# Early Years Foundation Stage Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Characteristics of effective learning | At Willesley Primary School, the characteristics of effective learning are used as a basis for all of our planning.<br>These are closely linked to our school Core Values and will be promoted alongside throughout the year.<br><br>• **Playing and Exploring** - children investigate and experience things, and 'have a go'<br>• **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and<br>• **Creating and Thinking Critically** - children have and develop their own ideas; make links between ideas, and develop strategies for doing things. | | | | | |
| General themes<br><br>NB: These themes may change or be adapted at various points to allow for children's interests | **Super Me, Super You!**<br><br>Starting school, my new class, my family, houses and homes, relationships, emotions. | **Helping Hands!**<br><br>People who help us, helping others, feelings, staying safe. | **Where in the World?**<br><br>Weather, seasons, hot and cold places, comparing. | **Roots, Shoots and Juicy Fruits!**<br><br>Outdoors, weather, plants, heathy eating, planting and growing. | **Creatures Great and Small!**<br><br>Farm animals, zoo animals, mini-beasts, life cycles. | **Creatures Great and Small!**<br><br>Dinosaurs, fossils, sea animals and animals in different countries. |
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| <u>Communication and Language</u><br><br>Speaking<br><br>Listening, Attention and Understanding<br><br>Whole EYFS focus- C & L will be developed through year through high quality interactions, daily group and class discussions. | **Speaking**<br>❖ Uses talk to communicate needs and ideas<br>❖ Begins to speak in simple sentences<br>❖ Joins in with familiar rhymes, songs and stories<br>❖ Begins to use talk in play with others<br>❖ Starts to answer simple questions<br><br>**Listening, Attention and Understanding**<br>❖ Listens to familiar stories, songs and rhymes<br>❖ Joins in with repeated phrases and actions<br>❖ Maintains attention for short periods<br>❖ Begins to follow simple instructions<br>❖ Responds to what others say | | **Speaking**<br>❖ Speaks in longer sentences to share ideas and experiences<br>❖ Uses talk to organise play and communicate with others<br>❖ Participates in back-and-forth conversations<br>❖ Asks and answers questions<br>❖ Uses a growing range of vocabulary<br><br>**Listening, Attention and Understanding**<br>❖ Listens attentively in a range of situations<br>❖ Maintains focus during adult-led activities<br>❖ Follows instructions with two parts<br>❖ Responds appropriately to questions and comments<br>❖ Shows understanding of what has been said | | **Speaking**<br>❖ Speaks clearly in sentences to express ideas and feelings<br>❖ Uses talk confidently in a range of situations<br>❖ Participates in extended conversations<br>❖ Uses new vocabulary in different contexts<br>❖ Retells stories and describes events in detail<br><br>**Listening, Attention and Understanding**<br>❖ Maintains attention during longer activities<br>❖ Listens carefully and responds appropriately<br>❖ Follows instructions involving several ideas or actions<br>❖ Understands questions such as who, what, where and why<br>❖ Engages in discussions and responds with relevant comments |
| <u>Personal, Social and Emotional Development</u> | **Self-Regulation**<br>❖ Begins to recognise and name basic emotions<br>❖ Expresses feelings through words or actions<br>❖ Starts to manage simple transitions with support | | **Self-Regulation**<br>❖ Identifies and talks about a wider range of emotions<br>❖ Begins to manage feelings in different situations | | **Self-Regulation**<br>❖ Understands and talks about their own feelings and those of others<br>❖ Manages emotions appropriately in a range of situations | |

