

Kingsway Primary School  
Early Years Long Term Plan  
Year A

|                | Autumn 1<br>8 weeks  | Autumn 2<br>7 weeks  | Spring 1<br>6 weeks   | Spring 2<br>6 weeks  | Summer 1<br>5 weeks   | Summer 2<br>7 weeks   |
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| Value          | We Thrive On Difference  | We Care About Togetherness   | We Thrive On Difference   | We Are Passionate About Learning   | We Are Passionate About Learning  | We Are Inspired To Grow   |
| Prime Areas    | PSED, CL, PD   | PSED, CL   | CL, PD, PSED  | CL, PSED   | PSED, CL  | CL, PD, PSED  |
| Specific Areas | UTW, EAD, Lit, Maths   | UTW, EAD, Lit, Maths   | UTW, EAD, Lit, Maths  | UTW, EAD, Lit, Maths   | UTW, EAD, Lit, Maths  | UTW, EAD, Lit, Maths  |
| Topics         | <p><b>All About Me/Settling In</b></p> <p>All about me<br/>Families<br/>Circle time: "How do you feel today?"<br/>Self-portrait painting<br/>Body part action games<br/>Making "All About Me" booklets</p> | <p><b>Celebrations</b></p> <p>Remembrance Day<br/>Christmas, Bonfire Night,<br/>Remembrance Day<br/>Children in Need<br/>St Andrew's Day</p> <p>Making birthday cards<br/>Comparing celebration foods<br/>Dancing to celebration music<br/>Sharing home celebration photos</p> | <p><b>Winter</b></p> <p>Melting ice experiment<br/>Dressing for winter<br/>sorting game<br/>Retelling <i>One Snowy Night</i> with props</p> <p>Polar Regions<br/>Which animals live in the polar regions?</p> | <p><b>People Who Help Us</b></p> <p>Visitor talks<br/>Emergency vehicle sound matching<br/>Safety discussion</p> <p><b>Important Dates</b></p> <p>St. David's Day, Shrove Tuesday, St Patrick's day, Easter, Comic Relief, Mother's Day (Someone Special Day) Eid, Easter World Book day</p> | <p><b>Growing</b></p> <p>Plant seeds and observe daily<br/>Sequence caterpillar lifecycle<br/>Measuring plant growth (non-standard units)</p> <p><b>St George's Day</b><br/>Who was St. George?<br/>What did he do?</p> | <p><b>Minibeasts</b></p> <p>What is a minibeast?<br/>Are they big or small?<br/>Are all bugs minibeasts?<br/>Observational drawing<br/>Sorting minibeasts<br/>Counting legs</p> |

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| Texts        | <p>Nursery<br/>The Colour Monster<br/>Starting School</p> <p>Reception<br/>All Are Welcome<br/>Here<br/>Together We Can</p>  | <p>Nursery<br/>Kipper's Birthday<br/>Let's Celebrate</p> <p>Reception<br/>Binny's Diwali<br/>The Jolly Christmas<br/>Postman</p> | <p>Nursery<br/>Bear Snores On<br/>Polar Bear Polar<br/>Bear</p> <p>Reception<br/>One Snowy Night<br/>Robins</p>                          | <p>Nursery Topsy and Tim:<br/>Firefighters<br/>Busy People: Doctor</p> <p>Reception<br/>My First Book of<br/>Community Superheroes</p> | <p>Nursery<br/>Jasper's Beanstalk<br/>The Very Hungry<br/>Caterpillar</p> <p>Reception<br/>Teeny Tiny Tadpole<br/>The Tiny Seed</p>                                  | <p>Nursery The Very<br/>Busy Spider<br/>Mad About<br/>Minibeasts</p> <p>Reception<br/>What the ladybird<br/>heard on holiday<br/>Superworm</p> |
| Provocations | <p>Mirror table with<br/>different facial<br/>expressions cards</p> <p>Family photo display<br/>Name recognition<br/>station (photo +<br/>name cards)</p> <p>Self-portrait station<br/>with varied skin tone<br/>resources</p> | <p>Party role play area<br/>Celebration artefacts<br/>(wrapping paper, cards,<br/>candles – battery)<br/>Firework art</p>        | <p>Ice investigation<br/>tray<br/>Winter small world<br/>White/silver<br/>sensory tray</p>   | <p>Doctor role play<br/>Fire station small world<br/>Real uniforms or props</p>  | <p>Planting station<br/>Beans in clear bags on<br/>windows<br/>Lifecycle picture cards<br/>Caterpillars/Butterflies</p>  | <p>Bug hunt station<br/>outdoors<br/>Magnifying glasses<br/>Clay bug modelling</p>   |
| PSED         | <ul style="list-style-type: none"> <li>Separate from main carer with increasing confidence</li> <li>Begin to follow simple routines and rules</li> <li>Play alongside others</li> </ul>  |  | <ul style="list-style-type: none"> <li>Begin turn-taking</li> <li>Join small group play</li> <li>Show preferences in learning</li> </ul> |  | <ul style="list-style-type: none"> <li>Sustain cooperative play</li> <li>Begin to resolve minor conflicts</li> <li>Show growing independence in self-care</li> </ul> |  |

