



# EYFS Long Term Plan & Curriculum Overview

Our EYFS Long Term plan consists of skills that are taught across each of the 6 terms, throughout the year. In order to plan and create an exciting curriculum that links directly to the interests of the children, our half termly topics and Medium Term planning changes each year; depending upon the cohort of children and what they choose to learn about.

Term of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Communication and Language</b></p> <p>Communication and Language is developed throughout the year through:</p> <ul style="list-style-type: none"> <li>High Quality Interactions,</li> <li>Group discussions &amp; Circle times,</li> <li>Stories,</li> <li>Singing,</li> <li>Speech and language interventions,</li> <li>Busy Bee / Provision times etc.</li> </ul>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.</p> <p><b>Speaking</b> Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.</p> <p><b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</p>
<p><b>ELG:</b>  <b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  <b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p><b>Personal, Social and Emotional Development</b></p> <p>Children develop their personal, social and emotional skills throughout the year through:</p> <ul style="list-style-type: none"> <li>Daily Feeling Fans,</li> <li>Circle times,</li> <li>Social stories,</li> <li>Diversity stories,</li> <li>SEAL/PHSCE topics,</li> <li>UNCRC Workshops etc.</li> </ul>	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b> Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
<p><b>ELG:</b>  <b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.  <b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  <b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

<p><b>Physical Development</b></p> <p>Children improve their gross and fine motor skills by engaging in:</p> <ul style="list-style-type: none"> <li>• Funky Fingers activities (threading, cutting, weaving, playdough),</li> <li>• Mark Making,</li> <li>• Construction,</li> <li>• Drawing / Writing,</li> <li>• Dough Disco,</li> <li>• In the Bag activities,</li> <li>• Planned High Quality PE lessons,</li> <li>• Weekly Forest Schools etc.</li> </ul>	<p><b>Gross Motor</b> Children will learn to move safely in a space.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height.</p> <p><b>Fine Motor</b> Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>
<p><b>ELG:</b>  <b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p><b>Literacy</b></p> <p>All children take part in the Phonics programme Read Write Inc. in line with the rest of the school. Children also develop skills in Literacy through Lexia interventions.</p> <p>Literacy skills to develop decoding, fluency, vocabulary, sentence construction, inference and working memory/attention are taught across the week and recorded in Literacy Books, once a week.</p> <p>High Quality texts are chosen throughout the year to engage the children and their learning, the texts change depending upon the topics chosen by the children. These texts include a range of fiction, non-fiction and poetry.</p>	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Children will use pictures to tell stories.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read words.</p> <p><i>For more detail, see Read Write Inc. progression of Skills.</i></p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p>Children will sequence familiar stories, using language linking to the beginning, middle and end.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><i>For more detail, see Read Write Inc. progression of Skills.</i></p> <p><b>Writing</b> Children will form the letters that they have been taught correctly.</p> <p>Children will begin to write simple words / labels using the sounds that they have been taught.</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p>Children will begin to predict what might happen in a story.</p> <p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.</p> <p><i>For more detail, see Read Write Inc. progression of Skills.</i></p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters.</p> <p>Children will begin to write some tricky words that they have been taught, correctly.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p>Children will suggest how a story may end.</p> <p><b>Word Reading</b> Children will read words containing tricky words and digraphs.</p> <p><i>For more detail, see Read Write Inc. progression of Skills.</i></p> <p><b>Writing</b> Children will write labels/[phrases representing the sounds with a letter/letters.</p> <p>Children will some tricky words that they have been taught, correctly.</p> <p>Children will begin to use finger spaces to separate words.</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p>Children will follow a story without props or pictures.</p> <p><b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><i>For more detail, see Read Write Inc. progression of Skills.</i></p> <p><b>Writing</b> Children will write words and phrases which are phonetically plausible.</p> <p>Children will some tricky words that they have been taught, correctly.</p> <p>Children will begin to write longer words using the sounds that they have been taught.</p> <p>Children will begin to use capital letters at the start of sentences.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p>Children will talk about the characters and how they may feel in different parts of the story.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><i>For more detail, see Read Write Inc. progression of Skills.</i></p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p> <p>Children will write tricky words that they have been taught, correctly.</p> <p>Children will write longer words using the sounds that they have been taught and spell them correctly.</p> <p>Children will use capital letters at the start of their sentences and begin to use full stops and finger spaces.</p> <p>Children will begin to read back their work and check it makes sense.</p>
<p><b>ELG:</b>  <b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  <b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  <b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						
<p><b>Mathematics</b></p>	<p><b>Number</b></p>	<p><b>Number</b></p>	<p><b>Number</b></p>	<p><b>Number</b></p>	<p><b>Number</b></p>	<p><b>Number</b></p>

