

EYFS Long Term Plan
2022-2023

	Getting To Know You Autumn 1	Then and Now Autumn 2	Tell Me A Story Spring	I Wonder... Summer
Communication & Language	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Develop social phrases - Begin to learn the rules of conversation (back and forth) - Listen carefully to rhymes and songs - Engage in storytimes - Have the confidence to speak in front of familiar people, in small groups - Talk about their families and important people 	<ul style="list-style-type: none"> - Ask questions to find out more and to check understanding - Learn new vocabulary - Hold conversations with friends and adults - Engage in non-fiction texts - Have the confidence to speak in front of familiar people in small groups and a class - Describe events in some detail 	<ul style="list-style-type: none"> - Use new vocabulary in different contexts - Listen carefully to rhymes and songs, paying attention to how they sound - Listen to and talk about stories to build familiarity and understanding - Retell a story using repeated refrains and some of their own words - Learn to use the language of story telling - Begin to connect ideas with a range of connectives 	<ul style="list-style-type: none"> - Ask questions to find out more and to check understanding - Learn and use new vocabulary in different contexts - Use talk to help work out problems and organise thinking and activities - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Explain how things work and why they might happen - Articulate ideas and thoughts in well-formed sentences

Personal, Social & Emotional Development	<ul style="list-style-type: none"> - See themselves as valuable individuals - Build constructive and respectful relationships - Express their feelings and consider those of others - Manage their own personal hygiene needs - Recognise the need for a healthy diet and exercise - Give attention to the teacher 	<ul style="list-style-type: none"> - Understand the need for rules and see themselves as part of a community - Begin to regulate their behaviour in different situations - Think about the perspectives of others and show respect when listening to their ideas and memories - Consider the emotions and lives of people from the past - Follow instructions 	<ul style="list-style-type: none"> - Know right from wrong - Know the routines of the class and school and explain why it is important to follow them - Describe the feelings and emotions of characters in stories - Work in pairs and groups, moderating behaviour as necessary - Work co-operatively with others to retell and act out stories - Express their own preferences and recognise that others may think differently - Give attention to the teacher even when involved in activities 	<ul style="list-style-type: none"> - Set themselves goals and work towards achieving them - Show kindness to others and support friends - Wait to take their turn and recognise that they cannot always get what they want immediately - Express their interest in topics and ask questions to find out more - Show an interest in topics suggested by others - Explain ways to stay healthy and understand the benefits of this - Show an interest in learning and seek to be involved in activities

		<ul style="list-style-type: none"> - Begin to show resilience even when things are challenging 	<ul style="list-style-type: none"> - Become increasingly resilient when faced with challenges 	<ul style="list-style-type: none"> - Challenge themselves by asking questions and listening to the ideas of others
Physical Development	<ul style="list-style-type: none"> - Demonstrate an ability to move in different ways including walking, jogging, running, jumping - Build core body strength by lifting and moving resources - Show an interest in outdoor games that use a ball - Begin to use large outdoor equipment e.g. pedalling a trike or moving a scooter - Talk about how to use the roads safely and demonstrate safe pedestrian behaviour 	<ul style="list-style-type: none"> - Demonstrate an ability to move in different ways including hopping, skipping and at different speeds - Build strength and co-ordination by using indoor and outdoor equipment - Be able to sit upright at a table - Become more competent with ball skills; rolling with accuracy, kicking and throwing - Build up speed on outdoor equipment, moving it energetically and using body strength - Be able to talk about how to move around and complete a physical activity safely in the space available 	<ul style="list-style-type: none"> - Be able to negotiate obstacles in the environment and move safely at the appropriate speeds - Have an awareness of the space around them - Refine fine motor skills by engaging in activities such as threading, cutting, drawing and colouring, using tweezers, manipulating play-doh - Develop ball skills; throwing and catching, kicking and aiming - Engage in simple ball games with rules and teams - Be able to avoid obstacles when using outdoor equipment, showing increasing control and awareness - Build assault courses and tracks that require different movements and negotiate these safely 	<ul style="list-style-type: none"> - Combine different movements, changing ways of moving, speed, direction and level - Have a comfortable and correct grip on a pencil - Be able to use a variety of small tools such as paintbrushes, pencils and scissors - Be able to strike and aim a ball - Play team games that require simple rules and tactics - Use familiar outdoor equipment with ease, showing strength and control - Continue to develop fluency of movement and control when playing

