

# EYFS Long Term Plan (Year 1 of 2 year cycle)

Theme	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding the World	Physical Development	Expressive Arts and design	Involving parents
<b>Autumn 1</b> <b>Nursery Rhymes/ 3 Little Pigs and Goldilocks and the 3 bears.</b> <b>Personal Goal Setting</b>	<p>Forming good relationships and including others in play i.e. sharing.</p> <p>Selecting own resources.</p> <p>Communicating with peers and listening</p> <p>Aware of boundaries and rule/routines within the setting and at home.</p>	<p>Can show some listening skills.</p> <p>Follow simple instructions.</p> <p>Understands the uses of the equipment.</p> <p>Can talk about what has happened.</p> <p>Learning new words.</p>	<p><u>Reading</u> Have some favourite stories and rhymes.</p> <p>Join in with rhythmic activities.</p> <p>Expose children to a range of different genres e.g. traditional tales and nursery rhymes.</p> <p>Handle books carefully.</p> <p><b>Know that print carries meaning.</b></p> <p><u>Writing</u> Making marks for meaning.</p> <p><b>Recognise own name.</b></p> <p><b>Writes own name.</b></p> <p><b>Hear and say initial sounds in words.</b></p>	<p><u>Numbers</u> <b>Say some number names in play.</b></p> <p><b>Recite numbers in order to 10.</b></p> <p>Recognises numbers up to 5 – 10.</p> <p>Can count out the right number of objects/actions.</p> <p><u>Shape</u> Uses shapes in pictures.</p> <p>Beginning to use language of size (big, middle and small)</p> <p>Positional language e.g. on &amp; under.</p>	<p>Shows an interest in their lives and those of personal significance.</p> <p>Knows what makes them similar and unique.</p> <p>Beginning to have their own friends.</p> <p>Notice detailed features in their environment.</p> <p>Knows how simple ICT works.</p>	<p>Beginning to understand their own needs hunger/ toilet/ personal hygiene.</p> <p>Dresses with support.</p> <p>Moves freely using suitable spaces and speed.</p> <p>Draws lines and circles Holding a pen correctly</p> <p>Knows equipment needs to be used safely.</p>	<p>Explores and experiments with colours and marks.</p> <p>Joins in singing favourite songs.</p> <p>Match movement to music.</p> <p><b>Tap out repeated rhythms.</b></p> <p><b>Creates sounds by banging and shaking etc...</b></p>	<p><b>Settling in time-</b> supporting transition.</p> <p>Baseline- Child's interests at home.</p> <p>Foundation stage Assembly</p>
<b>Autumn 2</b> <b>Who am I /Toys Personal History Festivals/ celebrations</b>	<p>Explains their own knowledge and asks questions.</p> <p>Takes on responsibility.</p> <p>Confident in different social situations.</p> <p>Aware of friendship and feelings.</p> <p>Working as a group with support.</p>	<p>Beginning to understand 'why and 'how' questions.</p> <p>Can describe where something is with prepositions.</p> <p><b>Follow simple instructions.</b></p> <p><b>Follows 2 step instructions.</b></p> <p>Speaking in front of a small group.</p> <p>Using and &amp; because in sentences.</p> <p>Use language to support role play.</p>	<p><u>Reading</u> Introducing alliteration- initial sounds- rhyming string through stories.</p> <p><b>Hear and say initial sounds in words.</b></p> <p><b>Beginning to blend VC and CVC words.</b></p> <p><u>Writing</u> <b>Beginning to form recognisable letters.</b></p> <p><b>Writes VC and CVC words.</b></p> <p><b>Writes own name.</b></p> <p><b>Sometimes gives meaning to the marks they make.</b></p> <p><b>Tracing own name.</b></p>	<p><u>Numbers</u> <b>Matching objects to numerals.</b></p> <p>Starts to represent and recognise some numbers.</p> <p><b>Say number names in sequence.</b></p> <p><b>Counting up to 10 and beyond</b></p> <p><u>Shape</u> Using positional language e.g. behind &amp; next to.</p> <p><b>Notice simple shapes and patterns in pictures.</b></p> <p><b>Begins to create patterns with support.</b></p> <p>Begins to understand daily routines and uses terminology e.g. home time.</p>	<p>Recognises and describes special events and joining in with them.</p> <p>Begin to understand differences in different families.</p> <p>Develop friendships.</p> <p>Talks about how things work.</p> <p>Investigates toys that have moving parts.</p> <p>Begin to uses age appropriate software.</p>	<p>Moves freely in a variety of different ways.</p> <p>Uses scissors and other tools safely.</p> <p>Show a dominant hand.</p> <p><b>Makes anticlockwise movement.</b></p> <p><b>Imitates drawing simple shapes.</b></p> <p>Understand their own needs hunger/ toilet/ personal hygiene.</p>	<p>Moving to music rhythmically.</p> <p>Exploring colour/texture to make pictures.</p> <p>Singing a few familiar songs.</p> <p>Joining in with a wider variety of role play.</p> <p><b>Beginning to use narrative in role play.</b></p>	<p>Nativity</p> <p>Exhibition- Parents invited in.</p> <p>Linking with the community- Carols.</p> <p>Parents evening.</p>

