



EYFS Long Term Plan

Nursery							Reception					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!	All about Me!	Tell me a Story	The Big Wide World		Crazy Construction	Water, Water, Everywhere!
Key Texts	<p>**A range of high-quality picture books to introduce children to story time **</p> <p>Nursery Rhymes Goldilocks and the three bears The Gingerbread Man</p>	<p>The Colour Monster</p> <p>*With additional stories from Reading Long Term Plan</p>	<p>The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip How to grow a dinosaur</p>		<p>Range of non-fiction texts</p>	<p>Everywhere Bear We're Going on a Bear Hunt Paddington</p>	<p>**A range of high-quality picture books to introduce children to Reception story time **</p> <p>How to fill a bucket Only one me Unicorn ...</p>	<p>Supatato The Day the Crayons Quit</p> <p>*With additional stories from Reading Long Term Plan</p>	<p>How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood</p>		<p>Three Little Pigs Katie in London The Royal Family</p>	<p>Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish</p>
C&L	<p>*Listen to stories and understand what is happening with the help of pictures. *Understand and act on simple sentences like 'make teddy jump' or 'find your coat'. *Understand simple questions about 'who', 'what' and 'where' *Use a wide range of vocab.</p>	<p>*Understand and enjoy longer stories and remember most of what happened. *Understand a question or instruction that has two parts. *Understand 'why' questions.</p>	<p>*Know many rhymes, be able to talk about familiar books, and be able to tell a long story. *Use longer sentences of 4-6 words. *Shift from one task to another by their name being called. *Develop communication skills.</p>		<p>*Be able to express a viewpoint and debate when they disagree with an adult or a friend, using words. *Start a conversation and continue it for many turns. *Use talk to organise themselves and their play.</p>	<p>*Use sentences with joined up words like 'because', 'or', 'and'. *Use future and past tense. *Answer simple 'why' questions.</p>	<p>*Engage in extended conversations about stories, learning new vocabulary. *Understand to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. Ask questions to *Find out more and to check they understand what has been said to them. *Develop social phrases.</p>	<p>*Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Retell the story, once they have developed a deep familiarity with the text. *Learn rhymes, poems and songs.</p>	<p>*Describe events in some detail.</p>	<p>*Use new vocabulary in different contexts.</p>	<p>*Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>ELG statements</p>



EYFS Long Term Plan



	*Sing a large repertoire of songs.										
PSED	<p>*Talk about their feelings using words like happy, sad, and angry.</p> <p>*Select and use activities and resources, with help when needed.</p>	<p>*Begin to understand how others might be feeling.</p> <p>*Increasingly follow rules, understanding why they are important.</p>	<p>*Help to find solutions to conflicts and rivalries and accepting other ideas.</p>	<p>*Become more outgoing with unfamiliar people, in the safe context of Nursery.</p> <p>*Show more confidence in new social situations.</p>		<p>*See themselves as a valuable individual.</p> <p>*Think about the perspectives of others.</p> <p>*Talk about members of their immediate family and community.</p> <p>*Build constructive and respectful relationships.</p> <p>*Express their feelings and consider the feelings of others.</p>	<p>*Show resilience and perseverance in the face of a challenge.</p>	<p>*Think about the perspectives of others.</p> <p>*Identify and moderate their own feelings socially and emotionally.</p>	<p>*Manage their own needs.</p>	<p>*Think about the perspectives of others.</p>	ELG statements
PD	<p>*Use large muscle movements to wave flags, streamers, paint and make marks.</p> <p>*Continue to develop their movement, balancing, riding and ball skills.</p> <p>*Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands.</p>	<p>*Skip, hop, stand on one leg and hold a pose.</p> <p>*Make healthy choices about food, drink and tooth brushing.</p> <p>*Use a knife and fork.</p> <p>*Be increasingly independent as they get dressed and undressed.</p>	<p>*Use one handed tools and equipment.</p> <p>*Use a comfortable grip with good control when holding pens and pencils.</p> <p>*Show a preference for a dominant hand.</p>	<p>*Match their physical skills to tasks e.g., crawl, walk or run across a plank.</p> <p>* Start taking part in some group activities which they make up for themselves.</p>	<p>*Choose the right resource to carry out their own plan.</p> <p>*Collaborate with others to manage large items.</p>	<p>*Revise and refine the fundamental movement skills they have already acquired</p> <ul style="list-style-type: none"> - Rolling Crawling Walking Jumping Running Hopping Skipping Climbing <p>*Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Know and talk about the different factors that support their</p>	<p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Develop overall body-strength, balance, co-ordination and agility.</p>	<p>*Confidently and safely use a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>*Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	ELG statements



