focus on helping them recognise and celebrate their own identities. We begin the term by learning about feelings, then move on to exploring the similarities and differences between themselves and their friends.

Throughout the autumn term, we continue to build on this by teaching children about different families, homes, seasons, and a range of religious festivals and beliefs. Alongside this, we begin our Maths journey by introducing numbers, shape, and measure. We deliver this learning through traditional tales, non-fiction texts, songs, and rhymes, which help to enrich the children's language and provide meaningful contexts for their learning.

STEPPING BEYOND MYSELF

In the spring term, we begin to broaden the children's learning beyond themselves, helping them understand their place within the wider community. We observe the seasonal changes that occur during winter and the gradual transitions as the environment moves into spring, encouraging the children to notice and talk about the changes they see around them.

The children learn how animals adapt during the colder months and how people in our community work to help and support others.

They also develop their understanding of different religions and beliefs by learning about a range of religious festivals and celebrations that take place during this season. High-quality texts, non-fiction books, songs, rhymes, and stories are used throughout the term to enrich language, extend knowledge, and provide meaningful contexts for learning.

GROWING, NEW LIFE AND CHANGES

In the summer term, we build on the children's growing understanding of the world by guiding them to observe and reflect on the changes that occur during the Spring and Summer seasons. We explore seasonal change and the life cycles of plants and animals, helping the children see how these processes connect to the wider world.

Throughout the term, we encourage the children to notice, talk about, and investigate the natural changes happening around them, fostering curiosity and a deeper understanding of the world they live in.

High-quality stories, songs, and rhymes continue to support the learning, enriching language development and providing meaningful contexts for new knowledge.

During this term, the children work towards mastering the numbers to 10 and apply these skills in a range of practical activities. They also develop their literacy skills by recording their learning in simple sentences and through early reading opportunities. This term will ensure the children have secured the knowledge and understanding that they need for a successful transition into Key Stage 1 and National Curriculum.

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ALL ABOUT ME
AUTUMN TERM 1

We know that before children can explore and understand the wider world, they first need to learn about themselves. At the start of the year, we focus on helping them recognise and celebrate their own identities. We begin the term by learning about feelings, then move on to exploring the similarities and differences between themselves and their friends. Throughout the autumn term, we continue to build on this by teaching children about different families, homes, seasons, and a range of religious festivals and beliefs. Alongside this, we begin our Maths journey by introducing numbers, shape, and measure. We deliver this learning through traditional tales, non-fiction texts, songs, and rhymes, which help to enrich the children's language and provide meaningful contexts for their learning.

BASELINE ASSESSMENTS

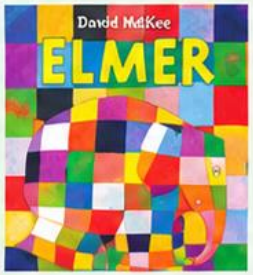
Reception Baseline Assessment (RBA), Nuffield Early Language Intervention (NELI), WellComm, Speech and Language assessments (individual basis), Phonics baseline and end of term assessment on portal.

THE COLOUR MONSTER



We start the term learning about emotions. We learn about colours and identify different feelings that we could experience. The children are taught how to use the Colour Monster and the Worry Monster to help them show and regulate their feelings.

ELMER



This week we learn about our physical features and make our own self portraits. We discuss that people have similarities and differences and that we should celebrate that. We address stereotypes and revisit feelings.

THE THREE LITTLE PIGS



This book introduces the children to homes. We discuss the different types of houses and homes that people live in. The story has repetitive story language that we use in the provision. It also has a range of characters and simple story structure for the children to role-play.

AUTUMN



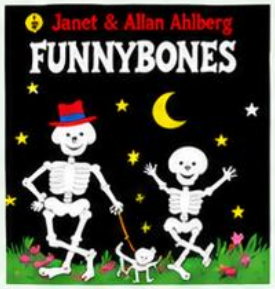
This week we learn about Autumn and seasonal changes. The children will use the new knowledge and their observational skills to find the seasonal changes in their school and local environment. Poems, non-fiction and story books. will be used to teach this.