	<ul style="list-style-type: none"> - Talk about foods they enjoy and recognise which choices are more healthy - Understand the importance of hygiene e.g. hand washing, tooth brushing - Develop the skills needed to negotiate the school day (lining up, walking through corridors...) 	<ul style="list-style-type: none"> - Manage their own personal hygiene during the day - Recognise the benefits and effects of physical activity 	<ul style="list-style-type: none"> - Recognise ways of keeping themselves healthy through diet, exercise, sleep, hygiene etc. Be able to talk about their own experiences and routines as well as the lifestyles of different characters in storybooks 	<ul style="list-style-type: none"> - Recognise ways of keeping themselves healthy through diet, exercise, sleep, hygiene etc. Be able to talk about their own experiences
Literacy	<ul style="list-style-type: none"> - Read individual letters by saying the sounds they make - Hear the initial sounds in words - Join in with known stories and nursery rhymes 	<ul style="list-style-type: none"> - Blend sounds into words to read short words - Begin to recognise digraphs (ph2) - Read a few common exception words - Read simple phrases - Re-read texts for fluency - Join in with repeated refrains in stories - Answer questions about what is read to them - Understand the role of information texts and engage with these to ask questions about topics 	<ul style="list-style-type: none"> - Begin to blend silently to read - Recognise an increasing number of digraphs (ph3) - Have an increasing sight vocabulary of 'tricky' words - Read sentences matched to their phonic knowledge - Re-tell stories using their own words as well as vocabulary and refrains from the text - Change elements in a known story to create their own narratives - Talk about events and characters in stories and begin to predict actions 	<ul style="list-style-type: none"> - Gain in fluency when reading words, phrases and sentences matched to phonic knowledge - Read some simple stories to themselves, using their reading skills - Read sentences aloud with some fluency and expression - Show an interest in information texts, using them to find out more about a topic, with the help of an adult

	<ul style="list-style-type: none"> - Recognise their name - Choose the appropriate letter to represent the initial sound in a word - Make marks in their play and talk about their 'writing' with an adult 	<ul style="list-style-type: none"> - Write their name - Form some recognisable letters - Write the correct letters to correspond with sounds they can hear in words - Make purposeful marks/letter shapes in their play and be able to talk about what they represent, with an adult 	<ul style="list-style-type: none"> - Spell some words by identifying the sounds and writing corresponding letters - Leave a finger space between words 	<ul style="list-style-type: none"> - Form recognisable lower case and upper case letters - Write short sentences that can be read by others - Use a capital letter and full stop to mark sentences
Mathematics	<ul style="list-style-type: none"> - Count objects, actions or sounds using 1:1 correspondence - Subitise to 3 - Be able to say which is more/less in obvious comparisons in different contexts including numbers, quantities etc - Begin to find 1 more/less using practical resources - Use a variety of materials to build and construct, showing spatial awareness to fit pieces together by 	<ul style="list-style-type: none"> - Be able to count out a smaller group from a larger set - Subitise to 5 - Recognise the symbol for each number to 10 - Compare numbers and amounts in difference contexts using vocabulary of 'more', 'less', 'greater', 'fewer' - Explore the composition of numbers to 5 and recognise that there are different ways to combine numbers - Talk about shapes in the environment and begin to describe these using simple vocabulary 	<ul style="list-style-type: none"> - Count beyond 10, recognising the pattern of the teen numbers and the wider number system - Understand the concept of addition and subtraction, counting all and then beginning to count on/back using resources - Find ways to make the numbers to 10 - Explain patterns and spot mistakes - Look for patterns in the number system such as odds and evens, doubles and halves.... 	<ul style="list-style-type: none"> - Recall number facts for the numbers to 5 and some beyond - Recall number bonds to 10 - Calculate simple addition and subtraction problems in different contexts - Share equally in different contexts - Create their own increasingly complex patterns and explain what they have done (including patterns in a circle)