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| Self Regulation<br><br>Managing Self<br><br>Building Relationships<br><br>Use of Zones of Regulation | ❖ Begins to follow simple rules and boundaries<br>❖ Shows awareness of their own needs<br><br>**Managing Self**<br>❖ Begins to manage own personal needs (toileting, handwashing)<br>❖ Starts to put on and remove simple clothing items<br>❖ Shows awareness of basic hygiene routines<br>❖ Begins to make simple choices about activities<br>❖ Shows willingness to try new activities<br><br>**Building Relationships**<br>❖ Begins to form positive relationships with familiar adults<br>❖ Shows interest in playing alongside and with other children<br>❖ Begins to take turns and share resources<br>❖ Starts to express their needs and feelings to others<br>❖ Builds simple friendships with peers | ❖ Follows rules and routines with increasing consistency<br>❖ Begins to wait for turns and delay gratification<br>❖ Starts to use strategies to support self-regulation<br><br>**Managing Self**<br>❖ Manages personal needs with increasing independence<br>❖ Dresses and undresses with support<br>❖ Understands and follows healthy routines (e.g. handwashing, snack time)<br>❖ Makes independent choices in play and learning<br>❖ Shows perseverance when faced with challenges<br><br>**Building Relationships**<br>❖ Develops secure friendships with peers<br>❖ Plays cooperatively in small groups<br>❖ Takes turns and shares with increasing independence<br>❖ Shows awareness of others' feelings<br>❖ Begins to resolve simple conflicts with peers | ❖ Follows rules and expectations consistently<br>❖ Waits for turns and manages impulses<br>❖ Uses strategies independently to regulate behaviour<br><br>**Managing Self**<br>❖ Independently manages personal hygiene and self-care<br>❖ Dresses and undresses independently (including fastenings where appropriate)<br>❖ Understands the importance of healthy food, exercise and routines<br>❖ Shows confidence in trying new activities<br>❖ Demonstrates resilience and perseverance in the face of challenge<br><br>**Building Relationships**<br>❖ Forms positive attachments and friendships with peers<br>❖ Works and plays cooperatively with others<br>❖ Takes turns and negotiates within play<br>❖ Shows sensitivity to their own and others' needs<br>❖ Resolves conflicts independently in simple situations |
| <u>Physical Development</u><br><br>Fine Motor Skills<br><br>Gross Motor Skills | **Gross Motor Skills**<br>❖ Moves confidently in a range of ways (running, jumping, climbing)<br>❖ Begins to show control and coordination in large movements<br>❖ Uses equipment such as bikes, balls and climbing frames<br>❖ Negotiates space and avoids obstacles<br>❖ Begins to balance and change direction<br><br>**Fine Motor Skills**<br>❖ Uses a comfortable grip when holding mark-making tools<br>❖ Begins to show control when drawing and forming marks<br>❖ Uses one-handed tools (e.g. scissors, paintbrushes) | **Gross Motor Skills**<br>❖ Shows increasing control and coordination in movements<br>❖ Travels with confidence and skill in a range of ways<br>❖ Uses a range of equipment safely and with purpose<br>❖ Develops balance, stability and changing direction<br>❖ Begins to combine movements with control<br><br>**Fine Motor Skills**<br>❖ Uses a secure grip with increasing control<br>❖ Develops accuracy in drawing and early writing<br>❖ Uses tools such as scissors with greater control<br>❖ Manipulates small objects with precision | **Gross Motor Skills**<br>❖ Moves with confidence, control and coordination<br>❖ Demonstrates strength, balance and coordination in play<br>❖ Uses a range of equipment safely and effectively<br>❖ Combines different movements with ease and fluency<br>❖ Shows spatial awareness when moving in different environments<br><br>**Fine Motor Skills**<br>❖ Uses a tripod grip with consistency<br>❖ Shows control and precision in drawing and writing<br>❖ Uses a range of tools safely and effectively |

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| | ❖ Begins to manipulate small objects (e.g. threading, construction)<br>❖ Starts to develop hand strength and coordination | ❖ Shows improved hand-eye coordination | ❖ Manipulates small objects with accuracy and care<br>❖ Demonstrates good hand strength and coordination |
