

Early Years Foundation Stage Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of effective learning	At Willesley Primary School, the characteristics of effective learning are used as a basis for all of our planning. These are closely linked to our school Core Values and will be promoted alongside throughout the year. • Playing and Exploring - children investigate and experience things, and 'have a go' • Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and • Creating and Thinking Critically - children have and develop their own ideas; make links between ideas, and develop strategies for doing things.					
General themes NB: These themes may change or be adapted at various points to allow for children's interests	Super Me, Super You! Starting school, my new class, my family, houses and homes, relationships, emotions.	Helping Hands! People who help us, helping others, feelings, staying safe.	Where in the World? Weather, seasons, hot and cold places, comparing.	Roots, Shoots and Juicy Fruits! Outdoors, weather, plants, healthy eating, planting and growing.	Creatures Great and Small! Farm animals, zoo animals, mini-beasts, life cycles.	Creatures Great and Small! Dinosaurs, fossils, sea animals and animals in different countries.
Communication and Language Speaking Listening, Attention and Understanding Whole EYFS focus- C & L will be developed through year through high quality interactions, daily group and class discussions.	Speaking ❖ Uses talk to communicate needs and ideas ❖ Begins to speak in simple sentences ❖ Joins in with familiar rhymes, songs and stories ❖ Begins to use talk in play with others ❖ Starts to answer simple questions Listening, Attention and Understanding ❖ Listens to familiar stories, songs and rhymes ❖ Joins in with repeated phrases and actions ❖ Maintains attention for short periods ❖ Begins to follow simple instructions ❖ Responds to what others say		Speaking ❖ Speaks in longer sentences to share ideas and experiences ❖ Uses talk to organise play and communicate with others ❖ Participates in back-and-forth conversations ❖ Asks and answers questions ❖ Uses a growing range of vocabulary Listening, Attention and Understanding ❖ Listens attentively in a range of situations ❖ Maintains focus during adult-led activities ❖ Follows instructions with two parts ❖ Responds appropriately to questions and comments ❖ Shows understanding of what has been said		Speaking ❖ Speaks clearly in sentences to express ideas and feelings ❖ Uses talk confidently in a range of situations ❖ Participates in extended conversations ❖ Uses new vocabulary in different contexts ❖ Retells stories and describes events in detail Listening, Attention and Understanding ❖ Maintains attention during longer activities ❖ Listens carefully and responds appropriately ❖ Follows instructions involving several ideas or actions ❖ Understands questions such as who, what, where and why ❖ Engages in discussions and responds with relevant comments	
Personal, Social and Emotional Development	Self-Regulation ❖ Begins to recognise and name basic emotions ❖ Expresses feelings through words or actions ❖ Starts to manage simple transitions with support		Self-Regulation ❖ Identifies and talks about a wider range of emotions ❖ Begins to manage feelings in different situations		Self-Regulation ❖ Understands and talks about their own feelings and those of others ❖ Manages emotions appropriately in a range of situations	

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Self Regulation Managing Self Building Relationships Use of Zones of Regulation	❖ Begins to follow simple rules and boundaries ❖ Shows awareness of their own needs Managing Self ❖ Begins to manage own personal needs (toileting, handwashing) ❖ Starts to put on and remove simple clothing items ❖ Shows awareness of basic hygiene routines ❖ Begins to make simple choices about activities ❖ Shows willingness to try new activities Building Relationships ❖ Begins to form positive relationships with familiar adults ❖ Shows interest in playing alongside and with other children ❖ Begins to take turns and share resources ❖ Starts to express their needs and feelings to others ❖ Builds simple friendships with peers	❖ Follows rules and routines with increasing consistency ❖ Begins to wait for turns and delay gratification ❖ Starts to use strategies to support self-regulation Managing Self ❖ Manages personal needs with increasing independence ❖ Dresses