

Early Years Foundation Stage Long Term Planning

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Key Topic	Marvellous Me!	Let's Celebrate!	Once upon a Rhyme!	New Life!	See How We Grow!	Down on the Farm!
Key Experiences	Puddle Jumping Autumn welly walk Harvest performance- church Family Stay and Play	Nativity Performance Colour mixing in puddles Children in Need Christmas Stay and Play Edible sparkler baking	Gingerbread Man baking World Book Day Nursery Rhyme Day Visit from a builder	Mother's Day breakfast Easter Stay and Play Spring Welly Walk Hatching ducklings Making pancakes	Picnic in the local park Fruit tasting Caterpillar life cycle	Hall Hill Farm Trip Dad's/ special people Den building Sports Day
Examples of Key Vocabulary	Nursery Friends Classroom Family	Autumn Festival Celebration Jackson Pollock	Once upon a time Imagination	Easter Egg Hatch Life cycle	Grow Caterpillar, butterfly, cocoon	Farmer Tractor Machinery
Core Texts						
Reception						
Key Topic	Who are you and can we be friends?	Dark Days and Cosy Nights!	Everyday Superheroes!	Dinosaur Detectives!	How does a garden grow?	The Great outdoors!
Key Experiences	Harvest performance- church Family Stay and play Friendship cake baking	Signs of Autumn walk Pumpkin Soup Making Remembrance Day Nativity Performance Christmas Stay and Play	Emergency Service Hub visit Lunar New Year food tasting World Book Day	Mother's Day breakfast Easter Stay and Play Signs of Spring Walk Making pancakes and exploring toppings	Winston Millenium Park- tadpole walk Vincent Van Gogh- Sunflowers	Bug Visit to school Hall Hill Farm Trip Sports Day
Examples of Key Vocabulary	School Friends Routine Harvest Then/ Now	Autumn Owl/ Owlet Hibernate Nocturnal Guy Fawkes	Emergency Healthy/ Unhealthy Past/ Present A long time ago Florence Nightingale	Extinct Prehistoric Predator Prey Good Friday/ Easter Sunday	Grow Change Regrow Sweet Pea Measure	Recycle Reuse Minibeast Journey Direction
Core Texts						

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Key Curricular Goals- What do we want the children to achieve by the end of the year?			
Communication and Language	Nursery		Reception
	Communication and Language Development		Communication and Language Development
	Speak in full and complete sentences Ask a question confidently Follow 2/3 step instructions accurately Actively listen to a story (being able to comment on what they have heard)		Confident speakers who can converse with familiar and unfamiliar people Brave and express their ideas, thoughts, and feelings Using a varied and exciting range of vocabulary
Curriculum Coverage	Autumn	Spring	Summer
Nursery	Generally, focus on an activity of their own choice Understand a question or instruction that has one part e.g. Who is jumping, where is your hat? Listen with interest to others but easily distracted Listen to simple stories and understand what is happening with the help of pictures Use everyday words to talk about people I know Start to combine 2-3 words together to communicate need Develop communication by may have problems with irregular tenses and plurals Copy unfamiliar sounds and words Begin to use a wider vocabulary Know some familiar rhymes that have been taught Developing pretend play e.g., putting the baby to sleep using words to describe what they are doing spontaneously or when asked.	Pay attention to more than one thing at a time which can be difficult Understand a question or instruction that has two parts Begin to understand why questions and sometimes respond appropriately Enjoy listening to longer stories and can remember much of what happens Know many rhymes and beginning to tell stories using props Use a wider vocabulary (that has been taught) Sing taught songs Develop communication by may still struggle with tenses Develop pronunciation by may have problems saying r, j, th, ch, sh/ multisyllabic words Begin to use longer sentences of 4-6 words Start a conversation with a friend or adult, continue it for many turns Use talk to organize themselves e.g., let's go on the bus, you sit here, I'll be the driver	Understand a question that has 2-3 parts Understand why questions and often respond appropriately Know many rhymes and be able to talk about familiar stories with confidence Confidently use longer sentences of 4 to 6 words To begin to join phrases using the connectives and, then with support where needed Have good solid pronunciation of all sounds Speak with clarity, using future and past tense (sometimes with errors). Use talk in my play to organise an activity with others Able to use pronouns (he, she, him) and plurals correctly Sing a lot of songs
Reception	Understand how to listen carefully and why listening is important. Listen in familiar & new situations. Engage in story times, rhymes, and songs. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.