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|     | <ul style="list-style-type: none"> <li>• Follow classroom rules</li> <li>• Begin to manage own needs independently</li> <li>• Form positive relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Work cooperatively</li> <li>• Show resilience</li> <li>• Understand right/wrong</li> </ul>  | <ul style="list-style-type: none"> <li>• Give focused attention in whole-class teaching</li> <li>• Follow instructions with several steps</li> <li>• Set simple goals and persist</li> <li>• Manage hygiene and dressing independently</li> </ul> <p><b>Year 1 Impact:</b><br/>Ready for longer lessons, structured timetable, PE changing, independent task completion.</p>   |
| C&L | <ul style="list-style-type: none"> <li>• Follow 1-step instructions</li> <li>• Use 3–4 word sentences</li> <li>• Listen to short stories</li> <li>• Listen attentively in whole class</li> <li>• Follow 2-step instructions</li> <li>• Speak in full sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Follow 2-step instructions</li> <li>• Begin to retell simple stories</li> <li>• Ask “what” and “where” questions</li> <li>• Retell stories with detail</li> <li>• Ask and answer “why/how” questions</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain attention in small groups</li> <li>• Engage in back-and-forth conversations</li> <li>• Use longer sentences with linking words</li> <li>• Listen attentively and respond appropriately</li> <li>• Participate in group discussions</li> <li>• Use past, present and future tense accurately</li> <li>• Explain ideas and reasoning</li> </ul> <p><b>Year 1 Impact:</b><br/>Can answer comprehension questions,</p> |

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|       |  |  | explain maths reasoning, verbally<br>rehearse sentences before writing.  |
| PD    | <ul style="list-style-type: none"> <li>Develop gross motor control (climbing, balancing)</li> <li>Begin mark-making with large movements</li> <li>Develop toileting awareness</li> </ul><br><ul style="list-style-type: none"> <li>Develop core strength</li> <li>Begin correct letter formation</li> <li>Use scissors accurately</li> </ul> | <ul style="list-style-type: none"> <li>Improve coordination (throw/catch)</li> <li>Begin controlled mark-making</li> <li>Develop pencil grip awareness</li> </ul><br><ul style="list-style-type: none"> <li>Form most letters correctly</li> <li>Develop pencil control and stamina</li> </ul> | <ul style="list-style-type: none"> <li>Use scissors with some control</li> <li>Begin forming recognisable shapes</li> <li>Move confidently with coordination</li> </ul><br><ul style="list-style-type: none"> <li>Hold pencil effectively (tripod grip)</li> <li>Form letters mostly correctly</li> <li>Sit with posture and control</li> </ul> <p><b>Year 1 Impact:</b><br/>Ready for sentence writing, spelling and writing stamina</p>      |
| Maths | <ul style="list-style-type: none"> <li>Count up to 3 objects</li> <li>Notice patterns</li> <li>Compare big/small</li> </ul><br><ul style="list-style-type: none"> <li>Count to 10</li> <li>Subitise to 5</li> <li>Compare quantities</li> </ul>  | <ul style="list-style-type: none"> <li>Count to 5</li> <li>Recognise some numerals</li> <li>Compare quantities</li> </ul><br><ul style="list-style-type: none"> <li>Number bonds to 5</li> <li>Explore teen numbers</li> <li>2D and 3D shapes</li> </ul>                                       | <ul style="list-style-type: none"> <li>Count up to 10 (with support)</li> <li>Use positional language</li> <li>Recognise 2D shapes</li> </ul><br><ul style="list-style-type: none"> <li>Count to 20 and beyond</li> <li>Recall number bonds to 5 (some to 10)</li> <li>Automatically recall doubles to 5</li> <li>Solve simple addition/subtraction problems</li> </ul> <p><b>Year 1 Impact:</b><br/>Ready for addition/subtraction within</p> |

