

| EYFS Long Term Plan | | | |
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| Term | Subject | Learning Objectives via EYFS Framework | Curriculum Skills |

Term 3 - In a Land Far Far Away

Literacy

Reading
Writing

Repeat Phase 3 and Start
Phase 4 and Key words

Reinforce letter names (abc...).

Writing sentences:
New Year Resolutions
I will...

After Christmas...
I got....

Practise blending and
segmenting words.

Develop letter formation using
correct sequence of
movements

Sequence simple stories.

To orally retell simple stories
e.g. The Three Little Pigs.
Goldilocks and the Three Bears
To write for different
purposes: stories

Introduce:

Planning Tool - Story map /
story mountain

**Whole Class retelling of
story**

**Understanding of
beginning/middle/end**

Retell simple 5 part story:

Once upon a time
First/Then/Next
But
So
Finally
Happily ever after

Introduce:
Finger spaces

Reading:

The children can read and understand simple
sentences.

The children can use phonic knowledge to decode
regular words and read them aloud accurately.

The children can read some common irregular words.
The children can demonstrate understanding when
talking with others about what they have read.

Writing:

The children can use their phonic knowledge to write
words in ways which match their spoken sounds.
Beginning to write simple sentences which can be read
by themselves and others.

Some words are spelt correctly and others are
phonetically plausible.

Reading 30-50

- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- 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.

Reading 40-60

- Continues a rhyming string.
- 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.
- Knows that information can be retrieved from books and computers.

Writing 30 - 50

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

Writing 40 - 60

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- 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.
- Attempts to write short sentences in meaningful contexts.

Writing ELG

- They write simple sentences which can be read by themselves and others.

Communication and language

Shared reading.
Role play connected to stories and rhymes.

Encourage speaking and listening skills in whole class and group situations.

Book List

Jack and the Beanstalk
The Three Little Pigs
Goldilocks and the three bears
Little Red Riding hood

Using simple connectives in speech
and
who
until
but
because

Listening and attention:

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.

Understanding:

The children can answer 'how' and 'why' questions about their experiences and in response to stories and events.

Speaking:

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.

Listening and Attention 30 - 50

- 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).

Listening and Attention 40 - 60

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.

Listening and Attention ELG

Children listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding 30 -50

- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

Understanding 40 - 60

- Responds to instructions involving a two-part sequence.
- Listens and responds to ideas expressed by others in conversation or discussion.

Understanding ELG

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking 30 - 50

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- 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. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*

Speaking 40 - 60

- 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.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Speaking ELG

They use past, present and future forms accurately when talking about events that have happened

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| <p><u>Mathematics</u></p> <p>Recognising, counting, ordering, writing and using numbers up to 20:</p> <p>Match numbers to objects - In the sand build a given amount of dinosaur sandcastles and put a pebble in the top to represent how many there are.</p> <p>To count forwards and backwards up to 20.</p> <p>To be able to find one more/less 1 to 10.</p> <p>Continue to relate addition to combining two groups.</p> <p>Problem solving skills through a range of sorting, matching, pattern making and sequencing activities.</p> <p>To use language such as "taller" and "shorter" when comparing two or more dinosaurs.</p> <p>Estimating Height and weight</p> <p>Introduce time: days, week, months and years.</p> <p>Positional Language</p> <p>Describing the shape of an object: round and tall.</p> | <p><u>Numbers:</u></p> <p>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.</p> <p>The children can use quantities and objects.</p> <p>==Solve problems, including doubling halving and sharing.</p> <p><u>Shape, space and measure:</u></p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 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"> • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Sometimes matches numeral and quantity correctly. • 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"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • 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. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Begins to identify own mathematical problems based on own interests and fascinations. <p><u>Numbers ELG</u></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p><u>Shape, Space and Measure - 30 - 50</u></p> <ul style="list-style-type: none"> • Uses positional language. • 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"> • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p><u>Shape, Space and Measure - ELG</u></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> |
| <p><u>Expressive Art and Design</u></p> | <p><u>Exploring and using media and materials</u></p> <p>The children sing songs, make music and dance, and experiment with ways of changing them.</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. |

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| <p>* Exploring and using media and materials</p> <p>* Being imaginative</p> <p>Looking at different building materials.</p> <p>To investigate materials. e.g. waterproof, durable.</p> <p>To look at different buildings/houses/structures and ask questions about them.</p> <p>To explore what kind of houses people used to live in - make caves outside</p> <p>Build and construct with a wide range of objects, selecting appropriate resources, tools and techniques adapting their designs where necessary</p> | <p>The children can safely use and explore a variety of materials, tools and techniques.</p> <p>The children can experiment with colour, design, texture form and function.</p> <p><u>Being imaginative</u></p> <p>The children can use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>The children can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> | <ul style="list-style-type: none"> • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • 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. • Explores what happens when they mix colours. • Experiments to create different textures. • 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 appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Exploring and Using Media and Materials ELG</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <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 |
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| | | | <p>feelings, ideas and experiences.</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>Being Imaginative ELG</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |
| <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> * People and communities * The world * Technology <p>Chinese New Year Valentine's Day</p> <p>Welly Walks</p> <p>Looking at different building materials.</p> <p>Making houses for the pigs/something to protect humpty Dumpty</p> <p>To investigate materials. e.g. waterproof, durable.</p> <p>To look at different buildings/houses/structures and ask questions about them.</p> <p>To explore what kind of houses people used to live in - make caves outside</p> <p>Build and construct with a wide range of objects, selecting appropriate resources, tools and techniques adapting their designs where necessary</p> | <p><u>People and communities</u> The children can talk about past and present events. The children know that other children don't always enjoy the same things, and are sensitive to this. The children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The world:</u> The children know about similarities and differences in relation to places, objects, materials and living things. The children can talk about the features of their own immediate environment and how environments might vary from one another. They can make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology:</u> The children recognize that a range of technology is used in places such as homes and schools. 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. • 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>People and Communities ELG</u> 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 or the natural 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. • Developing an understanding of growth, decay and changes over time. • 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>Understanding the World ELG</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | |

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| | | | <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. <p><u>Technology ELG</u> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> |
| <p>PSED</p> <ul style="list-style-type: none"> * Making Relationships * Self-confidence and self awareness * Managing Feelings and Behaviour <p>"Going for Goals and global citizenship"</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 behavior:</u> The children can talk about: how they and others show feelings, talk about their own and others' behavior, and its consequences, and know that some behavior is unacceptable.</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 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>Making Relationships ELG</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <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>Self-confidence and self- awareness ELG</u> 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 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. <p><u>Managing feelings and behaviour ELG</u> Children 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>PD</p> <ul style="list-style-type: none"> * Moving and Handling * Health and Self-care <p>Dance- Let's move</p> <p>Medium sized balls</p> <p>Sportsworks</p> <p>Develop handwriting skills</p> <p>Develop tool skills -</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> The children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal</p> | <p><u>Moving and Handling 40 - 60</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • 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 formed. | |

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| | <p>scissors, paint brushes Getting changed PE Hygiene Fine motor skills</p> | <p>needs successfully, including dressing and going to the toilet independently.</p> | <p><u>Moving and Handling ELG</u> 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 40 - 60</u></p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • 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. <p><u>Health and Self-care ELG</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> |
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