EYFS Long Term Plan

						overall health and wellbeing. *Further develop the skills they need to manage the school day successfully.					
Literacy	<ul style="list-style-type: none"> *Understand print has meaning. *The names of different parts of a book. *Page sequencing. 	<ul style="list-style-type: none"> *Clap and count syllables 	<ul style="list-style-type: none"> *Spot and suggest rhymes 	<ul style="list-style-type: none"> *Recognise words with the same initial sounds. 	<ul style="list-style-type: none"> *Write some letters accurately. *Write some or all their name. *Use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> *Read individual letters by saying the sounds for them. *Blend sounds into words. *Re-read books to build up confidence in word reading, their fluency and enjoyment. 	<ul style="list-style-type: none"> *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words. *Read simple phrases and sentences made up of words with known letter-sound correspondence 	<ul style="list-style-type: none"> *Form lower-case and capital letter correctly. *Spell words by identifying the sounds and then writing the sound with letters. 	<ul style="list-style-type: none"> *Write short sentences with words with known letter sound correspondence using a capital letter and full stop. 	<ul style="list-style-type: none"> *Re-read what they have written to check that it makes sense. 	ELG statements
Mathematics	<ul style="list-style-type: none"> *Talk about and explore 2D and 3D shapes using informal and mathematical language. 	<ul style="list-style-type: none"> *Understand position through words alone. *Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> *Compare quantities using language more than, fewer than. 		<ul style="list-style-type: none"> *Describe a familiar route. 	<ul style="list-style-type: none"> *Count objects, actions and sounds. *Subitise *Link the number symbol with its cardinal number value. *Count beyond 10 *Compare numbers *Understand one more/one less. *Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> *Understand the relationship between consecutive numbers. *Explore the composition of numbers 1-10. *Compare length, weight and capacity. 	<ul style="list-style-type: none"> *Automatically recall number bonds for numbers 0-10. *Select and rotate shapes in order to develop spatial reasoning skills. *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> *Explore the composition of numbers 1-10. *Automatically recall number bonds for numbers 0-10. 	<ul style="list-style-type: none"> *Fluency and Mastery of the previous taught concepts. 	ELG statements
UTW	<ul style="list-style-type: none"> *Use all their senses in hands on exploration of natural materials. 	<ul style="list-style-type: none"> *Begin to make sense of their own life-story and family's history. *Continue to develop positive 	<ul style="list-style-type: none"> *Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and animal. 	<ul style="list-style-type: none"> *Show an interest in different occupations. *Explore how things work. 	<ul style="list-style-type: none"> *Know that there are different countries in the world and talk about the differences they have 	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> *Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> *Recognise some environments that are different to the one in which they live. *Explore the natural world around them. 	<ul style="list-style-type: none"> *Comment on images of familiar situations in the past. 	ELG statements	



EYFS Long Term Plan

	<p>*Explore collections of materials with similar and/or different properties.</p>	<p>attitudes about the differences between people.</p>	<p>*Begin to understand the need to respect and care for the natural environment. *Talk about the differences between materials and changes they notice.</p>	<p>*Explore and talk about different forces they feel.</p>	<p>experienced or seen in photos.</p>	<p>*Understand the effect of changing seasons on the natural world around them. *Describe what they see, hear and feel whilst they are outside.</p>	<p>*Recognise that people have different beliefs and celebrate special times in different ways. *Understand that some places are special to members of their community.</p>	<p>*Draw simple information from a map.</p>		
EAD	<p>*Listen with increased attention to sounds. *Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. *Take part in simple pretend play, using an object to represent something else. *Join different materials and explore different textures.</p>	<p>*Explore colour and colour mixing *Show different emotions in their drawings and paintings. *Play instruments with increasing control to express their feelings and ideas. *Sing the melodic shape of familiar songs.</p>	<p>*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to help represent objects. *Draw with increasing complexity and detail.</p>	<p>* Begin to develop complex stories using small world equipment. *Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>*Develop their ideas and then decide which materials to use to express them.</p>	<p>*Explore use and refine a variety of artistic effects to express ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Sing in a group or on their own.</p>	<p>*Create collaboratively sharing ideas, resources and skills. *Develop storylines in their pretend play.</p>	<p>*Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>*Explore and engage in music making and dance, performing solo or in groups.</p>	<p>ELG statements</p>