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Personal, Social and Emotional	Key Curricular Goals- What do we want the children to achieve by the end of the year?		
	Nursery	Reception	
Personal, Social and Emotional Development	Personal, Social and Emotional Development	Personal, Social and Emotional Development	
Be kind to others Use manners Follow routines with confidence Give new experiences a try		Be caring, respectful and empathetic to others Are resilient when things get tough Can use own ideas to resolve disagreements and be able to self-regulate	
Curriculum Coverage	Autumn	Spring	Summer
Nursery	Come into class with adult support and do their 'morning/afternoon jobs'. Begin to form relationships with staff and other children in the class. With adult support, explore their new classroom environment and choose resources or areas of the provision of interest. With adult support, begin to understand and follow our positive behaviour ethos and making the 'right choice'. Begin to be aware of own feelings and will begin to talk about feelings. With adult support, begin to take care of own needs.	Come into class more confidently and do their 'morning/afternoon jobs'. More confident when making choices in class. Has a developing their awareness of their own feelings and will be learning to articulate how they are feeling to others. Begin to understand that others may feel differently, have different ideas, or have different needs. Become more independent when taking care of themselves. Develop their understanding of sharing their space and resources with others. With encouragement can take care of their classroom and resources. Begin to take pride in what they do.	Come into class confidently. Make independent choices in class. Express their own feelings and has an awareness of others and how they feel. More independent when managing their own needs. Communicate and plays with other children and adults. Becoming more resilient when faced with problems and tries to persevere if something is tricky. More confident when using talk to resolve problems or differences with others. Show pride in what they do and will want to share their achievements. Has a greater understanding of making the 'right choice'. Knows and talks about ways to be healthy.
Reception	Increasingly follow rules, following our positive behaviour ethos. Know likes and dislikes. Can identify kindness Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. Begin to take turns and share resources. Independently choose where they would like to play. Beginning to express their feeling and consider the perspectives of others.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Seek others to share activities and experiences. Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.

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Physical Development	Key Curricular Goals- What do we want the children to achieve by the end of the year?		
	Nursery		Reception
Physical Development	Physical Development Put on and zip up a coat Put on and take off a jumper/ cardigan Identify a dominant hand and hold a pencil in the correct grip		Physical Development Able to hold a pencil and paintbrush with control and use scissors effectively Able to understand what it means to be healthy Enjoying physical activity indoors and outdoors Use cutlery with confidence
Curriculum Coverage	Autumn	Spring	Summer
Nursery	Becoming more confident at moving in a range of different ways on different levels at varying speeds during P.E sessions and in our outdoor environment. Begin to develop their overall body strength and coordination, e.g jumping and standing on one leg. Use large scale movements to make mark marks using a variety of tools, e.g. rollers, brushes, chalks. Get dressed with adult encouragement and support.	Use one handed tools safely, such a tweezers, hole punch, scissors etc. Demonstrate some spatial awareness during P.E sessions and outdoor play. Move with more control e.g. complete the trim trail obstacle, climb on, crawl through, balance etc. Begin to make more specific and controlled marks on a large and small scale.	Has more control when using mark making tools and will hold pens and pencils using a comfortable and effective grip. Get ready for P.E, taking off and putting on their own socks and shoes and will be able to get ready for outdoor play. Move their body to respond to music and will be able to remember and perform simple dance moves. Make specific choices about what to use and how to use it. Work together to carry and move resources safely.
Reception	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate, and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use a knife and fork with increasing control, cutting up food mostly independently

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Literacy	Key Curricular Goals- What do we want the children to achieve by the end of the year?		
	Nursery	Reception	
Literacy Development Join in with familiar phrases Sing familiar nursery rhymes by heart Recognise initial sound in name and other familiar objects Correctly copy own name/ beginning to write name independently Make marks on paper and give them purposeful meaning Beginning to orally blend and segment cvc words	Literacy Development Excited about sharing and reading books Able to read simple sentences and understand them Brave and resilient writers who are proud of what they write		
Curriculum Coverage	Autumn	Spring	Summer
Nursery	<p>Enjoy joining in with story time and shows an interest in listening to stories. Begin to have an awareness that print has meaning. Choose to look at books with others. Show an interest in mark making.</p> <p>Aspect 1 – General sound discrimination – environmental. - Pupils will develop their listening skills and awareness of sounds in the environment. Aspect 2 – General sound discrimination – instrumental sounds. - Pupils will experience and develop an awareness of sounds made with instruments and noise makers.</p>	<p>Engage in mark making during their play. Choose to look at books independently and will comment on the illustrations. Handle books correctly. Use props and resources to re-tell familiar stories. Has an awareness that print can have different purposes, e.g signs, menus, and logos</p> <p>Aspect 3 – General sound discrimination – body percussion. - Pupils will develop an awareness of sounds and rhythms. Aspect 4 – Rhythm and rhyme. - Pupils will experience and appreciate rhythm and rhyme and will develop an awareness of rhythm and rhyme in speech.</p>	<p>Form some familiar letters, e.g. in their own name. Engage in purposeful mark making, e.g. writing lists, messages, orders Talk freely and confidently about stories and will use new vocabulary in context. Continue a rhyming string and make up funny rhyming names. Has an awareness of syllables in words. Able to hear the initial sound in words. Handle books with respect and knows the different parts of a book.</p> <p>Aspect 5 – Alliteration. - Pupils will develop an understanding of alliteration. Aspect 6 – Voice sounds. Pupils will be able to distinguish between the differences in vocal sounds, including oral blending and segmenting. Aspect 7 – Oral Blending and Segmenting Pupils will develop oral blending and segmenting of sounds in words.</p>
Reception	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Sequence three events from a familiar story, using puppets, pictures from book or role-play. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. Read individual letters by saying the sounds of them (RWI set 1 sounds) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to read CVC words- word time 1:1- 1:4 on RWI progression Orally spell VC and CVC words by identifying the sounds. Write own name. Form letters from their name correctly.</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Retell stories in the correct sequence, draw on language patterns of stories. Suggest how an unfamiliar story read aloud to them might end. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Orally compose a sentence and hold it in memory before attempting to write it Write a simple phrase containing cvc words. Begin to use a capital letter at the start of a sentence and full stop Begin to re-read their sentence to check for sense</p>	<p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. Read simple phrases and sentences made up of words with known letter-sound correspondences Read most digraphs/trigraphs that represent one sound and say the sounds for them Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Make phonetically plausible attempts when writing more complex unknown words</p>