<p>All children take part in Ten Town and Numbots activities across the week. Numeracy is taught daily recorded in Numeracy Books, once a week.</p>	<p>Children will have a deep understanding of 1-3 <i>(children will recognise, subatise and find 1 more than/1 less than these numbers).</i></p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p> <p><b>Shape, Space &amp; Measure</b> Children will be able to match objects.</p> <p>Children will be able to sort objects into groups talking about similarities and differences.</p>	<p>Children will have a deep understanding of numbers 1-5. <i>(children will recognise, subatise and find 1 more than/1 less than these numbers).</i></p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups.</p> <p><b>Shape, Space &amp; Measure</b> Children will be able to follow and complete a simple repeated pattern.</p> <p>Children will begin to name and recognise some 2d shapes (square, oblong, triangle, circle).</p>	<p>Children will have a deep understanding of numbers 1-8. <i>(children will recognise, subatise and find 1 more than/1 less than these numbers).</i></p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p> <p><b>Shape, Space &amp; Measure</b> Children will be able to follow and complete a more complex repeated pattern as well as make their own.</p> <p>Children will name and recognise 2d shapes and talk about some basic properties.</p>	<p>Children will have a deep understanding of numbers 1-10. <i>(children will recognise, subatise and find 1 more than/1 less than these numbers).</i></p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p> <p><b>Shape, Space &amp; Measure</b> Children make a repeated pattern using 2d shapes.</p> <p>Children will order objects by height and length.</p>	<p>Children will have a deep understanding of numbers 1-15. <i>(children will recognise, subatise and find 1 more than/1 less than these numbers).</i></p> <p>Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p> <p><b>Shape, Space &amp; Measure</b> Children will build different creations using 3d shapes.</p> <p>Children will explore measuring; capacity.</p> <p>Children will explore time; days of the week, months of the year, seasons etc.</p>	<p>Children will have a deep understanding of numbers 1-20. <i>(children will recognise, subatise and find 1 more than/1 less than these numbers).</i></p> <p>Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 20 and higher.</p> <p><b>Shape, Space &amp; Measure</b> Children will explore measuring; weight.</p> <p>Children will explore money.</p> <p>Children will begin to read time; o'clock.</p>
	<p><b>ELG:</b> <b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

<p><b>Understanding the World</b></p>	<p><b>History: Past and Present</b> Children will know about their own life story and how they have changed.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment.</p> <p>Children will know the name of the village the school is in.</p> <p>Children will know how people in the local community help us <i>(Police or Vet talk).</i></p> <p><b>Science: The Natural World</b> Children will understand the terms 'same' and 'different'.</p> <p>Children will begin to learn how to respect and care for the natural environment <i>(Forest Schools Link).</i></p> <p><b>RE: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now. <i>(Christmas).</i></p> <p><b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world.</p> <p>Children will know the name of the village that they live in.</p> <p>Children will be able to talk about how Hindu's celebrate Diwali.</p> <p><b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them.</p> <p><i>(Floating &amp; Sinking Experiment)</i></p> <p>Children will recognise and know the signs of Autumn.</p> <p><b>RE: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will talk about the lives of people around them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions.</p> <p>Children will be able to talk about how Chinese New Year is celebrated Around the World.</p> <p><b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments.</p> <p>Children will recognise and know the signs of Winter. <i>(Freezing experiement)</i></p> <p><b>RE: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will talk about past and present events in their lives and what has been read to them. <i>(Little People, Big Dreams Texts).</i></p> <p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community <i>(Fireman Talk).</i></p> <p>Children will explore making their own maps of the local area.</p> <p><b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences.</p> <p>Children will plant seeds / hatch chicks.</p> <p>Children will recognise and know the signs of Spring / New Life.</p> <p><b>RE: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters. <i>(Little People, Big Dreams Texts).</i></p> <p><b>Geography: People, Culture and Communities</b> Children will know that people in other countries may speak different languages.</p> <p>Children will take part in fieldwork to explore and evaluate safe places to play in their local area <i>(fieldwork).</i></p> <p><b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences.</p> <p>Children will explore life cycles of living things.</p> <p>Children will explore habitats.</p> <p><b>RE: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events. <i>(Little People, Big Dreams Texts).</i></p> <p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p> <p><b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of matter. <i>(melting whilst baking).</i></p> <p>Children will recognise and know the signs of Summer.</p> <p>Children will Harvest the Fruit and Vegetables that they have grown.</p> <p>Children will explore nocturnal animals.</p> <p><b>RE: People, Culture and Communities</b></p>
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Children will find out about Harvest in a Church.	Children will find out about the Christmas Story.	Children will find out about different Holy Books.	Children will find out about Easter celebrations in Churches.	Children will find out about special buildings (Mandir / Rupa).	Children will find out about special buildings (Synagogue visit).
Children will find out about Shabbat.	Children will find out about the Christmas celebrations in Churches today.	Children will find out about some of the stories that Jesus told.			

