**Early Years Foundation Stage**

**Long Term Plan**

Following Early Years Foundation Stage Statutory Framework and support this with the Development Matters and Birth to 5 Document.

**EYFS Principles:**

* A Unique Child: Every child is unique, and each one responds to different learning methods in different ways. Importantly, every child is capable of being a strong, resilient and capable learner with the right guidance.
* Enabling Environments: The environment in which a child learns should prompt and encourage good learning techniques. An enabling environment is one which caters to each individual child's needs and gives them the freedom to expand their knowledge and development.
* Positive Relationships: Children should be encouraged to be strong and independent when required, forming the basis for positive relationships that they will go on to have. They should also be given the safety and security to bolster the relationships they have with those closest to them.
* Learning and Development: By following the EYFS Seven Areas of Learning, both Prime and Specific, each child will be taught a wide range of skills to aid their physical and mental development.

**Characteristics of Effective Learning at EYFS:**

* Playing and exploring shows how the child is engaging as they investigate and experience things first hand.
* Active learning, which shows how a child is motivated to keep on trying when they encounter difficulties or how they enjoy achievements.
* Creating and thinking critically shows the process of thought behind learning, developing their own ideas and creating strategies for carrying these out.

**EYFS Curriculum Aims:**

The Early Years Foundation Stage guidelines aim to provide:

* + - Quality and consistency in all early years classes
		- A secure foundation through learning opportunities tailored to the needs of pupils of this age group
		- A partnership working with practitioners and parents/carers.
		- Equality of opportunity to support children of all backgrounds

**EYFS Seven Areas of Learning and Development:**

The EYFS is divided up into Seven Areas of Learning and Development, which are:

**PRIME**

* Personal, Social and Emotional Development (PSED)
* Communication and Language (CL)
* Physical Development (PD)

**SPECIFIC**

* Literacy (L)
* Mathematics (M)
* Understanding the World (UTW)
* Expressive Arts and Design (EAD)

**EYFS - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

**Long Term Plan**

**Key Concepts**

Personal, Social and Emotional Development (PSED) focusses on children's mental and physical wellbeing. Children are provided with lots of social opportunities and can learn to form healthy bonds and make stable, lasting friendships. They learn what the right and wrong things to do are, alongside respect, compassion, morals, and lots more socio-emotional skills. The subject also opens children up to discuss their thoughts and feelings. This can help them to form a level of ownership, independence, and self-esteem.

PSED is taught under the headings:

* Self-Regulation
* Managing Self
* Building Relationships

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| **PSED**  | **Topic** | **Overview** | **Rationale** |
|  | SettlingFamiliesWhat I likeWhat my friends likeClass rules  | Communicate freely about family and friendsBe aware of different occupationsClass RulesHow to use and access resources in class (indoor/outside) | Introduction to school, new friends, routines and rules.Familiar personal topics to support communication skills.Support to make new relationships. |
|  | Bonfire SafetyRemembrance DaySharing FriendsPhysical differences | Discuss celebrations and special timesWays to stay safe and look after ourselvesCultural and physical differencesSharing resourcesBuilding positive relationships | Taught in the autumn term so children can experience celebrations.Continue to develop friendships and manage relationships and feelings. |
|  | People who help usOur communityDifferent celebrations/culturesTalents | Take pride in our skills/talents.Recognise people in our community that help us – police, fire, doctors etc.Chinese New Year celebrations | Introduction to the wider community beyond family and friends.Different cultural celebrations specific to time of year - CNY |
|  | Conflict resolutionWorking collaboratively | Developing resilience, perseverance, conflict resolution.Awareness of own and others feelings | Managing feelings and building relationships working in partners and groups developing skills for KS1 |
|  | **SRE** Routines in dayGood HygieneAll Families are different | Good practice to keep healthyDaily routinesGood hygiene rules/routinesRecognise differences in families | Developing self-awareness and independent skills to support transition to Y1 |
|  | Differences/Similarities themselves and othersTransition | Awareness of own and others feelingsSelf-regulation Working collaborativelyAwareness of right and wrong/ good and bad decisions | Celebrating differences to develop relationships and to support conflict resolution and teamwork for transition into Y1Independent skills for Y1. |

**EYFS – COMMUNICATION AND LANGUAGE**

**Long Term Plan**

**Key Concepts**

Communication and Language encourages conversations and spoken language skills. It underpins a range of skills forming a foundation for children to be able to interact with their peers, adults in the setting and their learning environment.