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			Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
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Maths	Key Curricular Goals- What do we want the children to achieve by the end of the year?		
	Nursery		Reception
	Maths Development Understand numbers up to 5 e.g., Say one number for each item in order, linking numerals to amounts Recognise and name colours and 2D shapes Use the language of measures and time Recognise and make patterns		Maths Development Able to have a deep understanding of numbers 1-10 Confident when identifying patterns and problem solving Able to apply mathematical knowledge and skills in all areas of learning
Curriculum Coverage	Autumn	Spring	Summer
Nursery	Colours Matching Sorting Number 1 Number 2 Patterns	Number 3 Number 4 Height and Length Mass Capacity	Number 5 More than and fewer than One more One less Shape 2D and revisit pattern Night and Day Positional Language
Reception	Matching, Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple. Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships

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Understanding the World	Key Curricular Goals- What do we want the children to achieve by the end of the year?		
	<u>Nursery</u>	<u>Reception</u>	
	<u>Understanding the World Development</u> Name animals and their young Understand what a plant needs to grow Name people in their immediate family of importance to them and talk about special times with them Understand that no everyone's family is the same Name features of their immediate environment Understand the purpose of map and begin to mark make maps Sequence the events of their day Take a picture on the iPad	<u>Understanding the World Development</u> Using, making, and exploring simple maps Aware of where they live and how this is similar and different to another country Knowledgeable of how animals begin life and grow Confident explaining why we take care of our world and the living things on it Knowledgeable about their family, people from the past, and people who are important to us Complete a simple programme on the iPad/ laptop	
Curriculum Coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	Has an awareness of their own family and able to talk about and name family members. Talk about how they have changed since they were babies. Begin to explore and investigate through hands on opportunities. Begin to talk about what they feel, hear, smell, and see. Has an awareness of harvest time and where food comes from. Has an awareness of some relevant festivals and celebrations. Engage in role play situations based on their own experiences. Has an awareness of their own environment.	Remember and talk about significant events in their own life e.g. a holiday, day trip, starting nursery etc Talks about special celebrations that they have been involved in, e.g. birthdays, weddings, christenings etc Notice and comments on features of natural objects. Discuss features that all people have as well as discussing differences between themselves and their peers. Begin to understand the need to respect and care for the natural environment and all living things. Has an awareness of growing seeds and plants. Engage in role-play based on different occupations. Beginning to learn about life cycles.	Talk in more detail about events in their own experiences that are important to them. Has an awareness that there are different countries in our world, and will be able to comment on similarities and differences. Know about different life cycles and able to explain what they know. Explain what plants need to grow. Explore and investigate objects and able to discuss what they notice/discover. Investigate and discover how things work and talk about their discoveries
Reception	Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Find out about key historical events and why and how we celebrate today? Talk about the features of their immediate environment with visual representations e.g., classroom maps Recognise that people have different beliefs and celebrate special times in different ways e.g., Diwali, Harvest Recognise some similarities and differences between life in this country and life in other countries. Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Understand the effect of changing seasons on the natural world around themselves	Draw information from a simple map Create own maps e.g., x marks the spot treasure maps Understand the key features of the life cycle of a plant or animal. Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Complete a simple programme on the iPad/ laptop