and undresses with support ❖ Understands and follows healthy routines (e.g. handwashing, snack time) ❖ Makes independent choices in play and learning ❖ Shows perseverance when faced with challenges Building Relationships ❖ Develops secure friendships with peers ❖ Plays cooperatively in small groups ❖ Takes turns and shares with increasing independence ❖ Shows awareness of others' feelings ❖ Begins to resolve simple conflicts with peers	❖ Follows rules and expectations consistently ❖ Waits for turns and manages impulses ❖ Uses strategies independently to regulate behaviour Managing Self ❖ Independently manages personal hygiene and self-care ❖ Dresses and undresses independently (including fastenings where appropriate) ❖ Understands the importance of healthy food, exercise and routines ❖ Shows confidence in trying new activities ❖ Demonstrates resilience and perseverance in the face of challenge Building Relationships ❖ Forms positive attachments and friendships with peers ❖ Works and plays cooperatively with others ❖ Takes turns and negotiates within play ❖ Shows sensitivity to their own and others' needs ❖ Resolves conflicts independently in simple situations
<u>Physical Development</u> Fine Motor Skills Gross Motor Skills	Gross Motor Skills ❖ Moves confidently in a range of ways (running, jumping, climbing) ❖ Begins to show control and coordination in large movements ❖ Uses equipment such as bikes, balls and climbing frames ❖ Negotiates space and avoids obstacles ❖ Begins to balance and change direction Fine Motor Skills ❖ Uses a comfortable grip when holding mark-making tools ❖ Begins to show control when drawing and forming marks ❖ Uses one-handed tools (e.g. scissors, paintbrushes)	Gross Motor Skills ❖ Shows increasing control and coordination in movements ❖ Travels with confidence and skill in a range of ways ❖ Uses a range of equipment safely and with purpose ❖ Develops balance, stability and changing direction ❖ Begins to combine movements with control Fine Motor Skills ❖ Uses a secure grip with increasing control ❖ Develops accuracy in drawing and early writing ❖ Uses tools such as scissors with greater control ❖ Manipulates small objects with precision	Gross Motor Skills ❖ Moves with confidence, control and coordination ❖ Demonstrates strength, balance and coordination in play ❖ Uses a range of equipment safely and effectively ❖ Combines different movements with ease and fluency ❖ Shows spatial awareness when moving in different environments Fine Motor Skills ❖ Uses a tripod grip with consistency ❖ Shows control and precision in drawing and writing ❖ Uses a range of tools safely and effectively

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	❖ Begins to manipulate small objects (e.g. threading, construction) ❖ Starts to develop hand strength and coordination	❖ Shows improved hand-eye coordination	❖ Manipulates small objects with accuracy and care ❖ Demonstrates good hand strength and coordination
<u>Literacy</u> Word Reading Comprehension Writing	Phonics ❖ Sounds Write Phonics (Units 1-7) ❖ Segmenting, blending and phoneme manipulation Comprehension ❖ Listens to and joins in with familiar stories ❖ Recognises key events and characters in stories ❖ Responds to simple questions about what they have heard ❖ Uses pictures to help understand meaning ❖ Shows understanding of familiar stories and texts ❖ Identifies main events in a story ❖ Answers simple who and what questions ❖ Begins to anticipate key events and phrases ❖ Word Reading ❖ Recognises some letter sounds ❖ Begins to blend simple sounds orally ❖ Recognises own name and familiar words ❖ Joins in with repeated refrains in stories ❖ Uses phonic knowledge to decode simple words ❖ Blends sounds to read VC and CVC words ❖ Recognises some tricky words ❖ Reads simple captions and phrases ❖ Writing ❖ Gives meaning to marks they make ❖ Begins to use mark-making tools with control ❖ Writes some letters from their name ❖ Begins to form recognisable letters ❖ Writes recognisable letters, some correctly formed ❖ Begins to write their name	Phonics ❖ Sounds Write Phonics (Units 8-11) ❖ Segmenting, blending and phoneme manipulation ❖ Whole class reading Comprehension ❖ Understands a range of stories, songs and rhymes ❖ Retells familiar stories in simple sequence ❖ Answers who, what and where questions ❖ Begins to talk about characters and events ❖ Demonstrates understanding of stories and non-fiction texts ❖ Retells stories