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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/DecayChristmas | Chinese New YearValentine’s DayPancake DayEaster | 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.”
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| **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
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| **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.
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| **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...’
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| **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.
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| **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.
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