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Expressive Arts and Design	Key Curricular Goals- What do we want the children to achieve by the end of the year?		
	Nursery	Reception	
Expressive Arts and Design Development	Draw a simple picture of themselves with identifiable features Name some common musical instruments and enjoy playing them Act out a simple story or nursery rhyme Use paint/ crayon colours to accurately represent what they know e.g., yellow for the sun	Expressive Arts and Design Development Brave and confident when expressing and performing to an audience Enjoy experimenting with a range of music and musical instruments Enjoy creating with a range of different medium	
Curriculum Coverage	Autumn	Spring	Summer
Nursery	Artist Study: Jackson Pollock/ Henri Matisse Begin to explore making marks using a range of different mark making tools on different paper and surfaces. Explore using different coloured drawing implements for a purpose. Begin to explore joining construction pieces and junk materials when creating. Begin to explore using a variety of malleable media such as playdough, slime, clay, mud etc Explore and experiment with colour mixing Explore making sounds with instruments. Begin to engage in imaginative play based on their own experiences. Engage in small world play.	Artist Study: Eric Carle Develop their mark making and will show more control over the marks they make. Begin to add a narrative in their play using small world resources and props. Begin to use construction resources to construct purposefully for their own play. Explore manipulating malleable materials and use tools and other resources to make imprints. Join in with singing and begin to make up their own songs. Continue to explore a range of different instruments and experiment with ways to play them.	Add more detail to their drawings and will be able to explain the marks that they have made. Choose different coloured drawing implements for a purpose. Make choices about what to use and how to use it when constructing and creating and will be able to explain their choices. Use a range of props and resources in their imaginative play. Explore colour mixing and be able to talk about what they have created. Make specific sounds with instruments and will be able to express their feelings. Sing familiar songs and have fun with the pitch and melody. Link their own thoughts and feelings to music that they have heard.
Reception	Artist Study: Kandinsky (circles) Portrait skills – drawing themselves Create pictures and models using a range of resources from their own ideas Create closed shapes with continuous lines and begin to use these shapes to represent objects Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Charanga: Me! BBC – Bring the Noise	Artist Study: Vincent Van Gogh Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Charanga: Everyone! Our World	Artist Study: Andy Goldsworthy 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, use, and refine a variety of artistic effects to express their ideas and feelings Charanga: Big Bear Funk BBC 10 Pieces-Classical Music, Holst – Mars – Planets

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<u>Religious Education</u>	<u>Key Curricular Goals- What do we want the children to achieve by the end of the year?</u>		
<u>Curriculum Coverage</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p>Let's find out about new beginnings and how Christians believe the world began with God.</p> <ul style="list-style-type: none"> -About feelings related to new beginnings -The word God is a name -that Christians believe God is the creator of the universe -Christians believe that God loves everything in the world and we should look after it -Harvest festival is a time to celebrate God's goodness <p style="text-align: center;">Let's find out about Diwali</p> <ul style="list-style-type: none"> -that Diwali is an important religious festival known as the festival of light -Diwali is celebrated by Hindus and Sikhs -During the celebrations people decorate their homes with lamps/lights to bring good fortune for the year to come -to many people, not just Hindus, light represents good the goodness in the world/or light winning over darkness <p style="text-align: center;">Why do Christians perform nativity plays at Christmas?</p> <ul style="list-style-type: none"> -Jesus was a special baby because he was the son of God or God born as a baby -Jesus was put on earth by God to be a friend to Christians -Christians use nativity plays to remember the special story of Jesus birth 	<p>Let's hear some miracle stories about Jesus. (e.g., feeding of 5,000, Jesus calms the storm)</p> <ul style="list-style-type: none"> -that Jesus was special because he could perform miracles -about the story of Jesus feeding 5,000 -about the story of Jesus healing the blind -Christians believe Jesus was sent to earth by God to show people how to live a good life and help others <p style="text-align: center;">Let's find out about other special stories and why they are special.</p> <ul style="list-style-type: none"> -about stories from other major faith traditions about leaders of faith e.g.: <ul style="list-style-type: none"> Moses Prophet Muhammed & the night power Prophet Muhammed & the cats Rama and Sita Krishna <p style="text-align: center;">Why do Christians put a cross in an Easter Garden?</p> <ul style="list-style-type: none"> -Easter is the most important time for Christians -Some Christians make Easter gardens to remember Jesus' final week on earth -The cross symbolises Jesus' sacrifice; the moment he showed humans just how much God loves his people 	<p>Let's find out about special communities and places they gather. (e.g., Church, Synagogue, Mosque)</p> <ul style="list-style-type: none"> -about buildings that are special to them -about St Mary's church and why it is special to Christians -other buildings are special to people because of the things they have inside e.g. Synagogue (Bimah, ark) Mosque (a place to worship) <p style="text-align: center;">Let's find out about the Big Bible Story.</p> <ul style="list-style-type: none"> -The Bible is like one big story about God and humans. -where Creation, Incarnation, Salvation fit into the story. -the Bible is a special book to Christians