THE LITTLE RED HEN



The Little Red Hen also links to feelings and relationships with friends. We use this story to talk about being helpful and kind to others who are in need. We also cross link it to Autumn and the Harvest season. It has another simple story structure and repetitive story phrases the children can learn and use.

FUNNYBONES



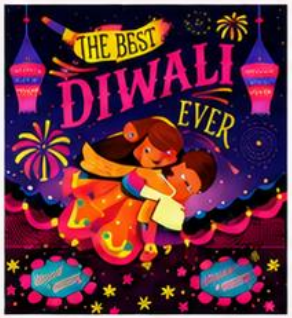
Funnybones is a fun poem and story that links to the Autumnal daylight changes (night/day). It also teaches the children about their different body parts. We use this story to also talk about Bonfire night safety and how to keep safe in the local area when the daylight hours shorten.

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ALL ABOUT ME
AUTUMN TERM 2

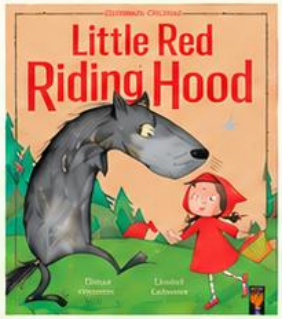
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DIWALI - BONFIRE NIGHT



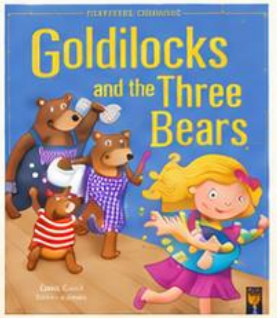
This book and other non-fiction books teach the children about different religious festivals that other families will be celebrating. They are taught how families celebrate, why they celebrate and how they prepare for the festival. We link it to the British tradition of Bonfire Night and firework safety.

LITTLE RED RIDING HOOD



This story has a similar story pattern, familiar characters and repetitive phrases which help the children orally rehearse and perform. It continues to look at member in families, staying safe, parts of the body. It also links to the KS1 text, 'Into The Forest.'

GOLDILOCKS & THE THREE BEARS



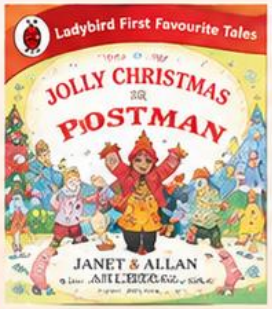
Goldilocks continues with the traditional tales. The children can compare/contrast all of the characters and storyline. The children link this heavily to space, shape and measures. They learn more repetitive phrases and talk through their own likes/dislikes.

THE GINGERBREAD MAN



The Gingerbread Man leads us into the Christmas season. It has more repetitive language/ recurring characters from the other sessions. It links to past stories and to our Maths counting and subitising. The language also links to our vocabulary session.

THE JOLLY CHRISTMAS POSTMAN



The Jolly Postman gives children an insight into different genres of writing and how to write for a purpose. The children will be writing their own letters to Father Christmas and posting them. A link to future learning about occupations and story characters.

STICK MAN



The Stickman is a book with a wonderful rhyme. It has story links to all of the traditional tales that we have been learning about – families, homes, the chase to get home. It is also linked to Christmas and the importance of the family and people around us rather than presents.

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STEPPING BEYOND MYSELF
SPRING TERM 1

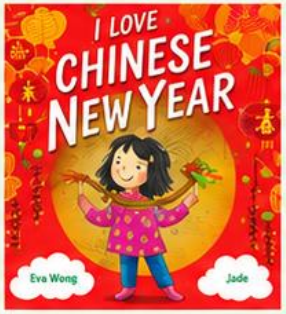
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WINTER



We start the big term learning about Winter. The seasonal changes are observed again. We can now make links to the Autumn weather. It will link to Understanding the World knowledge lessons. We read a range of non-fiction and fiction texts.

