

EYFS Long Term Plan			
Term	Subject	Learning Objectives via EYFS Framework	Curriculum Skills
Term 1 - Magical Me	<p>Literacy</p> <p>Reading Writing</p> <p>Phonics: see phonics planning s, a, t, p i, n, m, d, is, in, it ,at g, o, c, k, and, to, the ck, e, u, r, no, go, I h, b, f, l</p> <p>Assessment</p> <ul style="list-style-type: none"> * Recognise own name * Write own name * Observations in the book corner * Whole class story then retell * Book - Charlie and Lola: I Am Too Absolutely Small For School * Letter names and sounds 	<p><u>Reading:</u> The children can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><u>Writing:</u> The children can use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p><u>Reading 30-50</u></p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Beginning to be aware of the way stories are structured <ul style="list-style-type: none"> o Suggests how the story might end. o Listens to stories with increasing attention and recall. o Describes main story settings, events and principal characters. o Shows interest in illustrations and print in books and print in the environment. <ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p><u>Reading 40-60</u></p> <ul style="list-style-type: none"> • Enjoys an increasing range of books. <p><u>Writing 30 - 50</u></p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p><u>Writing 40 - 60</u></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Hears and says the initial sound in words.

<p><u>Communication and language</u></p> <p>Funny Bones' Charlie and Lola: I Am Too Absolutely Small For School</p>	<p><u>Listening and attention:</u> The children can listen attentively in a range of situations. The children can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. The children can give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding:</u> The children can follow instructions involving several ideas and actions. The children can answer 'how' and 'why' questions about their experiences and in response to stories and events.</p> <p><u>Speaking:</u> The children can express themselves effectively, showing awareness of their listeners needs. The child can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. The children can develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Listening and Attention 30 - 50</u></p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p><u>Listening and Attention 40 - 60</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p><u>Understanding 30 - 50</u></p> <ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. <p><u>Understanding 40 - 60</u></p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Speaking 30 - 50</u></p> <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). <p><u>Speaking 40 - 60</u></p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations.
<p><u>Mathematics</u></p> <p>Assessment -</p> <ul style="list-style-type: none"> * Naming shapes * Pattern * Measures * Position of the teddy * Count by rote * Counting objects * Recognising numbers <p>Count body parts - how many eyes for 3 people etc</p> <p>Problem solving</p> <p>Measure - Height, length</p>	<p><u>Numbers:</u> The children can count with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. The children can use quantities and objects. Add and Subtract two single digit numbers and count on or back to find the answer. Solve problems, including doubling halving and sharing.</p> <p><u>Shape, space and measure:</u> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><u>Numbers 30 - 50</u></p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. <p><u>Numbers 40 - 60</u></p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts objects to 10, and beginning to count beyond 10. <p><u>Shape, Space and Measure - 30 - 50</u></p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Uses positional language. • Shows interest in shapes in the environment. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

<p>Order by number. 2D shapes Counting up to 6 objects Shape Names More/ Repeating pattern</p>		<p><u>Shape, Space and Measure - 40 - 60</u></p> <ul style="list-style-type: none"> Selects a particular named shape.
<p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> * Exploring and using media and materials * Being imaginative <p>Assessment</p> <p>Drawing a picture of themselves</p> <p>Exploring musical instruments Harvest songs for festival Draw family for a family tree Colour mixing - explore diff shades of autumn. Hand print and footprint autumn background Making bread plaits Making food - think about shape and colours Collage 'autumn' leaf pictures, create autumn pictures, leaf printing.</p>	<p><u>Exploring and using media and materials</u> The children sing songs, make music and dance, and experiment with ways of changing them. The children can safely use and explore a variety of materials, tools and techniques. The children can experiment with colour, design, texture form and function.</p> <p><u>Being imaginative</u> The children can use what they have learnt about media and materials in original ways, thinking about uses and purposes. The children can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p><u>Exploring and Using Media and Materials 30 - 50</u></p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. <p><u>Exploring and Using Media and Materials 40 - 60</u></p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. <p><u>Being Imaginative 30 - 50</u></p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feeling Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>Being Imaginative 40 - 60</u></p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose.

	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> * People and communities * The world * Technology <p>Assessment</p> <ul style="list-style-type: none"> * Recognising colours * Exploring classroom environment including * Visits from key people in the school (Week 2) * Exploring key places in the school - (week 2) * Identifying and talking about likes and dislikes (Week 3) <p>Labelling parts of the body. Draw and label your friend. Different types of families Wellie walk Senses Food tasting ICT - Bee Bots</p> <p>Harvest</p>	<p><u>People and communities</u></p> <p>The children can talk about past and present events in their own lives and in the lives of family members</p> <p>The children know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>The children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The world:</u></p> <p>The children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>The children can talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><u>Technology:</u></p> <p>The children recognise that a range of technology is used in places such as homes and schools.</p> <p>They can select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p><u>People and Communities 30 - 50</u></p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>People and Communities 40 - 60</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p><u>Understanding the World 30 - 50</u></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the world. <p><u>Understanding the World 40 - 60</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Technology 30 - 50</u></p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers
	<p><u>PSED</u></p> <ul style="list-style-type: none"> * Making Relationships * Self-confidence and self awareness * Managing Feelings and Behaviour <p>Family</p> <p>Golden Rules</p> <p>'Good to be me'</p>	<p><u>Self-confidence and self awareness</u></p> <p>The children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour:</u></p> <p>The children can talk about: how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>The children can work as part of a group or class, and understand and follow the rules.</p> <p>The children can adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p><u>Making Relationships 30 - 50</u></p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • <p><u>Making Relationships 40 - 60</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. <p><u>Self-confidence and self-awareness 30 - 50</u></p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations • Confident to talk to other children when playing, and will communicate freely about own home and

		<p><u>Making relationships:</u> The children can play co-operatively, taking turns with others. The children can take account of one another's ideas about how to organise their activity. The children can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> community. • Shows confidence in asking adults for help. <p><u>Self-confidence and self-awareness 40 - 60</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><u>Managing feelings and behaviour 30 - 50</u></p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p><u>Managing feelings and behaviour 40 - 60</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
<p style="text-align: center;"><u>PD</u></p> <ul style="list-style-type: none"> * Moving and Handling * Health and Self-care <p>Dance- Let's move Bean Bags Sportsworks</p> <p>Develop Gross Motor Schools Use of tools - scissors and pencils</p> <p>Basic Hygiene Getting dressed for PE</p>		<p><u>Moving and Handling</u> The children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and self-care</u> They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><u>Moving and Handling 30 - 50</u></p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Draws lines and circles using gross motor movement • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p><u>Moving and Handling 40 - 60</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Health and Self-care 30 - 50</u></p> <ul style="list-style-type: none"> • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p><u>Health and Self-care 40 - 60</u></p> <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

			<ul style="list-style-type: none">• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.• Shows understanding of how to transport and store equipment safely.• Practices some appropriate safety measures without direct supervision.
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