with increasing detail ❖ Answers who, what, where and when questions ❖ Makes simple comments about what has been read ❖ Word Reading ❖ Reads simple sentences using phonic knowledge ❖ Blends sounds confidently to read words ❖ Recognises a growing number of tricky words ❖ Begins to read with increasing fluency ❖ Reads simple sentences fluently ❖ Uses phonic knowledge to decode unfamiliar words ❖ Recognises and reads common exception words ❖ Shows understanding of what has been read ❖ Writing ❖ Writes simple words using phonic knowledge	Phonics ❖ Sounds Write Phonics (Unit 11 and bridging to extended code) Comprehension ❖ Shows good understanding of what has been read or heard ❖ Retells stories with clear sequence and key details ❖ Answers a range of questions including why ❖ Makes simple inferences about characters and events ❖ Demonstrates a secure understanding of texts ❖ Retells stories confidently using detail and sequence ❖ Answers questions about what has been read, including why and how ❖ Makes comments and predictions about stories Word Reading ❖ Reads sentences and simple books with fluency and confidence ❖ Applies phonic knowledge consistently when decoding ❖ Recognises a wide range of common exception words ❖ Reads aloud with increasing accuracy and expression ❖ Says a sound for each letter in the alphabet and at least 10 digraphs ❖ Reads words consistent with their phonic knowledge by sound blending

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	❖ Uses mark-making to represent ideas and experiences ❖ Begins to write simple words using initial sounds	❖ Begins to form lower-case letters correctly ❖ Writes labels and captions ❖ Uses some known sounds to write words ❖ Guided reading/ whole class reading ❖ Writes simple phrases and sentences ❖ Uses phonic knowledge to spell words ❖ Forms most lower-case letters correctly ❖ Begins to use finger spaces between words	❖ Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing ❖ Writes simple sentences that can be read by others ❖ Uses capital letters and full stops with support ❖ Spells words using phonic knowledge ❖ Forms letters correctly and consistently ❖ Writes simple sentences independently ❖ Uses capital letters, finger spaces and full stops ❖ Spells many words correctly using phonic knowledge ❖ Writes with increasing fluency and confidence
<u>Maths</u> Number Numerical Patterns (Link to White Rose Planning and Number Blocks)	Number ❖ Matches, sorts and compares objects ❖ Explores numbers through songs and rhymes ❖ Recognises small quantities without counting ❖ Begins to count objects with support ❖ Develops understanding of more and less ❖ Counts objects to 3 with increasing accuracy ❖ Recognises numerals to 3 ❖ Matches number to quantity to 3 ❖ Explores composition of numbers to 3 ❖ Uses language of more and fewer Numerical Patterns ❖ Explores simple patterns in the environment ❖ Begins to recognise and copy simple patterns ❖ Joins in with repeating patterns in songs and actions ❖ Begins to understand daily routines and sequences ❖ Copies and continues simple AB patterns ❖ Identifies patterns in the environment ❖ Begins to talk about order and sequence ❖ Understands first, then, next	Number ❖ Counts objects to 5 accurately ❖ Recognises numerals to 5 ❖ Understands composition of numbers to 5 ❖ Begins to subitise to 5 ❖ Explores one more and one less within 5 ❖ Counts objects to 10 with increasing accuracy ❖ Recognises numerals to 10 ❖ Understands composition of numbers to 10 ❖ Subitises numbers within 5 and beyond ❖ Explores number bonds within 10 Numerical Patterns ❖ Recognises and creates repeating patterns (AB) ❖ Begins to identify errors in simple patterns ❖ Orders events in a simple sequence ❖ Begins to describe patterns ❖ Creates and continues more complex patterns (AB, ABB) ❖ Explores patterns using objects, sounds and movements ❖ Orders and sequences events with increasing accuracy ❖ Begins to notice patterns in number	Number ❖ Secures counting to 10 with one-to-one correspondence ❖ Understands number bonds to 10 ❖ Explores addition and subtraction within 10 ❖ Compares quantities up to 10 ❖ Automatically recalls some number facts ❖ Demonstrates a deep understanding of numbers to 10 ❖ Explores relationships between numbers within 10 ❖ Solves simple addition and subtraction problems ❖ Uses number knowledge in practical contexts ❖ Begins to recall number bonds to 10 automatically Numerical Patterns ❖ Recognises, creates and extends a range of patterns ❖ Identifies rules within patterns ❖ Understands sequencing in daily routines and stories ❖ Explores patterns in number (e.g. counting sequences) ❖ Confidently creates and explains repeating patterns ❖ Identifies and corrects errors in patterns ❖ Understands number sequences beyond 10

