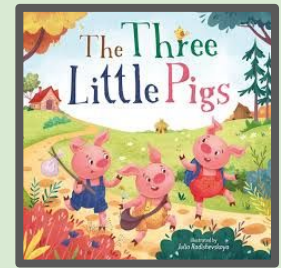
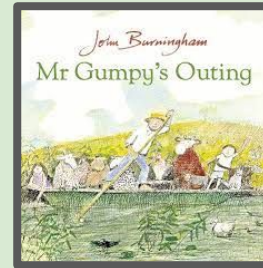
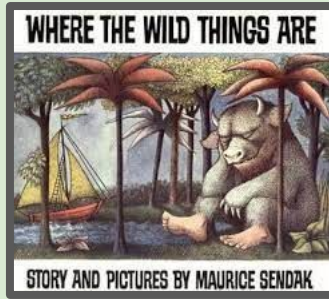
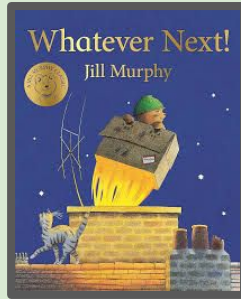
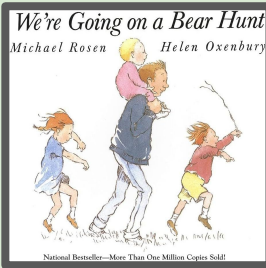


## Key Texts:



## EYFS Long Term Plan Let's Explore! Term 1

This term the children will explore their class environment and school grounds so that they feel settled and happy in their new surroundings. They will look at and create maps for journeys from texts as well as ones they take themselves. We will be focusing on new routines and our emotions so we are ready to learn. The children will be exploring their families, homes and what makes them special as well as comparing this to familiar texts.

Focus books this term will include; Starting school, Things I like, We're going on a bear hunt, Mr Gumpy's Outing, Where the wild things are, Whatever Next! and many more.

## **Communication and Language**

- Listen to and talking about a range of stories linked to houses, homes and families.
- Explore new vocabulary linked to focused texts by discussing the meaning of the words, as well as finding initial sounds to build familiarity and understanding.
- Opportunities to role-play different journeys incorporating focus vocabulary.
- Access to a range of role-play and small world resources to recreate their own journeys or role-play the stories we have read.
- Circle-time to practise listening to others and responding to questions.

## **Let's Explore!** Prime Areas

## **Personal Social and Emotional Development**

- Opportunities to work together in groups to re-create a new or familiar experiences.
- Circle time discussions and games to develop their speaking and listening skills..
- Time to talk about our new school, classes, friends and teachers. Discussing how we feel about our new experiences.
- Role-play opportunities to work with other children, understanding that we play in ways which respect each other, and listen to each other's ideas.

## **Physical Development**

- Exploring moving in different ways to develop our core strength and balance whilst moving safely around our new environment.
- Opportunities to create obstacle course in the outside area linked to focused texts. For example creating a journey for Mr Grumpy and his animal friends, recreating the journey in Where going on a Bear hunt. Include planks to balance and walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over and practise rolling skills.
- To develop fine motor control, the children will have access to finger gym activities themed to the topic such as painting outside using large rollers and brushes, chalking, digging, threading and scissor control and understanding how to use tools safely.

## Mathematics

- Singing a variety of counting songs such as 5 little ducks, 1,2,3,4,5 once I caught a fish alive and 10 little monkeys.
- Exploring size, capacity and mass.
- Creating repeating patterns with natural resources, real life objects and in paint.
- Matching, sorting and comparing objects in a variety of different ways.
- Creating sets of rules as to how objects are sorted..

## Let's Explore! Specific Areas

## Understanding of the world

- Learning about the community and world around us.
- Sharing maps of the school and what surrounds it.
- Discovering different habitats and investigating who might live where- where does the bear live in Where going on a bear hunt?
- Using Beebots to travel around own maps of the school and local area.

## Expressive Art and Design

- A range of junk-modelling materials available to create own worlds linked to the topic- such as a schools, houses, a school bag or vehicle to take on a journey.
- Role-play using costumes and equipment to create own scenarios and share their own experiences as well as resources linked to focus texts to retell the focus story.
- Instruments to create own songs, tunes and musical patterns.
- Creating maps
- Self-portraits and portraits of their families

## Literacy

- Daily phonics sessions- see Little Wandle Planning
- Letter formation of new sounds.
- Opportunities to write labels with initial sounds.
- Selection of books based around journeys and adventures available to access to inform.
- Introduction of new vocabulary linked to topic and focus texts.
- Listening games to support letter recognition and letter sounds.
- What's in the box oral blending games.
- Recognising own name and writing it on all work .
- Opportunities for writing are available in all learning areas both inside and out using resources such as magnetic letters, chalk, pens, crayons, whiteboards and large paper to draw and express ideas and use phonics knowledge.