

| EYFS Long Term Plan | | | |
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| Term | Subject | Learning Objectives via EYFS Framework | Curriculum Skills |
| Term 2 - Celebrations | <u>Literacy</u> | | |
| | Reading Writing | <u>Reading:</u> The children can use phonic knowledge to decode regular words and read them aloud accurately. | <u>Reading 30-50</u> |
| | single sounds: j, v, w, x, y, z, qu, Diagraphs (two letters): ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, | <u>Writing:</u> The children can use their phonic knowledge to write words in ways which match their spoken sounds. | <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • 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"> ○ Suggests how the story might end. ○ Listens to stories with increasing attention and recall. ○ Describes main story settings, events and principal characters. ○ Shows interest in illustrations and print in books and print in the environment. |
| | Words to describe fireworks. Poem: brainstorm words. | | <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. |
| | Discuss the meaning of rhyming and how words rhyme via Julia Donaldson texts. | | |
| | Writing sentences: The wind can How do you feel when walking in a forest? | | <u>Reading 40-60</u> |
| | I am I feel I like | | <ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. |
| | Christmas list | | <u>Writing 30 - 50</u> |
| | Letter to Santa | | <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. |
| | Writing Xmas cards | | <u>Writing 40 - 60</u> |
| Handwriting families r n m h b p k c o a d g q i l t e s f u y j v w x z | | <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. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. | |

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| <p><u>Communication and language</u></p> <p>Shared reading. Role play connected to stories and rhymes.</p> <p>Encourage speaking and listening skills in whole class and group situations.</p> <p><u>Book List</u> Room on the Broom The Gruffalo The Stickman Pumpkin Soup Delicious! The Journey</p> <p>Follow simple instructions</p> <p>Preposition</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. • 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"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</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. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. |
| <p><u>Mathematics</u></p> <p>Simple addition, combining two groups of objects.</p> <p>Counting Dots - (Children in Need) Separating groups of 3 or 4 in different ways. Comparing two groups of numbers.</p> <p>Recognising, counting, ordering, writing and using</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</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. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <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. |

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| <p>numbers up to 20:</p> <p>One more and one less.</p> <p>Measure: length How long are the paper chains that we are making for the classroom: longest, shortest, longer, short Santa: out of shapes.</p> <p>2D shapes/3D Time: days of the week: countdown until Christmas.</p> | <p>use mathematical language to describe them.</p> | <ul style="list-style-type: none"> Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. <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. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p><u>Shape, Space and Measure - 40 - 60</u></p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two or three items by length or height. |
| <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> * Exploring and using media and materials * Being imaginative <p>Large splatter painting fireworks display.</p> <p>Make rockets</p> <p>Collage out of leaves collected at Westonbirt</p> <p>Start learning Nativity songs and dances.</p> <p>Play percussion for Nativity.</p> <p>Create a textured picture of the Gruffalo or Mouse out of wool.</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 move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores colour and how colours can be changed. 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. Explores the different sounds of instruments. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. <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. Engages in imaginative role-play based on own first-hand experiences. |

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| <p>Xmas decorations for our class tree.</p> <p>Christmas cards</p> <p>Christmas hats for Christmas dinner</p> | | <ul style="list-style-type: none"> • 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. • 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>Understanding the world</u></p> <ul style="list-style-type: none"> * People and communities * The world * Technology <p>Tell the story of Guy Fawkes.</p> <p>Wanted poster for Guy Fawkes.</p> <p>What is Autumn?</p> <p>Take about the different seasons.</p> <p>Seasonal Changes and their impact.</p> <p>Change in weather and what clothes we wear.</p> <p>Personal safety during Autumn:</p> <p>Energy: use torches to see what happens to objects in the light and dark. Use glow in the dark objects as well.</p> <p>Understand that some animals hibernate:</p> <p>Build a home for a mouse in the forest School area so that all the mice feel safe</p> <p>Bonfire Night</p> <p>Halloween</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 can talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They can make observations of animals and plants and explain why some things occur, and talk about changes.</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> | <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. • 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>People and Communities ELG</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <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 world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Shows care and concern for living things and the environment. <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"> • 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>Technology 40 - 60</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. |

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| <p>Advent Christmas</p> <p>ICT Laptops - 2Paint</p> <p>Welly Walks</p> | | |
| <p>PSED</p> <ul style="list-style-type: none"> * Making Relationships * Self-confidence and self awareness * Managing Feelings and Behaviour <p>'Anti- Bullying'</p> <p>Being Safe</p> | <p><u>Self-confidence and self awareness</u> The children are confident to try new activities, and say why they like some activities more than others. 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> 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. The children can work as part of a group or class, and understand and follow the rules. The children can adjust their behaviour to different situations, and take changes of routine in their stride.</p> <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> | <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. • Explains own knowledge and understanding, and asks appropriate questions of others. <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 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>PD</p> <ul style="list-style-type: none"> * Moving and Handling * Health and Self-care | <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</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. |

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| <p>Fitness</p> <p>Bean bags</p> <p>Sportsworks - Ball Skills/Relay skills</p> <p>Develop handwriting skills</p> <p>Develop tool skills - scissors, paint brushes</p> <p>Getting changed PE</p> <p>Hygiene and toileting</p> <p>Fine motor skills</p> | <p>for writing.</p> <p><u>Health and self-care</u></p> <p>The children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown. • Can catch a large ball. • 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. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • 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. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • 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"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • 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. • 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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