



EYFS Long Term Plan

Prime Areas

Communication and Language

- Conversations with adults and other children
- Focusing on interests and engaging in discussion surrounding individual and group interests
- Build children's use of language by encouraging use of new vocabulary
- Frequent reading with children, encouraging them to actively engage in stories, non-fiction, rhymes and poems
- Providing opportunities to use and embed new words in a range of contexts
- Use of conversation, story-telling and role play offering opportunities for children to share their ideas with support and modelling from the teacher including sensitive questioning that invites them to elaborate further

Early Learning Goals:

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Support with managing emotions, developing a positive sense of self, setting themselves simple goals, gaining confidence in their own abilities, to persist and wait for what they want and direct attention as necessary
- Use of adult modelling and guidance to learn how to look after their bodies, including healthy eating, and manage personal needs independently
- Use of supported interaction with the children to learn how to make good friendships, co-operate and resolve conflicts peaceably

Early Learning Goals:

- Self-Regulation
- Managing Self
- Building Relationships

<p>Physical Development</p>	<ul style="list-style-type: none"> - Creating games and providing opportunities for play both indoors and outdoors with adult support to develop children's core strength, stability, balance, spatial awareness, co-ordination and agility - Opportunities to develop both gross motor skills to develop healthy bodies and social and emotional wellbeing - Developing hand-eye co-ordination through the use of fine motor activities - Opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools with feedback and support from adults, allowing children to develop proficiency, control and confidence <p>Early Learning Goals:</p> <ul style="list-style-type: none"> - Gross Motor Skills - Fine Motor Skills
<p>Specific Areas</p>	
<p>Literacy</p>	<ul style="list-style-type: none"> - Conversations with the children about what they read and see to develop language comprehension - Talk about the World around them and the books (both fiction and non-fiction) they read, enjoy rhymes, poems and songs together - Encourage skilled word reading through teaching later on to encourage both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words - Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) <p>Early Learning Goals:</p> <ul style="list-style-type: none"> - Comprehension - Word Reading - Writing
<p>Mathematics</p>	<ul style="list-style-type: none"> - Developing a strong grounding in number skills - Providing frequent and varied opportunities to build and apply mathematical understanding, using manipulatives including small pebbles and tens frames for organising counting - Developing a secure base of knowledge and vocabulary from which mastery of mathematics is built - Encourage a positive attitude and interest in mathematics to look for patterns and relationships, spot connections and 'have a go'

	<ul style="list-style-type: none"> - Encourage mathematical conversation between adults and peers to explore what they notice and not be afraid to make mistakes <p>Children should be able to:</p> <ul style="list-style-type: none"> - Count confidently - Develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers - Develop spatial reasoning skills across all areas of mathematics including shape, space and measure <p>Early Learning Goals:</p> <ul style="list-style-type: none"> - Number - Numerical Patterns
Understanding the World	<ul style="list-style-type: none"> - Helping children to make sense of their physical world and community - Offer opportunities to increase their knowledge and sense of their world around them by giving them different experiences e.g. visiting parks, libraries and museums, meeting important members of society such as police officers, nurses and firefighters - Give children opportunities to listen to a broad selection of stories, non-fiction, rhymes and poems to build cultural, social, technological and ecological understanding of the world - Encourage use of rich vocabulary when discussing and engaging in new experiences <p>Early Learning Goals:</p> <ul style="list-style-type: none"> - Past and Present - People, Culture and Community - The Natural World <p>People, Culture and Community:</p> <ul style="list-style-type: none"> - Discussion about members of their immediate family and community - Name and describe people who are familiar to them - Draw information from a simple map - Understand that some places are special to members of their community

	<ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways <p>The Natural World:</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries - Explore the natural world around them - Describe what they see, hear and feel whilst outside - Recognise some environments that are different to the one in which they live - Understand the effect of changing seasons on the natural world 					
Expressive Arts and Design	<ul style="list-style-type: none"> - Support children’s imagination and creativity by offering regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials - Develop their understanding , self-expression, vocabulary and ability to communicate through arts and design - Offer frequent opportunities for children to engage in expressive arts and design activities to encourage progress in interpreting and appreciating what they hear, respond to and observe <p>Early Learning Goals:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Me!	Let’s Celebrate!	Adventure Hunters	World Explorers	Down on the Farm	Under the Sea and the Seaside
Literacy: Writing	Initial Sounds/Name writing/Beginning CVC words/Verbally retelling Goldilocks and the Three Bears Rhymes and Poetry (Michael Rosen e.g. We’re Going on a Bear Hunt, Senses poems)	Initial Sounds/CVC words/Labels/Lists/Verbally retelling the Christmas story The Three Little Pigs	CVC words/Labels/Lists/ Starting to write story retells with simple sentences Little Red Riding Hood Rhymes and Poetry (e.g. The Gingerbread Man)	Labels/Story retells with simple sentences/Non-fiction/Story retells Jack and the Beanstalk	Simple sentences/ Narratives/Non-fiction/Story retells The Little Red Hen Rhymes and Poetry (e.g. Animal Poetry)	Simple sentences/ Narratives/Non-fiction/Story retells The Ugly Duckling
Author Focus	Tony Ross	Janet and Allen Ahlberg	Sue Hendra	Oliver Jeffers	Eric Carle	Roger Hargreaves

