

EYFS Long Term Plan			
Term	Subject	Learning Objectives via EYFS Framework	Curriculum Skills
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">Term 6 - Minibeasts</p>	<p><b>Literacy</b></p> <p>Reading Writing</p> <p>Letters and Sounds - Revisit phase 3 sounds and practise segmenting and blending</p> <p>Reinforce first 100 key words/ next 100.</p> <p>Write simple regular words correctly and attempt more complex words using phonic knowledge.</p> <p>The Very Hungry Caterpillar Recount: First, he munched .....</p> <p><b>Retell simple 5 part story:</b> Once upon a time First/Then/Next But So Finally Happily ever after</p> <p>punctuation Write sentences</p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (coordinating conjunctions) and / but</b></p> <p>'-ly' openers Luckily/unfortunately</p>	<p><u>Reading:</u> 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.</p> <p><u>Writing:</u> The children can use their phonic knowledge to write words in ways which match their spoken sounds. The children can also write irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><u>Reading ELG</u></p> <ul style="list-style-type: none"> <li>• Children read and understand simple sentences.</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• They also read some common irregular words.</li> <li>• They demonstrate understanding when talking with others about what they have read.</li> </ul> <p><u>Writing ELG</u></p> <ul style="list-style-type: none"> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>• They also write some irregular common words.</li> <li>• They write simple sentences which can be read by themselves and others.</li> <li>• Some words are spelt correctly and others are phonetically plausible.</li> </ul>

## Communication and language

Shared reading.

Role play connected to stories and rhymes.

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

Retell simple stories e.g. The Hungry Caterpillar.

### Book List

The Hungry Caterpillar  
The Bad Tempered Ladybird  
The Very Busy Spider  
The Very Quiet Cricket  
The Very Lonely Firefly  
A range of non-fiction books about minibeasts

The children create their own verbal stories about a minibeast:

**Adjectives** e.g. old, little, big, small, quiet

**Adverbs** e.g. luckily, unfortunately, fortunately

**Similes** - using 'like'

### 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 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.

### 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

- 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.

### Understanding 40 - 60

- 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.

### Understanding ELG

Children follow instructions involving several ideas or actions.

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*).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- 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

Children express themselves effectively, showing awareness of listeners' needs.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

## Mathematics

Count in 2s 5s 10s (Link to coins)

Count forwards and backwards up to 20 and beyond, including counting in 2s and 10s.

Counts an irregular arrangement of up to ten objects up to 20 and say the number in between two given numbers.

To use the vocabulary involved in addition and subtraction when solving simple problems.  
Fishing for bugs: catch 8 fish then 2 more how many altogether (add & subtract)

Doubling and Halving e.g. butterflies and Ladybirds.  
What is double 2  
What is half of 4

Pictogram to record how many minibeasts we can find in the school grounds.

Estimates how many minibeasts before counting they can see and checks by counting them.

To use language such as "longer"/"shorter/heavier/lighter" when comparing two or more animals/ measuring plants as they grow

To begin to explore standard and non-standard units of measure

**BIG PROBLEM FRIDAY**

### Numbers:

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.

### Shape, space and measure:

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.

### Numbers ELG

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.

Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

### Shape, Space and Measure - ELG

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

	<p><b><u>Expressive Art and Design</u></b></p> <ul style="list-style-type: none"> <li>* Exploring and using media and materials</li> <li>* Being imaginative</li> </ul> <p>Observational drawings and sketching portraits of minibeasts.</p> <p>Use materials to create their own minibeasts ensuring accurate features e.g. six legs, two eyes etc.</p> <p>Printing skills to make butterfly and dragonfly pictures.</p> <p>Simple musical compositions / percussion instruments.</p> <p style="text-align: center;"><u>Songs</u></p> <p>There's a tiny caterpillar on a leaf...</p> <p>There's a worm at the bottom of my garden...</p> <p style="padding-left: 40px;">The bumblebee song!</p> <p style="padding-left: 40px;">The wasp song</p> <p style="padding-left: 40px;">Old MacDonald</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>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>	<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.</p> <p>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 ELG</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>* People and communities</li> <li>* The world</li> <li>* Technology</li> </ul> <p>Similarities and differences e.g. when classifying a range of minibeasts and sorting minibeasts into habitats.</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</p>	<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.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Understanding the World ELG</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology ELG</u></p>

	<p>Plant seeds and discuss what they need to grow, then care for the plants as they grow</p> <p>'Pictogram' programmes as well as digital cameras</p> <p>Discuss Year 1 and the children's worries/ concerns: transition.</p> <p>Welly Walks</p>	<p>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> The children recognise 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>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>
	<p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>* Making Relationships</li> <li>* Self-confidence and self awareness</li> <li>* Managing Feelings and Behaviour</li> </ul> <p>'Changes'</p> <p>To develop a sense of sportsmanship, including encouraging others and teamwork during Sports Day.</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 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 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 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
	<p><b><u>PD</u></b></p> <ul style="list-style-type: none"> <li>* Moving and Handling</li> <li>* Health and Self-care</li> </ul> <p>Fitness</p> <p>Bats and balls</p> <p>Sportsworks</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 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 ELG</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep 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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