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| **EYFS Long Term Plan 2022 – 2023** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | Chocolate | Chocolate/Celebrations | Home | Around the World | Journeys | Explorers |
| **Communication & Language** | **Listening, Attention & Understanding**  Listening carefully  Learning and using new vocabulary | **Listening, Attention & Understanding**  Listening carefully  Learning and using new vocabulary  Listening to stories without pictures | **Listening, Attention & Understanding**  Listening to and following instructions  Making Predictions | **Listening, Attention & Understanding**  Listening to and following instructions  Making Predictions  Listening to stories without pictures | **Listening, Attention & Understanding**  Following complex instructions | **Listening, Attention & Understanding**  Learning how to use a range of new vocabulary |
| **Speaking**  Using full sentences  Asking questions  Learning songs/poems | **Speaking**  Using full sentences  Asking and answering questions about stories  Learning songs | **Speaking**  Retelling stories  Talking about texts  Describing events in detail | **Speaking**  Retelling stories  Talking about texts  Describing events in detail  Using talk to explain thinking and make predictions  Use longer sentences  Use different tenses | **Speaking**  Using correct tenses  Expressing views and being aware of the listener  Commenting on texts including non-fiction | **Speaking**  Expressing views about texts  Expressing with fluency  Learning rhymes/songs/poems |
| **Personal, Social & Emotional Development** | **Self-Regulation**  **Managing-Self**  **Building Relationships**  Managing feelings  Settling in  Separating from carers  Understanding rules  Sharing and taking turns  Health & wellbeing | **Self-Regulation**  **Managing-Self**  **Building Relationships**  Building relationships and making friends  Sharing ideas  Dealing with conflict | **Self-Regulation**  **Managing-Self**  **Building Relationships**  Self-Confidence – identifying strengths  Managing own needs  Sharing knowledge  Problem solving & Perseverance  Health & wellbeing | **Self-Regulation**  **Managing-Self**  **Building Relationships**  Self-Confidence & Self- awareness – identifying strengths & areas for development  Problem solving & Perseverance | **Self-Regulation**  **Managing-Self**  **Building Relationships**  Understanding feelings  Standing up for ourselves  Working cooperatively | **Self-Regulation**  **Managing-Self**  **Building Relationships**  Building confidence and resilience  Resolving disagreements |
| **Physical Development** | **Gross Motor**  Further develop the skills they need to manage the school day successfully – lining up and queuing, mealtimes, personal hygiene  Throwing & catching balls, hoops, beanbags, quoits | **Gross Motor**  Combining and sequencing movements  Travelling in different ways and speeds | **Gross Motor**  Balancing and moving on/under/around equipment | **Gross Motor**  Combining and sequencing movements  Travelling in different ways and speeds | **Gross Motor**  Batting & aiming  Kicking, passing and aiming | **Gross Motor**  Throwing & catching balls, hoops, beanbags, quoits  Sports Day |
| **Fine Motor**  Mark making  Using cutlery | **Fine Motor**  Using paintbrushes  Using pencils for drawing and writing | **Fine Motor**  Using scissor  Using an effective pencil grip | **Fine Motor**  Using scissors  Using an effective pencil with correct letter formation | **Fine Motor**  Showing accuracy in drawing  Using correct letter formation in writing | **Fine Motor**  Showing accuracy in drawing  Using correct letter formation in writing |
| **Literacy** | **Comprehension**  Listen to texts | **Comprehension**  Listen carefully and make predictions | **Comprehension**  Demonstrate understanding of text  Retell a story | **Comprehension**  Retell known stories | **Comprehension**  Demonstrate understanding of text | **Comprehension**  Respond to texts |
| **Word Reading**  Hear and say the initial sounds in words  Blend sounds in words | **Word Reading**  Read words and sentences  Read some common exception words | **Word Reading**  Read words and sentences  Read some common exception words | **Word Reading**  Read simple sentences independently  Read some common exception words | **Word Reading**  Read simple sentences independently  Read some common exception words | **Word Reading**  Read simple sentences independently  Read some common exception words  Continue a rhyming string |
| **Writing**  Write names and labels  Write simple captions | **Writing**  Write names and labels and  captions  Write simple sentences with a full stop | **Writing**  Write simple sentences with a full stop  Spell some common exception words | **Writing**  Write simple sentences with a full stop and capital letter.  Spell some words correctly  Spell some common exception words correctly | **Writing**  Write simple sentences with a full stop and capital letter. | **Writing**  Write simple sentences with a full stop and capital letter independently |
