



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	Are you sitting comfortably?	Once Upon a Time	Adventure is out there	Ahoy, little pirates!	Stomp, Stomp, Stomp!	On the beach	All about Me! Helping Heroes	Crazy Construction	A Walk in the Woods	Space Explorers	Marine Magic	Jurassic Journeys
<u>Key Texts</u>	**A range of high-quality picture books to introduce children to story time ** Peace at last The colour monster The leaf thief Nursery Rhyme Week	The Three Little Pigs Goldilocks and the three bears The Gingerbread Man Dear Santa	Let's all crept through the crocodile creek We're going on a bear hunt The Gruffalo Everywhere bear	The Pirates are coming Pirates are coming! People who help us (non-fiction)	Gigantosaurus Oi dinosaurs! Tyrannosaurus Drip How to grow a dinosaur	The sea saw What the ladybird heard at the seaside The snail and the whale Barry the fish with fingers	**A range of high-quality picture books to introduce children to Reception story time ** The Little Box of Feelings The Mega, magical teacher swap. Supertato Superhero like you	The Three Little Pigs *With additional stories from Reading Long Term Plan	A Walk in the Woods Percy the Park Keeper - One Snowy Night. The Gruffalo.	Range of non-fiction texts Look Up Naughty Bus	Clem and Crab Someone Swallowed Stanley. Sharing a Shell.	Range of non-fiction texts Romeosaurus and Juliet Rex. Dinosaurs Love Underpants.
<u>C&L</u>	*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.	*Understand and enjoy longer stories and remember most of what happened. *Understand a question or instruction that has two parts. *Understand 'why' questions.	*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.	*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.	*Use sentences with joined up words like 'because', 'or', 'and'. *Use future and past tense. *Answer simple 'why' questions.	*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.	*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.	*Describe events in some detail.	*Use new vocabulary in different contexts.	*Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	ELG statements



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	*Sing a large repertoire of songs.											
<u>PSED</u>	*Talk about their feelings using words like happy, sad, and angry. *Select and use activities and resources, with help when needed.	*Begin to understand how others might be feeling. *Increasingly follow rules, understanding why they are important.	*Help to find solutions to conflicts and rivalries and accepting other ideas.		*Become more outgoing with unfamiliar people, in the safe context of Nursery. *Show more confidence in new social situations.		*See themselves as a valuable individual. *Think about the perspectives of others. *Talk about members of their immediate family and community. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others.	*Show resilience and perseverance in the face of a challenge.	*Think about the perspectives of others. *Identify and moderate their own feelings socially and emotionally.	*Manage their own needs.	*Think about the perspectives of others.	ELG statements
<u>PD</u>	*Use large muscle movements to wave flags, streamers, paint and make marks. *Continue to develop their movement, balancing, riding and ball skills. *Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands.	*Skip, hop, stand on one leg and hold a pose. *Make healthy choices about food, drink and tooth brushing. *Use a knife and fork. *Be increasingly independent as they get dressed and undressed.	*Use one handed tools and equipment. *Use a comfortable grip with good control when holding pens and pencils.	*Show a preference for a dominant hand.	*Match their physical skills to tasks e.g., crawl, walk or run across a plank. * Start taking part in some group activities which they make up for themselves.	*Choose the right resource to carry out their own plan. *Collaborate with others to manage large items.	*Revise and refine the fundamental movement skills they have already acquired - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skiping - Climbing *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. *Know and talk about the different factors that support their	*Progress towards a more fluent style of moving, with developing control and grace. *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.	*Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Develop overall body-strength, balance, co-ordination and agility.	*Confidently and safely use a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	*Develop the foundations of a handwriting style which is fast, accurate and efficient.	ELG statements



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							overall health and wellbeing. *Further develop the skills they need to manage the school day successfully.					
<u>Literacy</u>	*Understand print has meaning. *The names of different parts of a book. *Page sequencing.	*Clap and count syllables	*Spot and suggest rhymes		*Recognise words with the same initial sounds.	*Write some letters accurately. *Write some or all their name. *Use some of their print and letter knowledge in their early writing.	*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.	*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	*Form lower-case and capital letter correctly. *Spell words by identifying the sounds and then writing the sound with letters.	*Write short sentences with words with known letter sound correspondence using a capital letter and full stop.	*Re-read what they have written to check that it makes sense.	ELG statements
<u>Mathematics</u>	*Talk about and explore 2D and 3D shapes using informal and mathematical language.	*Understand position through words alone. *Make comparisons between objects relating to size, length, weight and capacity.	*Compare quantities using language more than, fewer than.			*Describe a familiar route.	*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.	*Understand the relationship between consecutive numbers. *Explore the composition of numbers 1-10. *Compare length, weight and capacity.	*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.	*Explore the composition of numbers 1-10. *Automatically recall number bonds for numbers 0-10.	*Fluency and Mastery of the previous taught concepts.	ELG statements
<u>UTW</u>	*Use all their senses in hands on exploration of natural materials.	*Begin to make sense of their own life-story and family's history. *Continue to develop positive	*Plant seeds and care for growing plants. *Understand the key	*Begin to understand the need to respect and care for the	*Show an interest in different occupations. *Explore how things work.	*Know that there are different countries in the world and talk about the differences they have	*Talk about members of their immediate family and community. *Name and describe people who are familiar to them.	*Compare and contrast characters from stories, including figures from the past.	*Recognise some environments that are different to the one in which they live. *Explore the natural world around them.	*Comment on images of familiar situations in the past.		ELG statements



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	*Explore collections of materials with similar and/or different properties.	attitudes about the differences between people.	features of the life cycle of a plant and animal.	natural environment. *Talk about the differences between materials and changes they notice.	*Explore and talk about different forces they feel.	experienced or seen in photos.	*Understand the effect of changing seasons on the natural world around them. *Describe what they see, hear and feel whilst they are outside.	*Recognise that people have different beliefs and celebrate special times in different ways. *Understand that some places are special to members of their community.	*Draw simple information from a map.		
EAD	*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.	*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.	*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.	* Begin to develop complex stories using small world equipment. *Make imaginative and complex 'small worlds' with blocks and construction kits.	*Develop their ideas and then decide which materials to use to express them.	*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.	*Create collaboratively sharing ideas, resources and skills. *Develop storylines in their pretend play.	*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.	*Explore and engage in music making and dance, performing solo or in groups.	ELG statements