Communication and Language does not only refer to the spoken word it also refers to the variety of ways children absorb and communicate information. This includes the links formed between images and print with strong ties to storytelling and reading in Foundation 2.

CL is taught under the headings:

* Listening, Attention and Understanding
* Speaking

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| **CLL** | **Overview** | **Rationale** |
| Children’s communication and language skills are part of everyday interactions and specific taught skills. Children are introduced to new vocabulary in every area and topic throughout the year. Children are provided with opportunities to talk about their lives, experiences and learning on a daily basis.The continuous provision within the F2 environment supports CL development and provides stimulating opportunities for children to interact, explain, discuss and debate. These skills are linked to every area and every interaction within the F2 setting as well as having specific focus activities such as NELI, story time, circle time, snack time, lunch time, our curiosity cube and any interactions inside and outside the classroom. | Enjoys listening to longer stories and can remember much of what happens.Begins to pay attention to more than one thing at a time.Understand a question or instruction that has two parts.Understands why questions.Can shift from one task to another if you fully obtain their attention. | To develop children’s communication and language skills to support self-expression, interaction with others, their understanding and interpretation of events and experiences, to support reading, writing and numeracy skills.  |
| Use a wide range of vocabulary – words taught to extend vocab.Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books and be able to tell a long story.Develop communicationUses sentences of four to six words.Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions.Can start a conversation with an adult or friend and continue it for many turns.Use talk to organise themselves and their play.Uses sentences joined up with words like because or and.Uses future and past tense.  |
| Understand how to listen carefully and why listening is important.Learn new vocabulary.Use new vocabulary through the day.Listen and talk about stories to build familiarity and understanding.Engage in story times.Listen carefully to rhymes and songs paying attention to how they sound.Learn rhymes, poems and songs.Engage in non-fiction books – listen to books related to topic and self-select these.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge/vocab. |
| Ask questions to find out more and check they understand what has been said to them. Who Where WhyArticulate their ideas and thoughts into well-formed sentences.Connect one idea or action to another using a range of connectives.Describe events in some detail.Use talk to help work out problems and organise thinking and activities, to explain how things work and why they might happen.Develop social phrases.Engage with stories – retelling, once they have developed a deep familiarity with the text some exact repetition and own words.Use new vocabulary in different contexts. |
| 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.  |
| 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.  |

**EYFS – PHYSICAL DEVELOPMENT**

**Long Term Plan**

**Key Concepts**

Physical Development (PD) is essential for healthy lives and has an impact on many other areas of learning. Early Years activities focus on developing both gross and fine motor skills. Gross motor skills such as balancing, throwing, catching and large mark making are developed as well as fine motor skills needed for writing and cutting etc.

Physical development is taught under the headings:

* Moving and Handling
* Health and Self-Care

During their time in EYFS children are encouraged to explore the world around them practically using all their senses and handling as many real life objects as possible.

An active lifestyle and healthy choices are promoted with the intention that children will continue these positive habitats as they develop.

Healthy development, growth, and fitness are promoted through regular physical activity both indoor and outside. These activities allow children to develop control over their movements and improves critical thinking skills and concentration skills with physical fitness linked to heightened brain function.

