

EYFS Long Term Plan

Area of learning	Autumn- All about me	Spring- Once upon a time in Rawtenstall	Summer- Oh the places you'll go!
Communication and Language	<p>Daily stories Joining in with stories and repeating key refrains Listening to others in small groups Circle time Following instructions</p> <p><u>Listening and Attention</u> Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)</p> <p><u>Understanding</u> •Responds to instructions involving a two-part sequence. (40-60) Understands humour, e.g. nonsense rhymes, jokes. (40-60)</p> <p><u>Speaking</u> Uses language to imagine and recreate roles and experiences in play situations. (40-60) Introduces a storyline or narrative into their play. (40-60)</p>	<p>Question time Answering questions Developing concentration Being aware of listening Developing vocabulary</p> <p><u>Listening and Attention</u> Two-channelled attention - can listen and do for short span. (40-60)</p> <p><u>Understanding</u> Able to follow a story without pictures or props. (40-60) Listens and responds to ideas expressed by others in conversation or discussion. (40-60)</p> <p><u>Speaking</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60) Links statements and sticks to a main theme or intention. (40-60) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)</p>	<p>Developing vocabulary Creating own narratives Linking sentences together</p> <p><u>Listening and Attention</u> 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. (ELG)</p> <p><u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</p> <p><u>Speaking</u> 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. (ELG)</p>
Personal, Social and Emotional Development	<p>Class/ school rules Making friends Getting to know others Developing independence</p>	<p>Gaining confidence Self-awareness Being aware of others feelings Managing own feelings</p>	<p>Safety outside of school Managing conflicts Transition</p>

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<p>PSHE</p>	<p>Celebrations</p> <p><u>Making Relationships</u> Initiates conversations, attends to and takes account of what others say. (40-60)</p> <p><u>Self-confidence and self-awareness</u> Confident to speak to others about own needs, wants, interests and opinions. (40-60)</p> <p><u>Managing feelings and behaviour</u> Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)</p>	<p><u>Making Relationships</u> Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)</p> <p><u>Self-confidence and self-awareness</u> Can describe self in positive terms and talk about abilities. (40-60)</p> <p><u>Managing feelings and behaviour</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60) Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60)</p>	<p><u>Making Relationships</u> Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60) 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. (ELG)</p> <p><u>Self-confidence and self-awareness</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. (ELG)</p> <p><u>Managing feelings and behaviour</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. (ELG)</p>
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<p>Physical Development</p> <p>PE</p>	<p>Spatial awareness Different ways of travelling and moving Balance and agility Number/letter formation Gross motor skills Outdoor provision Pencil control Scissor skills Health and hygiene Healthy eating and exercise</p> <p><u>Moving and handling</u> Experiments with different ways of moving. (40-60) Jumps off an object and lands appropriately. (40-60) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60) Uses simple tools to effect changes to materials. (40-60) Shows a preference for a dominant hand. (40-60) Begins to use anticlockwise movement and retrace vertical lines. (40-60)</p> <p><u>Health and Self-care</u> •Eats a healthy range of foodstuffs and understands need for variety in food (40-60) •Usually dry and clean during the day. (40-60) •Shows some understanding that good practices with regard to exercise, eating,</p>	<p>Different types of balancing Developing coordination Letter formation Pencil control Scissor skills Safety with equipment</p> <p><u>Moving and handling</u> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60) • Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60) • Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60) • Begins to form recognisable letters. (40-60) • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60)</p> <p><u>Health and Self-care</u> •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60) •Shows understanding of how to transport and store equipment safely. (40-60) •Practices some appropriate safety measures without direct supervision. (40-60)</p>	<p>Coordination Agility Team games Dance to music</p> <p><u>Moving and handling</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. (ELG)</p> <p><u>Health and Self-care</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. (ELG)</p>
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	sleeping and hygiene can contribute to good health. (40-60)		
Literacy	<p>Discussion of stories Phonics- initial sounds and set 1 Blending and segmenting Name writing Reading/ writing CVC words Rhyming</p> <p><u>Reading-</u> (40-60)</p> <ul style="list-style-type: none"> • 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 • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p><u>Writing</u> (40-60)</p> <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. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together 	<p>Beginning to read words and sentences Finger spaces Sentence writing Reading and writing captions Phonics</p> <p><u>Reading</u> (40-60)</p> <ul style="list-style-type: none"> • 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. <p><u>Writing</u> (40-60)</p> <ul style="list-style-type: none"> • 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 	<p>Capital letters, full stops and finger spaces Spelling irregular words Phonics</p> <p><u>Reading</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. (ELG)</p> <p><u>Writing</u> Attempts to write short sentences in meaningful contexts. (40-60) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)</p>

