

EYFS Long Term Planning



Characteristics of effective learning	Playing and Exploring, Active Learning, Creating and Thinking Critically					
Learning and Development <small>*Some of these topics, drivers and texts are subject to change due to child interests and fascinations.</small>	Autumn		Spring		Summer	
	Resilience		Creativity		Aspiration	
Vehicle, Topic	Marvellous me	Celebrations	Traditional tales	Stories from around the world	Sow the seeds	Growing up
Communication and Language						
Educational programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s backand-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Ongoing provision throughout the year	T4W	Engage in and talk about words, books, retell stories and create their own				
	Circle time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	Drawing Club	Learn and practise new vocabulary (8 words a week), listen to and talk about stories, engage in conversation with friends and adults.				
	Message Centre	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults				
	Story/Song time	Using high quality texts, learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs				

Personal Social and Emotional Development

Educational programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
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Curriculum Goal	<p>To become an Independent Individual who can follow the Class Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings</p>
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Ongoing provision throughout the year	Daily Routines	Self-registration, change into wet weather gear, use toilets independently, snack time (whole class or free-flow), whole class carpet times, lunchtimes, getting ready for home
	Drawing Club	Build relationships with others, see themselves as a valued individual and a member of our nursery community, give focused attention and follow instructions
	Class/school rules	To be ready, safe and respectful
	Message centre	Build relationships with others, see themselves as a valued individual, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others
	Story/Song Time	Experience, explore and talk about positive relationships, feelings and emotions, diversity

Physical Development

	Marvellous me	Celebrations	Traditional tales	Stories from around the world	Sow the seeds	Growing up
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Educational programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
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Curriculum Goal	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, knives for cooking, paintbrushes, tweezers,) safely and with confidence</p>	
Ongoing provision throughout the year	Dough Disco Sqiggle Whilst you Wiggle	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term
	Drawing Club, Message Centre	Hold a pencil effectively, develop accuracy and care when drawing and writing
	Lunch time	Unwrap lunch packets independently, eat with cutlery where appropriate, understand about healthy eating
	Outside/CP	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills
	Sticky kids/Yoga/Go Noodle	Develop strength, balance and co-ordination

Literacy

Educational programme	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>
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Curriculum Goal	<p>To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them</p> <p>To become a Mark Maestro who can independently make a range of marks with control and purpose, giving them meaning.</p>
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	Marvellous me	Celebrations	Traditional tales	Stories from around the world	Sow the seeds	Growing up
Reading	Sharing books 1:1 with adults or friends, turning pages in order Small group stories Class stories and Drawing club Joining in with repeated refrains and patterned language Making sharing books fun and participatory Playing with rhyme		Developing vocabulary Enjoying longer stories with increasing recall Talk about events and characters Recognising name card Understand print has different purposes Recognising rhyme Clapping syllables		Retelling stories with pictures and props More developed discussion of stories eg characters' feelings, talk about 'why' things happen. Making predictions. Inventing new endings and innovating T4W texts Understands directionality L-R and top-bottom Sorting words by rhyme or initial sound	

Writing	Uses mark making tools with enough pressure to form clear marks	Using mark making for different purposes Drawing recognizable pictures with clear purpose Having a go at representing name	Showing a dominant hand, Giving meaning to emergent writing. Name writing with recognizable letters. Refer to RWI frieze for writing initial sounds. Use print knowledge in mark making eg directionality			
Ongoing provision throughout the year	T4W	Engage in and talk about words, books, retell stories and create their own				
	Drawing Club and Message Centre	Learn and practise new vocabulary (8 words a week), listen to and talk about stories, read and write secret passwords/symbols				
	Message Centre (CP)	Use message centres to create secret symbols/sounds/words to make things happen, read messages, engage in and talk about books, retell stories and create their own				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				
Key RWI texts and rhymes	Nursery top 10 books for children to learn inside out: Dear zoo The very busy spider The gingerbread man The three billy goats gruff The three little pigs We're going on a bear hunt Handa's surprise The enormous turnip Buri and the marrow The very hungry caterpillar	<u>Top rhymes for learning in Nursery</u> Hickory dickory dock Humpty dumpty If you're happy and you know it Incey wincey spider Old MacDonald Round and round the garden Row row row your boat Dingle dangle scarecrow Grand old duke of York The wheels on the bus Twinkle twinkle Wind the bobbin up Roly poly, roly poly Heads, shoulders, knees and toes Round and round the garden Tommy thumb 2 little dicky birds I have 10 little fingers 1,2,3,4,5 5 little peas 5 little ducks 5 little speckled frogs 5 little monkeys/dinosaurs 5 fat sausages 5 little men in a flying saucer 1 little elephant balancing A red fire engine, 5 fighters big and strong				
T4W Texts	Innovate nursery rhymes	Innovate number songs for Christmas	The Gingerbread man	Buri and the marrow	The enormous turnip	The very hungry caterpillar