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| **PD**  | **Topic** | **Overview** | **Rationale** |
|  | Settling Introducing outdoor space and equipment.Basic skills in PE sessions.Rugby TotsPencil control | GM – outdoor obstacle course Wheeled toysPE Rugby TotsFundamental SkillsFM – Fiddly Fingers SW | Introduction to school outdoor physical activities – adventure playground, bikes, den making, mud kitchen etc.Opportunities for large scale movements outside.Basic fundamental skills – throwing, catching, teamwork.Begin to develop muscles for fine motor control. |
|  | Outdoor large scale movement.Awareness of physical differences and skills. Rugby TotsPencil control/Letter formation | GM – outdoor PE Rugby TotsFundamental Skills FM – Fiddly Fingers/Letter Form SW DD  | Build on basic gross motor skills and develop large scale movements individually and in a group cooperatively.Developing muscle control and pincer grip for fine motor control and writing. |
|  | Outdoor refining gross motor skills, den building etc.Introducing writing dens and small spaces to record findings.DanceMovement to musicLetter formation | GM – Outdoor Tuff TraysWriting DenPE DanceFM – CVC Writing | Refining gross motor skills and linking movements with a purpose.Combining movements and developing fluent style.Developing the use of a range of tools. |
|  | Further refining gross motor skills tuff tray activities indoor and outside.Gymnastics Linking movements.Letter formationHandwriting | GM – Outdoor Tuff TraysWriting DenPE GymnasticsFM – CVC/Captions | Refining gross motor skills and linking movements with a purpose.Combining movements and developing fluent style.Developing the use of a range of tools.Developing foundations of a handwriting style. |
|  | Refining physical skills with small and large equipment.Hygiene routinesPhysical factors affecting wellbeing.Letter form/Handwriting | GM- OutdoorObservation StationPE Fundamental skills GamesFM – Captions | Confidently using small and large and equipment.Negotiating space and refining fundamental skills.To develop knowledge of physical factors that affect wellbeing.To hold a pencil effectively and Develop a handwriting style.  |
|  | Refining fundamental skillsLinking movementsIndividual and group physical skillsGamesHandwriting | GM – Outdoor Observation StationPE Fundamental skills GamesFM – Sentence Writing | Negotiating space using a range of fundamental skills with focus on safety.Developing a fluid handwriting style and accuracy. |

**EYFS - LITERACY**

**Long Term Plan**

**Key Concepts**

Basic literacy skills underpin all aspects of children’s learning and form a strong foundation for learning across the curriculum. Communication is a starting point for literacy skills with a strong emphasis on talk for writing and developing vocabulary. Children will work with physical objects, pictures and then letters and words to develop the connections between spoken sounds and the letters used in writing. Through engaging texts and written activities children should develop an enjoyment of reading and writing which will develop throughout their lives.

Literacy is taught under the headings:

* Comprehension
* Word Reading
* Writing

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| **LIT**  | **Topic** | **Overview** | **Rationale** |
|  | Marvellous MeOurselvesOur familyOur skillsPets  | Family WritingRhyme Rhythm Syllables NFLabels Initial soundsP1/P2 Phonics | Familiar themes/wordsNames – Family names Mum etc.Rhythm Rhyme syllables practical activities – P1 phonicsApplying phonics –initial sounds |
|  | Let’s CelebrateCelebrations around the worldDifferent countriesDifferent cultures | Adjectives Verbs Poems InstructionsStory seq characters labels captions cardsP2 Phonics | Linked to children’s experiences of celebrations at this time of yearOpportunity to introduce wider world different countries links to family holidays |
|  | Everyday HeroesPeople who help usOur communityDifferent celebrations/cultures | Label CaptionSimple sentenceWanted PosterAlternative endingRecountP2/3 Phonics | Introduction to the wider community beyond family and friends.Different cultural celebrations specific to time of year - CNY |
|  | Once upon a timeTraditional TalesStory features | Traditional TalesStory handRetell RewriteAlternative storiesP3/4 Phonics | Familiar stories/characters to introduce story featuresRepetitive repeated refrains to develop story telling skills.Opportunities to write alternative characters and endings to well know stories. |
|  | How does your garden grow?Growth and changesPlants and animals | Instructions Time wordsTransformation storyNF Fact sentencesCharacter DescriptionsP3/4/5 Phonics | Links to changing seasons UW workEngaging text and illustrations to develop interest in story and new vocabularyLinks to practical investigations growing own seeds/ caterpillars etc. |
|  | Off on an adventureAdventure storiesStory features | Finding storyAdventure storyPoetryNF FactsP3/4/5 Phonics | Practical application to stories - finding treasure etc. – Developing own experiences to support written work.Opportunities to extend written work following children’s interestsUpcoming adventuress for children - transition to year 1 |

**EYFS - MATHS**

**Long Term Plan**

**Key Concepts**

Mathematics in EYFS focuses on basic concepts that form the foundations to develop higher level maths throughout children’s education.