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|          |  |   | 20, number bonds to 10 and place value understanding.  |
| Literacy | <ul style="list-style-type: none"> <li>Join in with rhyme and repetition</li> <li>Handle books correctly</li> <li>Make random marks</li> <li>Phase 2 phonics</li> <li>Blend CVC words</li> <li>Write captions</li> </ul> | <ul style="list-style-type: none"> <li>Recognise own name</li> <li>Hear initial sounds</li> <li>Give meaning to marks</li> <li>Phase 3 phonics</li> <li>Write simple sentences</li> <li>Begin to re-read writing</li> </ul> | <ul style="list-style-type: none"> <li>Orally blend simple CVC words</li> <li>Attempt to write own name</li> <li>Hear and say initial sounds</li> <li>Read simple sentences fluently</li> <li>Blend unfamiliar words</li> <li>Write simple sentences using phonics</li> <li>Use capital letters and full stops</li> </ul> <p><b>Year 1 Impact:</b><br/>Can access decodable texts independently, begin Phase 5 phonics<br/>And write independently without adult scribing.</p> |
| UTW      | <ul style="list-style-type: none"> <li>Talk about family</li> <li>Explore classroom environment</li> <li>Notice Autumn changes</li> <li>Talk about past experiences</li> <li>Explore seasonal change</li> </ul>          | <ul style="list-style-type: none"> <li>Talk about celebrations</li> <li>Explore occupations</li> <li>Observe seasonal change</li> <li>Compare environments</li> <li>Explore materials and change</li> </ul>                 | <ul style="list-style-type: none"> <li>Explore natural environment</li> <li>Use simple technology</li> <li>Talk about past and present events</li> <li>Describe their immediate environment</li> <li>Recognise similarities and differences</li> <li>Explore the natural world</li> </ul>  |

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|     |  |   | <p><b>Year 1 Impact:</b><br/> Foundation for History (past vs present).<br/> Geography (local area study)<br/> And Science (materials, seasons, animals)</p>  |
| EAD | <ul style="list-style-type: none"> <li>• Explore paint, texture, colour</li> <li>• Engage in simple role play</li> <br/> <li>• Explore colour, texture, shape</li> <li>• Develop role play narratives</li> </ul> | <ul style="list-style-type: none"> <li>• Develop simple storylines in play</li> <li>• Use instruments purposefully</li> <br/> <li>• Create detailed models</li> <li>• Develop storylines in play</li> </ul> | <ul style="list-style-type: none"> <li>• Develop imaginative narratives in play</li> <li>• Combine materials creatively</li> <br/> <li>• Develop detailed storylines in play</li> <li>• Safely use tools and materials</li> <li>• Perform songs and stories</li> </ul> <p><b>Year 1 Impact:</b><br/> Supports narrative writing, design technology and performing arts.</p> |