**ELG:**  
**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design**

<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p><b>Being Imaginative:</b> Children will sing and perform nursery rhymes.</p> <p>Children will learn and perform songs at the Harvest Festival.</p> <p>Children will use costumes and props to act out narratives in the role play areas.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will name colours.</p> <p>Children will experiment mixing with colours.</p> <p>Children will mark make simple representations of people / objects.</p> <p>Children will colour in using pencils and crayons.</p> <p>Children will explore basic cooking techniques. (spreading)</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p><b>Being Imaginative:</b> Children will sing and perform in the EYFS / KS1 Nativity.</p> <p>Children will learn / perform a poem &amp; songs at the Christingle Service.</p> <p>Children will use costumes and props to act out narratives in the role play areas.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment with different textures.</p> <p>Children will use colours for a purpose.</p> <p>Children will explore techniques for joining materials (Glue/PVA/Tape)</p> <p>Children will explore basic cooking techniques. (spreading / rolling)</p>	<p><b>Music: Being Imaginative</b> Children will create narratives based around stories.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p><b>Being Imaginative:</b> Children will join in with whole school singing assemblies.</p> <p>Children will use costumes and props to act out narratives in the role play areas.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will safely explore different techniques for joining materials (Glue/PVA/Tape)</p> <p>Children will share their creations.</p> <p>Children will use a range of tools to mark make (pencils/pastels/chalk).</p> <p>Children will explore basic cooking techniques. (spreading / rolling / mixing)</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p><b>Being Imaginative:</b> Children will learn and perform a simple dance routine.</p> <p>Children will learn a familiar story and act it out.</p> <p>Children will use costumes and props to act out narratives in the role play areas.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p> <p>Children will share their creations.</p> <p>Children will begin to make their own props for role-play purposes.</p> <p>Children will explore basic cooking techniques. (spreading / rolling / mixing / cutting)</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p><b>Being Imaginative:</b> Children will learn and perform a simple dance routine, moving in time to the music.</p> <p>Children will create their own costumes and props to act out narratives in the role play areas.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Children will share their creations and think about how they could change different parts.</p> <p>Children will look at different Artists and their work.</p> <p>Children will make and use their own props for role-play purposes.</p> <p>Children will explore basic cooking techniques. (spreading / rolling / mixing / cutting / grating)</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p><b>Being Imaginative:</b> Children will learn and perform their end of year play (Jack and the Beanstalk / The Enormous Turnip).</p> <p>Children will listen to poems and create their own.</p> <p>Children will perform a dance and sing songs in the Year 6 leavers assembly.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p> <p>Children will look at different Artists and their work; recreating it.</p> <p>Children will plan and adapt their work.</p> <p>Children will make and use their own props for role-play purposes.</p> <p>Children will explore basic cooking techniques. (spreading / rolling / mixing / cutting / grating / kneading)</p>
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**ELG:**  
**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.