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			❖ Recognises patterns within number relationships
<u>Understanding The World</u> Past and Present People, Culture and Communities The Natural World	Past and Present ❖ Talks about own experiences and familiar events ❖ Begins to use simple language related to time (now, today, before) ❖ Recognises and describes daily routines ❖ Remembers and discusses familiar stories People, Cultural and Communities ❖ Talks about people who are important to them ❖ Recognises different roles within their family and school and society ❖ Begins to understand that people have different beliefs and celebrations ❖ Shows interest in the lives of others The Natural World ❖ Explores the natural environment around them ❖ Notices change in the environment (e.g. weather, seasons) ❖ Talks about what they can see, hear and feel outdoors ❖ Begins to care for the natural world	Past and Present ❖ Describes events in their own life with simple sequencing ❖ Uses language such as before and after ❖ Talks about changes over time (e.g. baby to now) ❖ Recognises similarities and differences in stories and experiences People, Cultural and Communities ❖ Describes similarities and differences between themselves and others ❖ Learns about different celebrations, traditions and ways of life ❖ Begins to understand that people have different beliefs and communities ❖ Talks about places that are familiar to them The Natural World ❖ Describes what they see, hear and feel in the natural world ❖ Understands changes across the seasons ❖ Explores plants, animals and their habitats ❖ Begins to ask questions about the natural world	Past and Present ❖ Talks confidently about past and present events ❖ Understands and describes changes over time ❖ Explores similarities and differences between past and present ❖ Talks about the lives of people around them People, Cultural and Communities ❖ Talks about different communities and ways of life ❖ Understands and respects differences between people, cultures and beliefs ❖ Describes some similarities and differences between different religious and cultural communities ❖ Explores the wider world beyond their immediate environment The Natural World ❖ Explores and describes the natural world with increasing detail ❖ Understands key features of the life cycle of plants and animals ❖ Recognises similarities and differences between environments ❖ Shows care and respect for living things and the environment

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Expressive Arts and Designs Creating with Materials Being Imaginative and Expressive	Being Imaginative and Expressive ❖ Engages in imaginative play based on own experiences ❖ Uses role play to act out familiar routines and stories ❖ Explores sounds, songs and movement ❖ Joins in with singing and simple performances Creating with Materials ❖ Explores a range of materials freely ❖ Uses different tools and techniques (e.g. painting, sticking, modelling) ❖ Begins to give meaning to their creations ❖ Experiments with colour, texture and shape	Being Imaginative and Expressive ❖ Develops storylines in imaginative play ❖ Uses props and resources to support role play ❖ Explores different ways of moving and expressing through music ❖ Begins to perform songs, rhymes and stories with others Creating and Materials ❖ Uses a range of materials purposefully to create ❖ Develops techniques such as cutting, joining and shaping ❖ Begins to plan and talk about what they are creating ❖ Explores colour mixing and combining materials	Being Imaginative and Expressive ❖ Creates and develops own storylines in play ❖ Uses imagination to act out narratives and roles ❖ Performs songs, rhymes and stories with confidence ❖ Expresses ideas and feelings through music, movement and role play Creating and Materials ❖ Creates with a range of materials with increasing control and intention ❖ Develops own ideas and chooses appropriate resources ❖ Uses different techniques to achieve a planned outcome ❖ Evaluates and adapts their creations
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