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<b>Spring 1</b>  <b>Once upon a time...</b> <b>Jack and the Bean Stalk</b> <b>Gingerbread man</b> <b>Julia</b> <b>Donaldson-Gruffalo.</b>	<p>Initiates conversation with peers.</p> <p>Showing affection and concern and can respond to others needs.</p> <p>Aware of boundaries and rule/routines within the setting and at home. (NI)</p> <p>Explores new toys in environments. (NI)</p> <p>Working as a group with support.</p>	<p>Beginning to understand 'why and 'how' questions</p> <p>Follow simple instructions.</p> <p>Follows 2 step instructions.</p> <p>Beginning to use more complex sentences.</p> <p>Use talk to sequence events/ stories.</p> <p>Can talk about what has happened.</p> <p>Learning new words.</p>	<p><u>Reading</u> Book language.</p> <p>The role of an author/ illustrator.</p> <p>Know that print carries meaning.</p> <p>Describing characters.</p> <p>Sequencing stories/events with support.</p> <p><u>Writing</u> Making marks for meaning.</p> <p>Recognise own name (NI)</p> <p>Mark making own name.</p> <p>Writes own name and CVC words. Forming recognisable letters.</p>	<p><u>Numbers</u> Say number names in sequence to 5/10.</p> <p>Recite numbers in order to 20.</p> <p>Recognises numbers up to 1-15.</p> <p>Can count out the right number of objects/actions.</p> <p><u>Shape</u> Recognise 2D shapes ( naming and properties)</p> <p>Length and height language.</p> <p>Beginning to use everyday language related to money.</p>	<p>Shows an interest in their lives and those of personal significance.</p> <p>Knows what makes them similar and unique.</p> <p>Beginning to have their own friends.</p> <p>Notice detailed features in their environment.</p> <p>Knows how simple ICT works.</p> <p>Beginning to understand stories from other cultures (Chinese New Year)</p>	<p>Beginning to understand their own needs hunger/ toilet/ personal hygiene.</p> <p>Dresses with support.</p> <p>Moves freely using suitable spaces and speed.</p> <p>Draws lines and circles Holding a pen correctly</p> <p>Knows equipment needs to be used safely.</p>	<p>Explores and experiments with colours and marks.</p> <p>Joins in singing favourite songs.</p> <p>Match movement to music.</p> <p>Tap out repeated rhythms.</p> <p>Creates sounds by banging and shaking etc...</p>	<p><b>Parent/Child visit days for NI</b></p> <p><b>Settling in time-</b> supporting transition.</p> <p>Baseline- Child's interests at home.</p> <p>Foundation stage Assembly</p>
<b>Spring 2</b>  <b>Amazing Animals-Farm</b> <b>Hot and cold comparison-jungle / South Pole</b>  <b>(Penguins-monkey)</b>	<p>Explains their own knowledge and asks questions.</p> <p>Takes on responsibility.</p> <p>Confident in different social situations.</p> <p>Aware of friendship and feelings.</p> <p>Working as a group with support.</p>	<p>Beginning to understand 'why and 'how' questions.</p> <p>Can describe where something is with prepositions.</p> <p>Follow simple instructions.</p> <p>Follows 2 step instructions.</p> <p>Speaking in front of a small group.</p> <p>Using and &amp; because in sentences.</p> <p>Use language to support role play.</p>	<p><u>Reading</u> Introducing alliteration- initial sounds-rhyming string through stories.</p> <p>Hear and say initial sounds in words.</p> <p>Beginning to blend VC and CVC words.</p> <p>Fiction / Non Fiction books.</p> <p><u>Writing</u> Beginning to form recognisable letters.</p> <p>Writes VC and CVC words.</p> <p>Writes own name.</p> <p>Sometimes gives meaning to the marks they make.</p> <p>Tracing own name.</p>	<p><u>Numbers</u> Matching objects to numerals.</p> <p>Starts to represent and recognise some numbers.</p> <p>Say number names in sequence.</p> <p>Counting up to 10 and beyond</p> <p><u>Shape</u> Using positional language e.g. behind &amp; next to. Capacity language e.g. full, empty.</p> <p>Notice simple shapes and patterns in pictures.</p> <p>Begins to create patterns with support.</p> <p>Begins to understand daily routines and uses terminology e.g. home time.</p>	<p>Recognises and describes special events and joining in with them.</p> <p>Begin to understand differences in different families.</p> <p>Looks at similarities and differences</p> <p>Talks about how things work.</p> <p>Shows concern and care for living things and the environment.</p> <p>Begin to uses age appropriate software.</p> <p>Beginning to understand stories from other cultures (Easter)</p>	<p>Moves freely in a variety of different ways.</p> <p>Uses scissors and other tools safely.</p> <p>Show a dominant hand.</p> <p>Makes anticlockwise movement.</p> <p>Imitates drawing simple shapes.</p> <p>Understand their own needs hunger/ toilet/ personal hygiene.</p>	<p>Moving to music rhythmically.</p> <p>Exploring colour/texture to make pictures.</p> <p>Singing a few familiar songs.</p> <p>Joining in with a wider variety of role play.</p> <p>Beginning to use narrative in role play.</p>	<p>Exhibition- Parents invited in.</p> <p>Parents evening.</p> <p>Trip to Honey Suckle farm.</p> <p>Easter related activities.</p>