	<p>rotating and manipulating shapes</p> <ul style="list-style-type: none"> - Be able to group and sort resources using different criteria <p>- Talk about a sequence of events in their day/routines/lives using words such as 'first', 'then', 'now', 'next'</p>	<ul style="list-style-type: none"> - Use shapes, colours and different resources to create patterns, including repeating patterns - Use the correct language to talk about capacity and weight, making comparisons - Use the language of time during an activity to recount what they have done or to plan next steps - Understand that time passes and things change over time 	<ul style="list-style-type: none"> - Explore 2D and 3D shapes and find shapes within shapes e.g. on faces, two triangles to make a square - Recognise the measures of capacity, weight and length and use the correct vocabulary to describe these and make comparisons - Find ways to measure using non-standard units - Recognise key times of the day and be able to sequence these using 'before' and 'after', 'later' and 'earlier' - Have an awareness of periods of time such as days of the week, how long lunchtime is.... - Use time vocabulary to sequence events in a story or narrative 	<ul style="list-style-type: none"> - Sort and describe resources and shapes, looking for similarities and differences - Compare and order more than 2 things by their weight/length/capacity - Recognise some key times of the day on the clock
Understanding the World	<ul style="list-style-type: none"> - Name and describe people who are familiar and important to them - Talk about their families and their lives - Recognise that people have different types of families and find similarities and 	<ul style="list-style-type: none"> - Recognise how familiar things have changed over time e.g. homes, school... - Ask questions about the past, talking with familiar people such as family members - Compare life in the past to the life now 	<ul style="list-style-type: none"> - Use characters in stories to compare different ways of life, different relationships and different communities - Look for common themes in stories such as bravery, kindness, choices 	<ul style="list-style-type: none"> - Ask questions about the past and use stories and information texts to find answers - Find out about some significant people in areas that interest them

	<p>differences between themselves and others</p> <ul style="list-style-type: none"> - Talk about their community and familiar people - Talk about where they live and draw simple maps to represent their homes and local area - Take an interest in exploring the natural world around them and talk about some of the features of their immediate environment 	<ul style="list-style-type: none"> - Recognise that people live in different types of communities - Understand that different places are special to different people - Recognise that people celebrate special times in different ways - Recognise that the environment changes through the year and begin to talk about the change of seasons - Explore the changing local environment; gather evidence of changes through drawings, use of colour, gathering objects.... 	<ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries - Explore the world map and show an interest in finding different countries with different climates - Describe what they can see, hear and feel whilst outside, using all of their senses - Explain some of the changes they see happening in the natural world around them - Recognise some differences between different environments using stories and non-fiction texts - Understand the different seasons and recognise some of the changes they see happening around them 	<ul style="list-style-type: none"> - Understand the different roles people play in society and begin to think about what they might like to be when they grow up - Ask questions about the world and the environment - Ask questions about the natural world and record answers using observations, drawings, conversations and play - Ask questions and find out about natural processes such as floating and sinking, freezing and melting....
Expressive Arts & Design	<ul style="list-style-type: none"> - Begin to develop storylines in their play - Play alongside others, talking about what they 	<ul style="list-style-type: none"> - Continue to develop storylines in their play - Play co-operatively with a familiar friend 	<ul style="list-style-type: none"> - Develop their own and familiar story ideas in their play 	<ul style="list-style-type: none"> - Invent stories and games using their imagination

	<p>are doing and sharing resources</p> <ul style="list-style-type: none"> - Explore different art resources to discover how to use them and their effects - Begin to use simple tools such as paintbrushes, scissors and crayons - Be able to talk about what they have created and what it represents <p>- Listen to and enjoy music, talking about their own responses</p> <p>- Join in with songs and rhymes</p>	<ul style="list-style-type: none"> - Begin to build their own props to support their play - Begin to make creations with others, sharing resources - Select art resources for the effect they can create - Become more confident with simple tools, using them safely - Explore different ways of joining materials - Persevere with their creations, overcoming problems in the making process - Sing in a group or on their own, starting to match pitch and stick to a melody - Perform in front of others 	<ul style="list-style-type: none"> - Play co-operatively with a range of children and develop their ideas together - Develop the use of props and pretend in their play - Return to and build on previous learning, shaping ideas to overcome problems - Select effective ways to join materials to get their desired outcome - Take care and time with creations; drawing with some detail and creating shapes, form and colour appropriate for what they are making - Explore how music makes them feel - Take the opportunities to use music in their play; creating mood and matching instruments and music to characters - Move in time to the music, starting to recognise the rhythm and pace of music 	<ul style="list-style-type: none"> - Build on each other's ideas when playing co-operatively - Return to creations to make improvements and try different approaches - Draw carefully, observing shape, colour and form to create recognisable pictures - Perform music and dance; matching movements to the music and singing and performing for others
Cultural Capital	Children's knowledge about people and events of significance will increase as they share their own experiences with others and explore the		Children's knowledge of traditional tales in various cultures will help to	Children's knowledge about people and community in their own

	likes and dislikes and special times of other people.	improve their understanding of the world and will provide opportunities to explore 'big' ideas and concepts in different societies.	setting and around the world, will improve and they will be able to see similarities and appreciate differences between themselves and other cultures and communities.
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