Maths (Following Mastering Number)	Matching and sorting numbers, Comparing amounts, Comparing size, mass and capacity, Exploring pattern	Representing numbers, Numbers to 5, One more and less, Circles and triangles, Positional language, Shapes with 4 sides, Time	Numbers to 8, Introducing zero, Comparing numbers to 5, Composition of 4 and 5, Comparing mass and capacity, Making pairs and combining groups, Length and height, Time	Numbers to 10, Comparing numbers to 10, Bonds to 10, 3D shape, Pattern	Numbers to 20 and beyond, Building numbers beyond 10, Counting patterns beyond 10, Spatial reasoning, Match, rotate and manipulate, Adding more, Taking away, Compose and decompose	Doubling, Sharing and grouping, Even and odd, Spatial reasoning, Visualise and build, Deepening understanding, Patterns and relationships, Mapping
Science (Seasonal change is a focus throughout the year) (Links to Understanding the World)	Humans	Sound	Materials (including changing materials) Forces	Animals, excluding humans Earth and Space	Living Things and their Habitats Light	Living Things and their Habitats Animals, excluding humans
Religious Education (Links to Understanding the World)	EYFS 1 - I am Special <i>Why are we all different and special?</i> EYFS 2 - Harvest (God) <i>Why do people of faith say thank you at harvest time?</i>	EYFS 4 - Christmas <i>How do Christians celebrate Jesus' birthday?</i> EYFS 8 - Friendship (People of God and Gospel) <i>What makes a good friend?</i>	EYFS 5 - Stories Jesus Heard <i>What stories did Jesus hear when he was a child?</i> EYFS 6 - Stories Jesus Told (Gospel) <i>Why did Jesus tell stories?</i>	EYFS 7 - Easter <i>Why do Christians believe that Easter is all about love?</i>	EYFS 11 - Special Times <i>How do you celebrate special times?</i>	EYFS 9 - Special Places (God) <i>What makes a place holy?</i>
Geography (Links to Understanding the World)	Information about themselves relating to geography Similarities and differences between life in our country and others		Differing environments including their own Map skills		Differing environments including their own Similarities and differences between life in our country and others	
History (Links to Understanding the World)	Own life story and family history Family and communities	Different occupations Family and communities	Comparing and contrasting figures from stories People in the past	Differing lives of people Changes in the world	Different occupations Similarities and differences between things in the past and now	Similarities and differences between things in the past and now Comparing and contrasting figures from stories
Expressive Arts and Design - Art	Self Portraits Drawing with increasing complexity	Celebration focused artwork	Colours and colour mixing Drawing with increasing complexity	Sharing creations Using a variety of materials	Colours and colour mixing Drawing with increasing complexity	Self Portraits Showing emotions in drawings

		Showing emotions in drawings				
Expressive Arts and Design - DT	Exploring different materials	Developing own ideas	Joining and exploring different materials and textures	Refining ideas and developing presentation skills	Creating collaboratively	Using a variety of materials and sharing creations
Expressive Arts and Design - Music	All About Me songs and rhymes Harvest Music Love Music Trust	Christmas Nativity and Christmas Carols Love Music Trust	Nursery Rhymes Love Music Trust	Easter Songs Love Music Trust	Nursery Rhymes Love Music Trust	Differing pitch and tempo Love Music Trust
Computing	Word Processing/ Typing Data Handling	Computational Thinking	Presentations, Web Design and eBook Creation Video Creation	Coding/ Programming Managing Online Information Online Reputation	Animation Photography and Digital Art	Augmented Reality and Virtual Reality Sound
Physical Education	Gymnastics	Dance	Games	Gymnastics	Games	Dance
Relationships, Sex and Health Education (RSHE)	Relationships (No Outsiders - You Choose)	Health and Wellbeing Fire and road safety (No Outsiders - Red Rockets and Rainbow Jelly)	Relationships and Sex Education Water safety (No Outsiders - Hello Hello)	Relationships and Sex Education Internet safety (No Outsiders - The Family Book)	Relationships and Living in the Wider World Rail safety (No Outsiders - Mommy, Mama and Me)	Relationships and Living in the Wider World (No Outsiders - Blue Chameleon)