Mathematics

Educational programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 5, touch count reliably, recognise numerals and apply their number knowledge to solve practical problems					
	Marvellous me	Celebrations	Traditional tales	Stories from around the world	Sow the seeds	Growing up
Term specific provision	Uses number names and mathematical language in play Joins in with number songs (words or actions) Sorts objects by size/colour Recites some number names in order to 5 Touch count 3 objects reliably Beginning to use fingers to represent number		Touch count 5 objects reliably Understands cardinality (last number said is total) Compare numbers - more/less Begin to solve simple problems Begin to represent numbers using marks on paper		Show number fingers to 5 Problem solves e.g. uses fingers or objects to find one more or less Links numerals to amounts up to 5 Subitising 3 objects Counts to 10	
	Explore SSM through playing with blocks, construction kits, sand and water		Develop size/capacity and positional language		Describe and name 2D shapes using appropriate mathematical terms	
Ongoing provision throughout the year	Daily routines	Counting how many children present and recording at carpet time				
	Drawing Club and message center	Use mathematical language when drawing, count, subitise, compare numbers and amounts, draw 2D shapes, use message centres to create secret symbols/passcodes to make things happen.				
	Story/song time	Number songs – practical problem solving				
	Construction area, puzzles + light table	Tuff spots, inside and outside construction areas for exploring shape and space Puzzle corner. 2D and 3D shape on light table				
	Sand and water	Inside and out to explore measure – size and capacity				
	NumberBlocks	Introduce NumberBlocks				

Understanding the World

Educational programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
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Curriculum Goal	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand plant and animal life cycles, understand changes that have happened in their lives and talk about contrasts between different places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, have an awareness of other people’s cultures and beliefs.</p>
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Term specific provision	<p>Talking about our families, how they are the same or different</p> <p>Recognising that we have different preferences and interests</p> <p>Understanding that we all grow and change</p> <p>Exploring using our senses</p>	<p>Fostering positive attitudes to difference, celebrating diversity</p> <p>Explore materials and forces</p> <p>Describe what we see and discover</p>	<p>Understand key features of life cycle of plants and animals</p> <p>Recognise the need to care for living things</p> <p>Notice differences between Weymouth and other places</p>
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Ongoing provision throughout the year	Drawing Club	Draw and talk about characters and settings, draw simple maps
	Message Centre (CP)	Learn and practise new vocabulary, create small world environments, draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts
	Story/song time	Experience, explore and talk about different people and occupations, discover exciting non-fiction books and videos. Enjoy stories and comment on images from the past or different cultures/countries

Expressive Art and Design

Educational programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
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Curriculum Goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.
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	To become a Proud Performer who can join in with performing songs, rhymes and storytelling for an audience, retell stories and play a range of percussion instruments, exercising control over the sounds they make eg loud, quiet, fast, slow					
	Marvellous me	Celebrations	Traditional tales	Stories from around the world	Sow the seeds	Growing up
Term specific provision	Engagement and exploration		Skills focus eg joining techniques, scissor control, brush technique, printing Modelling small world story telling Learn dance moves and routines Develop instrument techniques		Further develop skills Initiative and independence	
Ongoing provision throughout the year	Drawing Club and message centre	Develop drawing skills, use imagination, develop storylines				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories				
Shared Values	Compassion, perseverance, respect					
Hooks and outcomes	Photos from home Sharing Tapestry posts	Harvest, Halloween, bonfire night, fire pit Christmas	Sharing favourite stories	World book day – sharing stories from home, dressing up, extreme reading	Planting garden Growing beans and cress Hatching chicks Watching caterpillars	Eating produce Picking flowers Measuring sunflowers Releasing butterflies Caring for chicks
Class Assemblies/Parent events	Settling in Parent consultations	Christmas song show Introduce library, achievosaurus, starting out bags	Parent consultations	Parent storytellers – bilingual visitors?		Summer picnic
Visits/visitors		Santa!			Dentist Gardener	Bug man
Shared opportunities (Year/Phase/Fed)			Y2 Bookworms to read stories Friday PMs		Y2 Gardeners to visit Transition visits to FS2 Watch FS2 assemblies	