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<p>Mathematics</p>	<p>Numberland- a number each week Counting Number recognition Matching numeral to quantity 1 more and 1 less to 10 Addition and subtraction Counting objects from a group</p> <p><u>Numbers- (40-60)</u> •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. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. 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.</p>	<p>Patterns 3D shapes Working with numbers to 20 Ordering numbers to 20 1 more and 1 less to 20 Recognising numbers to 20 Positional language Relative position</p> <p><u>Numbers- ELG</u> As autumn but numbers to 20</p> <p><u>Shape, space and measure-(40-60)</u> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •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. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.</p>	<p>Time Measuring and weighing Counting in 10's and 5's Addition and subtraction Reading and writing numbers to 20 Doubling and halving Money</p> <p><u>Number</u> 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. (ELG)</p> <p><u>Shape, space and measure</u> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)</p>
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	<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. <p><u>Shape, space and measure-</u> (40-60) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> •Selects a particular named shape. 		
<p>Understanding the World</p> <p><u>History</u></p>	<p><u>Celebrations</u> Diwali Hinduism Remembrance Christmas</p> <p>My family Generations Old toys Different ways of life People who help us Growth and change</p> <p><u>People and communities</u> •Enjoys joining in with family customs and routines. (40-60)</p> <p><u>The World</u> Looks closely at similarities, differences, patterns and change. (40-60)</p>	<p><u>Celebrations</u> Judaism Easter Mother's day Chinese new year</p> <p>Journeys Life cycles Transport</p> <p><u>People and communities</u> •Enjoys joining in with family customs and routines. (40-60)</p> <p><u>The World</u> Looks closely at similarities, differences, patterns and change. (40-60) Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</p>	<p><u>Celebrations</u> Father's day</p> <p>London Cities and towns How they have changed over time Comparing London to Rawtenstall</p> <p><u>People and communities</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. (ELG)</p> <p><u>The World</u></p>

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	Children talk about past and present events in their own lives and in the lives of family members. (ELG)		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 (ELG)
<u>Geography</u>	<p>Seasonal change</p> <p><u>The World</u> Looks closely at similarities, differences, patterns and change. (40-60)</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes (ELG)</p>	<p>Looking after the environment Local area Maps</p> <p><u>The World</u> Looks closely at similarities, differences, patterns and change. (40-60)</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)</p>	<p>Comparing London to Rawtenstall</p> <p><u>The World</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 (ELG)</p>
<u>Science</u>	<p>Healthy eating and exercise My body Senses Seasonal change Light and Dark</p> <p><u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make</p>	<p>Recycling Plants and animals</p> <p><u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes (ELG)</p>	<p>Science week Materials Healthy eating and exercise</p> <p><u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes (ELG)</p>

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	<p>observations of animals and plants and explain why some things occur, and talk about changes (ELG)</p> <p><u>PD- 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 •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. 		
Computing	<p>iPads Laptops Technology in our lives</p> <p><u>UTW- 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>Computer safety Multimedia</p> <p><u>Technology (40-60)</u></p> <ul style="list-style-type: none"> •Uses ICT hardware to interact with age-appropriate computer software. 	<p>Programmable toys Data handling Audio</p> <p><u>Technology</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. (ELG)</p>
Expressive Arts and Design Art	<p>Colour mixing Using tools to create effect Seasonal art Remembrance art Rangoli patterns Kandinsky</p> <p><u>Using media and materials</u></p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. (40-60) 	<p>Using different textures Collage Matisse</p> <p><u>Using media and materials</u> Experiments to create different textures. (40-60)</p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. (40-60) • Manipulates materials to achieve a planned effect (40-60) 	<p>Using tools correctly Sculpture Richard Shilling</p> <p><u>Using media and materials</u></p> <ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. (40-60) • Selects appropriate resources and adapts work where necessary. (40-60) • Selects tools and techniques needed to shape, assemble and join materials they are using. (ELG)

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<p><u>D&T</u></p>	<p>Paper plate faces Healthy snacks Baking</p> <p><u>Using media and materials</u> Constructs with a purpose in mind, using a variety of resources (40-60 months)</p> <p><u>Being imaginative</u> Creates simple representations of events, people and objects (40-60 months)</p>	<p>Create a bridge Design and make a park</p> <p><u>Using media and materials</u> Manipulates materials to achieve a planned effect (40-60 months) Uses simple tools and techniques competently and appropriately (40-60 months) Selects appropriate resources and adapts work where necessary (40-60 months) Selects tools and techniques needed to shape, assemble and join materials they are using (40-60 months)</p>	<p>Design and make a skyscraper</p> <p><u>Using media and materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><u>Being imaginative</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 (ELG)</p>
<p><u>Music</u></p>	<p>Songs/ rhymes Repetition</p> <p><u>Using media and materials</u> Begins to build a repertoire of songs and dances. (40-60 months) Explores the different sounds of instruments. (40-60 months)</p>	<p>Rhythm Expression</p> <p><u>Using media and materials</u> Begins to build a repertoire of songs and dances. (40-60 months) Explores the different sounds of instruments. (40-60 months) Developing preferences for forms of expression. (40-60 months) Uses movement to express feelings. (40-60 months) Creates movement in response to music. (40-60 months) Sings to self and makes up simple songs. (40-60 months) Makes up rhythms. (40-60 months)</p>	<p>Changing sounds</p> <p><u>Using media and materials</u> Children sing songs, make music and dance, and experiment with ways of changing them (ELG) 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 (ELG)</p>