Children work with practical resources allowing them opportunities to develop their own concepts and explanations. They then move into using pictorial resources before applying their understanding to abstract investigations. Maths is taught with purposeful real life examples where possible developing a range of basic life skills.

Maths is taught under the headings:

* Number
* Numerical Patterns

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| **NUM**  | **Topic** | **Overview** | **Rationale** |
|  | OurselvesOur family  | Matching and SortingComparing and OrderingPatternCounting | Familiar themes and objects linked to matching, sorting, comparing and ordering.Opportunities to explore outdoor area for pattern and shape.Opportunities to build on initial number work from nursery setting 0 to 5. |
|  | Celebrations.Our birthdaysDays of weekMonths of YearOther countries/cultures | CountingTime - sequencingComposition of Number -52d shape Positional Language | Daily routine and basic skills linked to time and sequencing.Opportunities to explore outdoor area for positional language and shape.Links to counting texts.Opportunities to build on initial number work from nursery setting 0 to 5. |
|  | Everyday HeroesPeople who help usOur communityDifferent celebrations/cultures |  |  |
|  | Once upon a timeTraditional Tales |  |  |
|  | How does your garden grow?Growth and changesPlants and animals |  |  |
|  | Off on an adventure |  |  |

**EYFS – UNDERSTANDING OF THE WORLD**

**Term Plan**

**Key Concepts**

Understanding the World (UW) develops children's learning about the world around them. Children have the opportunity to talk about their own lives past and present and relate this to others they learn about. They can discuss their own cultures and celebrations while learning about the celebrations and cultures of others. They are encouraged to think about their local area and the community within it before thinking about other countries in the world. Children will be encourages to experience their environment first hand through practical investigation learning about weather conditions, seasonal changes, plants and animals. They will investigate similarities and differences in themselves and the world around them. There are many opportunities for children to experiment and investigate practically and to form their own theories and opinions. Understanding the World will offer a broad range of activities with elements of science, history, geography and RE within the learning opportunities.

Understanding the World (UW) is taught under the headings:

