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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 carefullyLearning and using new vocabulary | **Listening, Attention & Understanding**Listening carefullyLearning and using new vocabularyListening to stories without pictures | **Listening, Attention & Understanding**Listening to and following instructionsMaking Predictions | **Listening, Attention & Understanding**Listening to and following instructionsMaking PredictionsListening 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 sentencesAsking questionsLearning songs/poems | **Speaking**Using full sentencesAsking and answering questions about storiesLearning songs | **Speaking**Retelling storiesTalking about textsDescribing events in detail | **Speaking**Retelling storiesTalking about textsDescribing events in detailUsing talk to explain thinking and make predictionsUse longer sentencesUse different tenses | **Speaking**Using correct tensesExpressing views and being aware of the listenerCommenting on texts including non-fiction | **Speaking**Expressing views about textsExpressing with fluencyLearning rhymes/songs/poems |
| **Personal, Social & Emotional Development** | **Self-Regulation****Managing-Self****Building Relationships**Managing feelingsSettling inSeparating from carersUnderstanding rulesSharing and taking turnsHealth & wellbeing | **Self-Regulation****Managing-Self****Building Relationships**Building relationships and making friendsSharing ideasDealing with conflict | **Self-Regulation****Managing-Self****Building Relationships**Self-Confidence – identifying strengthsManaging own needsSharing knowledgeProblem solving & Perseverance Health & wellbeing | **Self-Regulation****Managing-Self****Building Relationships**Self-Confidence & Self- awareness – identifying strengths & areas for developmentProblem solving & Perseverance | **Self-Regulation****Managing-Self****Building Relationships**Understanding feelingsStanding up for ourselvesWorking cooperatively  | **Self-Regulation****Managing-Self****Building Relationships**Building confidence and resilienceResolving disagreements |
| **Physical Development** | **Gross Motor**Further develop the skills they need to manage the school day successfully – lining up and queuing, mealtimes, personal hygieneThrowing & catching balls, hoops, beanbags, quoits | **Gross Motor**Combining and sequencing movementsTravelling in different ways and speeds | **Gross Motor**Balancing and moving on/under/around equipment | **Gross Motor**Combining and sequencing movementsTravelling in different ways and speeds | **Gross Motor**Batting & aimingKicking, passing and aiming | **Gross Motor**Throwing & catching balls, hoops, beanbags, quoitsSports Day |
| **Fine Motor**Mark makingUsing cutlery  | **Fine Motor**Using paintbrushesUsing pencils for drawing and writing | **Fine Motor**Using scissorUsing an effective pencil grip | **Fine Motor**Using scissorsUsing an effective pencil with correct letter formation | **Fine Motor**Showing accuracy in drawingUsing correct letter formation in writing | **Fine Motor**Showing accuracy in drawingUsing correct letter formation in writing |
| **Literacy** | **Comprehension**Listen to texts | **Comprehension**Listen carefully and make predictions | **Comprehension**Demonstrate understanding of textRetell a story | **Comprehension**Retell known stories | **Comprehension**Demonstrate understanding of text | **Comprehension**Respond to texts |
| **Word Reading**Hear and say the initial sounds in wordsBlend sounds in words | **Word Reading**Read words and sentencesRead some common exception words | **Word Reading**Read words and sentencesRead some common exception words | **Word Reading**Read simple sentences independentlyRead some common exception words | **Word Reading**Read simple sentences independentlyRead some common exception words | **Word Reading**Read simple sentences independentlyRead some common exception wordsContinue a rhyming string |
| **Writing**Write names and labelsWrite simple captions | **Writing**Write names and labels andcaptionsWrite simple sentences with a full stop | **Writing**Write simple sentences with a full stopSpell some common exception words | **Writing**Write simple sentences with a full stop and capital letter.Spell some words correctlySpell 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 phonicsIntroduce letter phonemes | **Phonics**Level 3 phonicsIntroduce new phonemesSegment & blend level 2 words | **Phonics**Level 3 phonicsSegment and blend level 3 words | **Phonics**Level 3 phonicsSegment and blend level 3 words | **Phonics**Level 4 phonicsSegment and blend level 3/4 words | **Phonics**Level 4 phonicsSegment and blend level 3/4 wordsLevel 5 phonics if ready |
| **Mathematics** | **Number**Compare sets & amountsRepresent, compare and recognise the composition of 1 – 3 | **Number**0Represent, compare and recognise the composition of numbers to 5Count objects, actions & soundsAutomatic recall of bonds for numbers 0- 5Subitise  | **Number**Combining two amountsRepresent, compare and recognise the composition of numbers to 10 | **Number**Bonds to 10Numbers beyond 10 | **Number**Bonds to 10Numbers beyond 10Adding moreTaking Away | **Number**Deep understanding of numbers & bonds to 10Subitise to 5Automatic recall of number bondsCompare 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 10Doubling/halvingEven/oddSharing/Grouping | **Numerical Patterns**Automatic recall of double and halving factsVerbally count beyond to 20 recognising the pattern of the counting systemExplore and represent patterns within numbers |
| **Shape, Space & Measures**Sort and match objectsCompare size, mass & capacityMake simple patternsCircles & trianglesPositional language | **Shape, Space & Measures**4 sided shapesDay/NightRoutinesTimeCompare mass & capacitySpatial reasoning skills | **Shape, Space & Measures**Length/heightTime | **Shape, Space & Measures**3D shapesSpatial awarenessPatterns | **Shape, Space & Measures**Spatial awarenessVisualise & build | **Shape, Space & Measures** |
| **Understanding the world** | **Past & Present**Ourselves & our familiesFamiliar 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 countriesPeople who help us | **People, Culture & Communities**Diwali – special times and places, life in other countriesChristmas – Beliefs and celebrations | **People, Culture & Communities**Our surroundings & community, life in this countryChinese New Year  | **People, Culture & Communities**Italy - life in other countriesEaster – beliefs and celebrations | **People, Culture & Communities**Information from maps | **People, Culture & Communities** |
| **The Natural World**Seasons – AutumnGrowing plants – draw and label pictures | **The Natural World**Seasons – Autumn/WinterGrowing plants – draw and label picturesUsing our senses to investigate and explore the world outsideDay & Night -similarities and differences | **The Natural World**Seasons - Winter | **The Natural World**Seasons – SpringUsing 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 – SummerUsing our senses to investigate and explore the world outside |
| **Expressive Arts & Design** | **Creating with Materials**Exploring materials and textures - collageUsing construction materials | **Creating with Materials**Exploring materials, tools & techniquesUsing tools safely and effectively | **Creating with Materials**Choosing & mixing colours – painting techniqueUsing construction materials | **Creating with Materials**Representations of objects, people and places using a range of media | **Creating with Materials**Exploring drawing techniquesUsing construction materials | **Creating with Materials**Use a range of techniques and materials to represent ideas |
| **Being Imaginative & Expressive**Sing songsRole play familiar experiences Listen to musicHome Corner/Role play sweet shop/garden centre | **Being Imaginative & Expressive**Sing songs in groupsDance & performance artMake musicHome Corner/Role play sweet shop/garden centre/Santa’s Workshop | **Being Imaginative & Expressive**Develop storylines in role play situationsHome Corner/Hospital/Tour guide | **Being Imaginative & Expressive**Dance & performance artAdapt and develop ideasHome Corner/Airport/ | **Being Imaginative & Expressive**Work collaboratively and sharing ideasHome Cornership/train/rocketMechanic/garage | **Being Imaginative & Expressive**Listening to and making musicPerformingHome Corner/Arctic/Camping  |