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Summer 1  People Who Help Us	Asks appropriate questions  Takes steps to resolve conflict.  Aware of boundaries and rule/routines within the setting and at home. (NI)  Explores new toys in environments. (NI)  Working as a group with support.  Can say when they do or don't need help.	Understand 'why and 'how' questions.  Follow simple/complex instructions.  Beginning to use more complex sentences.  Use talk to sequence events/ stories.  Be able to use past, present and future when talking about events.  Can talk about what has happened.  Learning new words.	<u>Reading</u> Can use non fictions books to find out information.  Know that print carries meaning.  Hearing and saying initial sounds in words.  Using vocabulary influenced by their experience of books.  Confident to use transferable skills (phonics) <u>Writing</u> Making marks for meaning.  Using recognisable letter shapes when writing.  Recognise own name (NI)  Begins to form simple sentences using fingers spaces, capital letters and full stops.	<u>Numbers</u> Say number names in sequence to 5/10.  Begins to make comparison between quantities.  Counting forwards and backwards.  Recognises numbers up to 1-20.  Be able to say one more/one less than a given number.  Adding and subtraction 2 single digit numbers.  Can count out the right number of objects/actions.  <u>Shape</u> Recognise 2D/ 3D shapes ( naming and properties)  Using everyday language for time, money, capacity and weight.	Recognises and describes special events.  Joins in with family customs and routines.  Knows what makes them similar and unique.  Knows how to operate simple equipment.  Shows an interest in different occupation and ways of life.  Notice detailed features in their environment and can make a comparison.  Recognise a range of technology in schools and home.	Can manage personal hygiene independently.  Dresses with support.  Holds pencil properly and draws circles.  Moves freely using suitable spaces and speed.  Shows a preference for a dominant hand.  Show good control and coordination in large and small movements.  Healthy Eating Focus:  Know the importance for good health.	Chooses particular colours for a purpose.  Makes up rhymes.  Sings songs, make music and dance independently.	Parent/Child visit days for NI  Settling in time-supporting transition.  Baseline- Child's interests at home.  Foundation stage Assembly
Summer 2  All aboard	Asks appropriate questions  Aware of behavioural expectations.  Beginning to except the needs of others and take turns.  Working as a group with support.  Can understand and follow rules independently.	Answer 'why and 'how' questions about their experiences.  Uses talk in pretending that objects stands for something else.  Beginning to use more complex sentences.  Use talk to clarify thinking.  Can talk about what has happened.  Learning new words/ Phrases.	<u>Reading</u> Demonstrates understanding when talking about what others have read.  Shows an illustration and story books.  Hearing and saying initial sounds in words.  Using vocabulary influenced by their experience of books.  Confident to use transferable skills (phonics) <u>Writing</u> Continues a rhyming string.  Making marks for meaning.  Using recognisable letter shapes when writing.  Writing/copy own name.  Begins to form simple sentences using fingers spaces, capital letters and full stops.  Writing for different purposes.	<u>Numbers</u> Say number names in sequence to 5/10.  Begins to make comparison between quantities- use language such as one more/ one less.  Counting forwards and backwards.  Recognises numbers up to 1-20.  Adding and subtraction 2 single digit numbers.  Doubling and Halving.  Can count out the right number of objects/actions.  <u>Shape</u> Recognise 2D/ 3D shapes ( naming and properties)  Using everyday language for time, money, capacity and weight.	Looks closely at similarities, differences, patterns and change.  Talks about why things happen and how things work.  Comments and asks questions about aspects of their familiar world.  Notice detailed features in their environment and can make a comparison.  Shows care and concern for living things (Sea creatures)  Can select and use technology for particular purposes.	Can manage personal hygiene independently.  Draws lines and circles using gross motor.  Observes what happen to their bodies when they move.  Shows a preference for a dominant hand.  Show good control and coordination in large and small movements.  Sun Safety: Knowing the importance of how to stay safe.	Moving to music rhythmically.  Exploring colour/texture to make pictures.  Singing a few familiar songs.  Joining in with a wider variety of role play.  Beginning to use narrative in role play.	Exhibition- Parents invited in.  Parents evening.  Trip to Honey Suckle farm.  Easter related activities.