* Past and Present
* People, Culture, and Communities
* The Natural World

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| **UW**  | **Topic** | **Overview** | **Rationale** |
|  | Marvellous MeOurselvesOur familyOur skillsPets  | Family PortraitsBirthday DisplayFamily customs and routinesColour mixingBaby visit and how we have changedVegetable experimentOur Body SensesCompare celebrations Halloween Birthdays  | Familiar personal topics to support communication skills.Lots of opportunities for talk and discussion around familiar themes –family celebrations. Exploring change and life cycles through practical activities - baby visits, watching fruit and vegetables decay. |
|  | Let’s CelebrateCelebrations around the worldDifferent countriesDifferent cultures | Celebrations Light and DarkTim PeakeDivaliLocal area comparisonsAnimal habitatsChristiantiy and Muslim storiesNativity Comparing Christmas customsOld and New Teddy | Taught in the autumn term so children can experience celebrations.Science links to current celebrations – light and dark bonfire night and divali.Links to stars and space – important people Tim Peake.Geography links with opportunities to explore local area through library and church visits, mapping skills. Compare this environment with other countries.RE links to time of year celebrations nativity and links to other religions – Muslim stories.Exploring old and new as we discuss new toys at Christmas and how specific toys have changed. |
|  | Everyday HeroesPeople who help usOur communityDifferent celebrations/cultures | SeasonsIce experimentBaby to AdultBaby animalsMaterials boats waterproofToys old and newFloat and SinkFirefighters VisitYoga Ogre healthy CNY | Introduction to the wider community beyond family and friends.Different cultural celebrations specific to time of year – CNYChange in weather/seasons, changes in matter links to Y1 learning.Focus on staying healthy and looking after our bodies and minds building on previous topics ourselves.Explore other cultures and customs through relevant celebrations CNY. |
|  | Once upon a timeTraditional TalesStory features | Chocolate meltingTeeth cleaningOld and new household objectsAerial photos mapsSeasonsNocturnal diurnal animalsEaster | Building on previous learning with changes in materials, seasons, old and new and keeping healthy.Links to local area and beginning to develop aerial mapping skills.Build on knowledge of other cultures and customs comparing with our own at Easter. |
|  | How does your garden grow?Growth and changesPlants and animals | Plant life cycleCelery experimentPlanting seedsFrog life cycleCaterpillar life cycle growingCompare minibeasts sim diffMinibeast hunt local environLitter PosterHuman impact on environments | Practical activities to explore growth and change in outdoor and indoor classroom – growing seeds and plants, caterpillars, ladybirds and tadpoles.Opportunities to develop local environment and discuss the impact we have on it and how we can care for it. |
|  | Off on an adventureAdventure storiesStory features | Antarctica New BrightonTu be shevat Jewish tree festivalSomething else compare friendsSchool past and presentRoad SafetyAnimal habitatsTransition  | Building on previous work comparing familiar and unfamiliar environments.Continuing work in outdoor classroom/Forest school and making links with other cultures and customs –Jewish festival.Celebrating differences to develop relationships and to support conflict resolution and teamwork for transition into Y1Independent skills for Y1. |

**EYFS – EXPRESSIVE ART AND DESIGN**

**Long Term Plan**

**Key Concepts**

Expressive Arts and Design (EAD) provides an outlet for children's creative development and expression. They can create their own art in a variety of forms and media. It supports them to value their own thoughts and ideas developing their independent skills. They are encouraged and supported to express themselves through imaginative play, storytelling, role play, music, dance, movement, design and technology, drawing, painting, sculpting and where possible any range of media they choose.

Expressive Art and Design (EAD) is taught under the headings:

* Creating with Materials
* Being Imaginative and Expressive

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| **EAD**  | **Topic** | **Overview** | **Rationale** |
|  | SettlingOurselvesOur Family  | Portraits Colour MixingPrintingJunk ModellingJoining and foldingSoundscapes | Recording familiar themes – ourselves, our families using a range of media.Exploring colour – selecting appropriate and colour mixing skillsSelecting our own resources for activities.Investigating ways to fold and join to create modelsUsing our bodies and instruments to create soundscapes for our stories and play.Starting to observe and record real life objects. |
|  | Celebrations around the worldDifferent countriesDifferent cultures | Firework PicturesRangoli/ Diva lampsDreamtime artAfrican MasksPercussion InstrumentsNativity Songs | Using media to express noise and movement.Making artefacts from other cultures and celebrations.Exploring art from other countries and cultures.Using instruments to explore emotions and to support storytelling and role play.Developing observational drawing skills. |
|  | Our communityDifferent celebrations/cultures | The Dot KandinskyVehicle ModelsCNY lanterns masks puppetsMovement to Music | Using different media to express emotions.Making modelsExploring art and design from other cultures and their celebrations.Linking movement to music. |
|  | Traditional Tales | Decorate biscuitsSalt dough modelsLino PrintingSeasons PaintingWax resist picturesEaster Crafts | Building on previous skills with malleable materials.Developing skills such as printing, painting, sculpting.Exploring art and design linked to cultures and their celebrations. |
|  | Growth and changes | Flower - drawing painting collageJunk ModelsBug Houses minibeasts | Observing and drawing the world around us in detail.Building on previous model making skills with different joins and materials.Constructing for a purpose. |
|  | Adventure Transition | Starry Starry Night Van Gogh PaintingMusicColour Monster CollageSpecial Jar itemsRocketsClay modelling | Linking art, colour and media to music, and emotions.Building on previous skills to develop modelling with a range of media.Building on observational skills to record objects around them in both 2d and 3d forms. |