| **Phonics**  Level 2 phonics  Introduce letter phonemes | **Phonics**  Level 3 phonics  Introduce new phonemes  Segment & blend level 2 words | **Phonics**  Level 3 phonics  Segment and blend level 3 words | **Phonics**  Level 3 phonics  Segment and blend level 3 words | **Phonics**  Level 4 phonics  Segment and blend level 3/4 words | **Phonics**  Level 4 phonics  Segment and blend level 3/4 words  Level 5 phonics if ready |
| **Mathematics** | **Number**  Compare sets & amounts  Represent, compare and recognise the composition of 1 – 3 | **Number**  0  Represent, compare and recognise the composition of numbers to 5  Count objects, actions & sounds  Automatic recall of bonds for numbers 0- 5  Subitise | **Number**  Combining two amounts  Represent, compare and recognise the composition of numbers to 10 | **Number**  Bonds to 10  Numbers beyond 10 | **Number**  Bonds to 10  Numbers beyond 10  Adding more  Taking Away | **Number**  Deep understanding of numbers & bonds to 10  Subitise to 5  Automatic recall of number bonds  Compare numbers to 10 |
| **Numerical Patterns**  Recognise 1 more/less to 3 | **Numerical Patterns**  Recognise 1 more/less to 5 | **Numerical Patterns**  Recognise 1 more/less to 10 | **Numerical Patterns**  Counting patterns beyond 10 | **Numerical Patterns**  Counting patterns beyond 10  Doubling/halving  Even/odd  Sharing/Grouping | **Numerical Patterns**  Automatic recall of double and halving facts  Verbally count beyond to 20 recognising the pattern of the counting system  Explore and represent patterns within numbers |
| **Shape, Space & Measures**  Sort and match objects  Compare size, mass & capacity  Make simple patterns  Circles & triangles  Positional language | **Shape, Space & Measures**  4 sided shapes  Day/Night  Routines  Time  Compare mass & capacity  Spatial reasoning skills | **Shape, Space & Measures**  Length/height  Time | **Shape, Space & Measures**  3D shapes  Spatial awareness  Patterns | **Shape, Space & Measures**  Spatial awareness  Visualise & build | **Shape, Space & Measures** |
| **Understanding the world** | **Past & Present**  Ourselves & our families  Familiar situations from the past | **Past & Present**  Bonfire Night – figure from the past | **Past & Present** | **Past & Present** | **Past & Present**  Familiar situations from the past | **Past & Present**  Stories set in the past |
| **People, Culture & Communities**  Brazil - life in other countries  People who help us | **People, Culture & Communities**  Diwali – special times and places, life in other countries  Christmas – Beliefs and celebrations | **People, Culture & Communities**  Our surroundings & community, life in this country  Chinese New Year | **People, Culture & Communities**  Italy - life in other countries  Easter – beliefs and celebrations | **People, Culture & Communities**  Information from maps | **People, Culture & Communities** |
| **The Natural World**  Seasons – Autumn  Growing plants – draw and label pictures | **The Natural World**  Seasons – Autumn/Winter  Growing plants – draw and label pictures  Using our senses to investigate and explore the world outside  Day & Night -similarities and differences | **The Natural World**  Seasons - Winter | **The Natural World**  Seasons – Spring  Using our senses to investigate and explore the world outside | **The Natural World**  Using our senses to investigate and explore the world outside | **The Natural World**  Seasons – Summer  Using our senses to investigate and explore the world outside |
| **Expressive Arts & Design** | **Creating with Materials**  Exploring materials and textures - collage  Using construction materials | **Creating with Materials**  Exploring materials, tools & techniques  Using tools safely and effectively | **Creating with Materials**  Choosing & mixing colours – painting technique  Using construction materials | **Creating with Materials**  Representations of objects, people and places using a range of media | **Creating with Materials**  Exploring drawing techniques  Using construction materials | **Creating with Materials**  Use a range of techniques and materials to represent ideas |
| **Being Imaginative & Expressive**  Sing songs  Role play familiar experiences  Listen to music  Home Corner/Role play sweet shop/garden centre | **Being Imaginative & Expressive**  Sing songs in groups  Dance & performance art  Make music  Home Corner/Role play sweet shop/garden centre/Santa’s Workshop | **Being Imaginative & Expressive**  Develop storylines in role play situations  Home Corner/Hospital/Tour guide | **Being Imaginative & Expressive**  Dance & performance art  Adapt and develop ideas  Home Corner/Airport/ | **Being Imaginative & Expressive**  Work collaboratively and sharing ideas  Home Corner  ship/train/rocket  Mechanic/garage | **Being Imaginative & Expressive**  Listening to and making music  Performing  Home Corner/Arctic/Camping |