CHINESE NEW YEAR



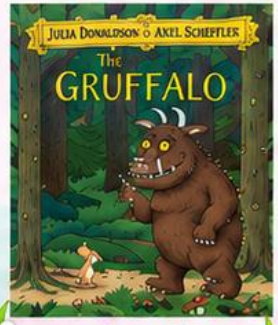
We begin to move away from our own beliefs and look at people who celebrate festivals from different faiths. The children will learn the old traditional Zodiac story and learn how people celebrate and prepare for the festival.

WE'RE GOING ON A BEAR HUNT



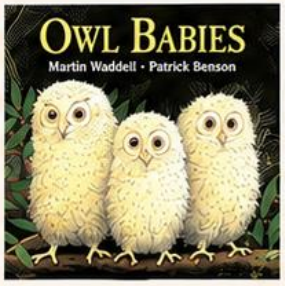
As we learn about Winter we learn about the hibernation. We use this story to begin the discussion. It looks at different settings of the story, introduces children to descriptive vocabulary. It gives the children repetitive language to learn and orally rehearse.

THE GRUFFALO & CHILD



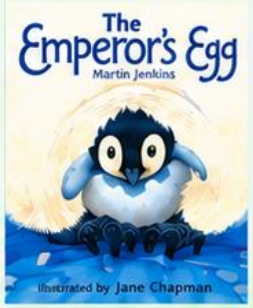
The Gruffalo and The Gruffalo's Child are more rhyming texts. They continue with the theme and learning about hibernation. The animals in the story and the Autumn/Winter seasonal changes between the story continue discussions of the animal habitats and seasonal change.

OWL BABIES



Owl Babies is a story that leads the children to learn about nocturnal and diurnal animals. The repetitive story phrases and story structure give the children opportunities to explore feelings and make predictions. It gives the children a foundational knowledge for KS1 Science.

THE EMPEROR'S EGG



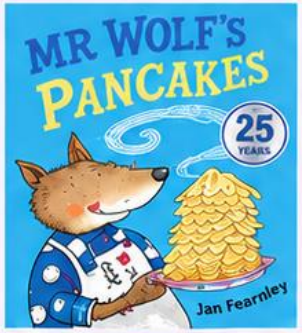
This story continues with the learning about Winter. We learn about the Antarctic animals and how they adapt to survive the Winter. It also continues to look at family relationships, feelings and caring for each other. It offers facts through story.

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STEPPING, BEYOND MYSELF
SPRING TERM 2

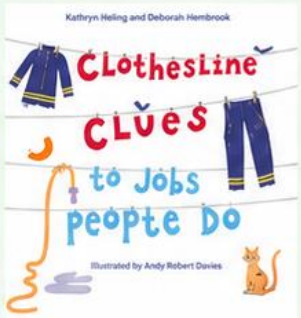
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MR WOLF'S PANCAKES



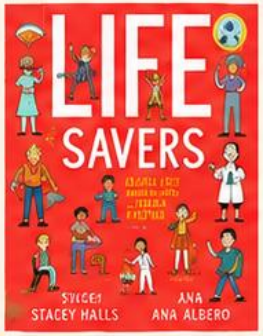
Mr Wolf's Pancakes leads us into the Christian calendar of Lent and Ash Wednesday. It revisits all of the old traditional tales and reintroduces the children to characters that they are familiar with. Non-fiction texts support the learning about Lent.

CLOTHES LINE CLUES



This book leads learning into the community with the people who help us. It gives us clues to challenge existing knowledge of occupations and gives the children aspirations for future employment. We will give the children real-life experiences within this week of the occupations.

LIFE SAVERS - 12 REAL-LIFE HEROES



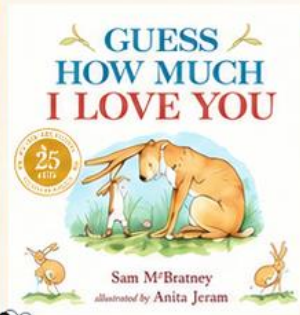
This book is an introduction to a graphic novel. It extends previous learning of the people who help us in the community by giving children more information about the occupations, jobs outside of their community and the equipment they use.

