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| **EYFS Long Term Plan 2021/2022 F1** | | | |
| **Terms** | **Autumn** | **Spring** | **Summer** |
| **Possible Lines of Exploration and occasions to be celebrated** | Autumn/ Seasonal Change/Decay  Christmas | Chinese New Year  Valentine’s Day  Pancake Day  Easter | Summer/ Seasonal change/Light Shadow |
| **Personal, social and Emotional Development**  (Self-Regulation, Managing self, Building Relationships) | * Find ways to calm themselves, through being calmed and comforted by their key person * Establish their sense of self. * Express preferences and decisions. * Try new things and start establishing their autonomy. * Engage with others through gestures, gaze and talk. * Use engagement to achieve a goal. * Find ways of managing transitions, for example from their parent to their key person. * Thrive as they develop self-assurance. * Look for clues about how to respond to something interesting. * Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. * Feel strong enough to express a range of emotions. * Grow in independence, rejecting help. * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. * Be increasingly able to talk about and manage their emotions * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. * Develop friendships with other children * Safely explore emotions beyond their normal range through play and stories. * Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. | * Select and use activities and resources, with help when needed. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Increasingly follow rules, understanding why they are important. * Do not always need an adult to remind them of a rule. * Play with one or more other children, extending and elaborating play ideas. | * Develop their sense of responsibility and membership of a community. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.   Begin to understand how others might be feeling. |
| **Communication and Language**  (Listening, attention and Understanding and Speaking) | * Make eye contact for longer periods. * Watch someone’s face as they talk. * Copy what adults do, taking ‘turns’ in conversations and activities. * Try to copy adult speech and lip movements. * Enjoy singing, music and toys that make sounds. * Recognise and are calmed by a familiar and friendly voice. * Listen and respond to a simple instruction. * Copy your gestures and words. * Use intonation, pitch and changing volume when ‘talking’. * Understand simple instructions like “give to me” or “stop”. * Generally focus on an activity of their own choice * Listen to other people’s talk with interest * Start to say how they are feeling, using words as well as actions. * Start to develop conversation, often jumping from topic to topic. * Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. * Use the speech sounds p, b, m, w. * Listen to simple stories and understand what is happening, with the help of the pictures. * Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. * Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | * Enjoy listening to longer stories and can remember much of what happens. * Beginning to pay attention to more than one thing at a time. * Sing a large repertoire of songs. | * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |
| **Physical Development**  (Fine Motor Skills and Gross Motor Skills) | * Enjoy moving when outdoors and inside. * Reach out for objects as co-ordination develops. * Try a wider range of foods with different tastes and textures. * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music. * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. * Walk, run, jump and climb – and start to use the stairs independently * Spin, roll and independently use ropes and swings (for example, tyre swings). * Develop manipulation and control. * Explore different materials and tools. * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Use toilet independently. | * Start taking part in some group activities which they make up for themselves, or in teams. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Start to eat independently and learning how to use a knife and fork. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. * Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Make healthy choices about food, drink and activity |
| **Literacy**  (Writing, Word Reading and Comprehension) | * Enjoy songs and rhymes, tuning in and paying attention. * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Sing songs and say rhymes independently, for example, singing whilst playing. * Enjoy sharing books with an adult. * Pay attention and responds to the pictures or the words. * Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. * Repeat words and phrases from familiar stories. * Develop play around favourite stories using props. * Enjoy drawing freely. | * Engage in extended conversations about stories, learning new vocabulary * Notice some print, such as the first letter of their name or a familiar logo. * Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” * Make marks on their picture to stand for their name. * Ask questions about the book. Makes comments and shares their own ideas. | * Understand the five key concepts about print:   - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing   * Develop their phonological awareness, so that they can:   - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother   * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. * Write some or all of their name. * Write some letters accurately. |
| **Mathematics**  (Number and Numerical Pattern) | * Combine objects. * Put objects inside others and take them out again. * Take part in finger rhymes with numbers. * React to changes of amount in a group of up to three items. * Compare amounts, saying ‘lots’, ‘more’ or ‘same’. * Counting-like behaviour, saying some numbers in sequence. * Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ * Build with a range of resources. * Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. * Notice patterns and arrange things in patterns. | * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Show ‘finger numbers’ up to 5. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Make comparisons between objects relating to size, length, weight and capacity * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. * Extend and create ABAB patterns – stick, leaf, stick, leaf. | * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Combine shapes to make new ones – an arch, a bigger triangle etc. * Notice and correct an error in a repeating pattern. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **Understanding the World**  (The Natural World, People, Culture and Communities, Past and Present) | * Repeat actions that have an effect. * Explore materials with different properties. * Explore natural materials, indoors and outside. * Explore and respond to different natural phenomena in their setting and on trips. * Make connections between the features of their family and other families. * Notice differences between people. | * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Explore how things work. * Continue to develop positive attitudes about the differences between people. | * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family’s history * Show interest in different occupations. * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Explore and talk about different forces they can feel. * Talk about the differences between materials and changes they notice. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **Expressive Arts and Design**  (Creating with Materials and Being Imaginative) | * Show attention to sounds and music. * Respond emotionally and physically to music when it changes. * Move and dance to music. * Anticipate phrases and actions in rhymes and songs. * Explore their voices and enjoy making sounds. * Join in with songs and rhymes, making some sounds. * Make rhythmical and repetitive sounds. * Explore a range of sound-makers and instruments and play them in different ways. * Notice patterns with strong contrasts and be attracted by patterns resembling the human face. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Explore different materials, using all their senses to investigate them. * Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas. | * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Explore colour and colour-mixing * Listen with increased attention to sounds. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Play instruments with increasing control to express their feelings and ideas. | * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc * Respond to what they have heard, expressing their thoughts and feelings. * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. |