SPRING



Seasonal change is revisited. The children will compare and contrast the seasons they have been taught about through observations. The children will learn about Spring through non-fiction texts and songs. It will be Understanding the World focus.

GUESS HOW MUCH I LOVE YOU



Guess How Much I Love You focuses on feelings and . It also gives the children opportunity to focus on Mothering Sunday. It will give the children chance to look at families, different families and feelings. The younger character will begin to look at new life that begins in the Spring.

WE'RE GOING ON AN EGG HUNT



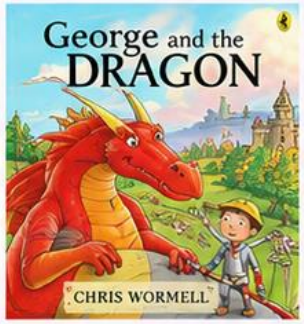
This story begins the learning about Easter. This story has a repetitive pattern, Maths links. The children will learn about the Christian celebration of Easter through non-fiction texts. The story of the resurrection of Jesus will feed into the new learning theme of new life and changes.

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GROWING, NEW LIFE AND CHANGES SUMMER TERM 1

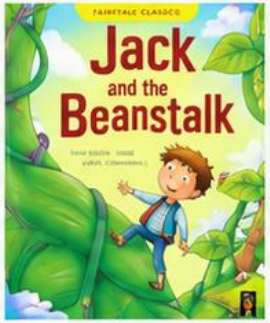
In the summer term, we build on the children's growing understanding of the world by guiding them to observe and reflect on the changes that occur during the Spring and Summer seasons. We explore seasonal change and the life cycles of plants and animals, helping the children see how these processes connect to the wider world. Throughout the term, we encourage the children to notice, talk about, and investigate the natural changes happening around them, fostering curiosity and a deeper understanding of the world they live in. High-quality stories, songs, and rhymes continue to support the learning, enriching language development and providing meaningful contexts for new knowledge. During this term, the children work towards mastering the numbers to 10 and apply these skills in a range of practical activities. They also develop their literacy skills by recording their learning in simple sentences and through early reading opportunities. This term will ensure the children have secured the knowledge and understanding that they need for a successful transition into Key Stage 1 and National Curriculum.

GEORGE AND THE DRAGON



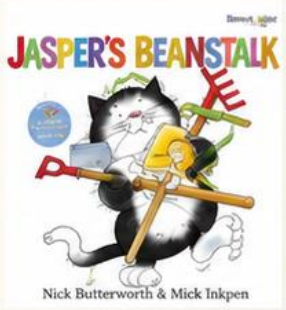
George and the Dragon is a traditional tale which leads us into learning about England, St. George's flag and St. George's Day. This story follows the pattern of traditional tales and talks about being brave. The children will also learn through non-fiction texts and resources.

JACK AND THE BEANSTALK



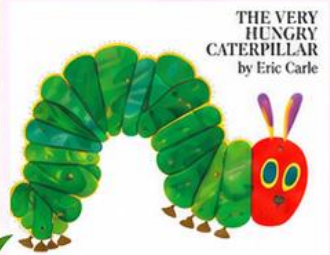
This traditional tale begins the start of growing, changes and new life. The children will use this story to learn more repetitive phrases and use prediction skills to guess what will happen. The children will link it to space and measures in Maths.

JASPER'S BEANSTALK



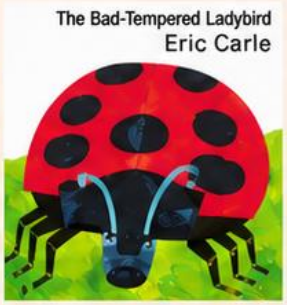
Jasper's Beanstalk continues with the growing theme. It teaches the children time, days of the week and also links to the Understanding the World activities of planting, growing and observations. The children will use this story to plant their own beanstalks and learn how to care for them.

THE VERY HUNGRY CATERPILLAR



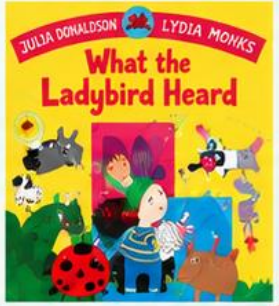
This story continues to teach the children about the concept of time through days of the week. It allows children to see the life cycle of a caterpillar/butterfly. The book also supports the counting and ordering in Maths. Children will be given the chance to use observational skills as they grow their own butterflies.

THE BAD TEMPERED LADYBIRD



This story also continues with measures as it moves from days of the week to times of the day. It introduces children to new animals and their habitats. The story continues to give the children chance to learn repetitive phrases to help them get involved in role-play and story telling.

WHAT THE LADYBIRD HEARD



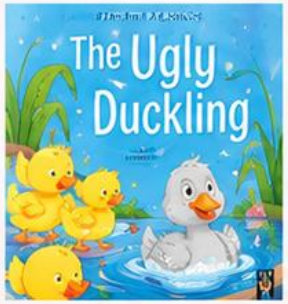
Continuing with the ladybird as the main character this story takes the children on a journey with a map. This will form the basis of children using maps (school trip) to make them aware of their local community and school. It will support learning of positional language vocabulary.

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GROWING, NEW LIFE AND CHANGES SUMMER TERM 2

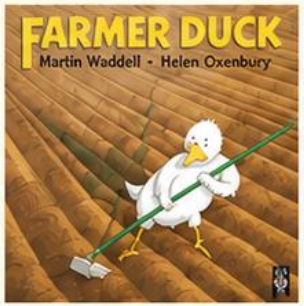
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THE UGLY DUCKLING



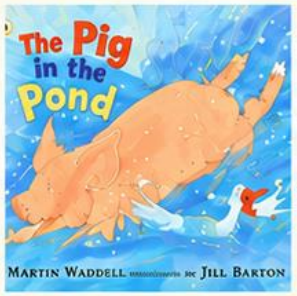
New life and similarities and differences are the focus of the week. The traditional tale gives the children the opportunity to discuss and recap on the Autumn term's learning about how we are all different and we should not judge people on what we see.

FARMER DUCK



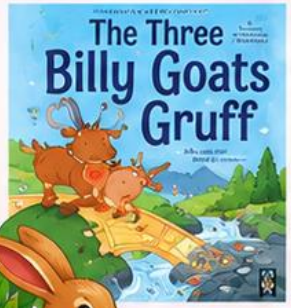
This story will teach the children about farm animals and the Summer season approaching. The children will begin to learn the baby animal names and their parents.

PIG IN THE POND



This continues with the animals theme and links to the Summer season and weather changes. The children can join in with the repetitive story phrases. The Understanding the World continues with the learning of animals, babies and homes.

THE THREE BILLY GOATS GRUFF



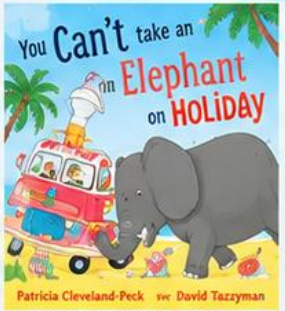
This story was chosen as it links to the animals the children have been learning about and tied into the traditional tale thread. It has great repetitive language for the children to use. It also links to shape and size comparisons.

SUMMER



The Summer season will be explored. The seasonal changes the children have engaged with over the year will come to the final stage. The children will learn about clothing, environment and UK changes in

YOU CAN'T TAKE AN ELEPHANT ON HOLIDAY



This story will focus on the summer holidays and going on holiday. It will look at where the children are going, the clothing needed, transport to get to different places in England and the world. It will continue with Summer season work.