| <u>Literacy</u><br><br>Word Reading<br><br>Comprehension<br><br>Writing | **Phonics**<br>❖ Sounds Write Phonics (Units 1-7)<br>❖ Segmenting, blending and phoneme manipulation<br><br>**Comprehension**<br>❖ Listens to and joins in with familiar stories<br>❖ Recognises key events and characters in stories<br>❖ Responds to simple questions about what they have heard<br>❖ Uses pictures to help understand meaning<br>❖ Shows understanding of familiar stories and texts<br>❖ Identifies main events in a story<br>❖ Answers simple who and what questions<br>❖ Begins to anticipate key events and phrases<br>❖<br><br>**Word Reading**<br>❖ Recognises some letter sounds<br>❖ Begins to blend simple sounds orally<br>❖ Recognises own name and familiar words<br>❖ Joins in with repeated refrains in stories<br>❖ Uses phonic knowledge to decode simple words<br>❖ Blends sounds to read VC and CVC words<br>❖ Recognises some tricky words<br>❖ Reads simple captions and phrases<br>❖<br><br>**Writing**<br>❖ Gives meaning to marks they make<br>❖ Begins to use mark-making tools with control<br>❖ Writes some letters from their name<br>❖ Begins to form recognisable letters<br>❖ Writes recognisable letters, some correctly formed<br>❖ Begins to write their name | **Phonics**<br>❖ Sounds Write Phonics (Units 8-11)<br>❖ Segmenting, blending and phoneme manipulation<br>❖ Whole class reading<br><br>**Comprehension**<br>❖ Understands a range of stories, songs and rhymes<br>❖ Retells familiar stories in simple sequence<br>❖ Answers who, what and where questions<br>❖ Begins to talk about characters and events<br>❖ Demonstrates understanding of stories and non-fiction texts<br>❖ Retells stories with increasing detail<br>❖ Answers who, what, where and when questions<br>❖ Makes simple comments about what has been read<br>❖<br><br>**Word Reading**<br>❖ Reads simple sentences using phonic knowledge<br>❖ Blends sounds confidently to read words<br>❖ Recognises a growing number of tricky words<br>❖ Begins to read with increasing fluency<br>❖ Reads simple sentences fluently<br>❖ Uses phonic knowledge to decode unfamiliar words<br>❖ Recognises and reads common exception words<br>❖ Shows understanding of what has been read<br>❖<br><br>**Writing**<br>❖ Writes simple words using phonic knowledge | **Phonics**<br>❖ Sounds Write Phonics (Unit 11 and bridging to extended code)<br><br>**Comprehension**<br>❖ Shows good understanding of what has been read or heard<br>❖ Retells stories with clear sequence and key details<br>❖ Answers a range of questions including why<br>❖ Makes simple inferences about characters and events<br>❖ Demonstrates a secure understanding of texts<br>❖ Retells stories confidently using detail and sequence<br>❖ Answers questions about what has been read, including why and how<br>❖ Makes comments and predictions about stories<br><br>**Word Reading**<br>❖ Reads sentences and simple books with fluency and confidence<br>❖ Applies phonic knowledge consistently when decoding<br>❖ Recognises a wide range of common exception words<br>❖ Reads aloud with increasing accuracy and expression<br>❖ Says a sound for each letter in the alphabet and at least 10 digraphs<br>❖ Reads words consistent with their phonic knowledge by sound blending |

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| | ❖ Uses mark-making to represent ideas and experiences<br>❖ Begins to write simple words using initial sounds | ❖ Begins to form lower-case letters correctly<br>❖ Writes labels and captions<br>❖ Uses some known sounds to write words<br>❖ Guided reading/ whole class reading<br>❖ Writes simple phrases and sentences<br>❖ Uses phonic knowledge to spell words<br>❖ Forms most lower-case letters correctly<br>❖ Begins to use finger spaces between words | ❖ Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words<br><br>**Writing**<br>❖ Writes simple sentences that can be read by others<br>❖ Uses capital letters and full stops with support<br>❖ Spells words using phonic knowledge<br>❖ Forms letters correctly and consistently<br>❖ Writes simple sentences independently<br>❖ Uses capital letters, finger spaces and full stops<br>❖ Spells many words correctly using phonic knowledge<br>❖ Writes with increasing fluency and confidence |
| <u>Maths</u><br><br>Number<br><br>Numerical Patterns<br><br>(Link to White Rose Planning and Number Blocks ) | **Number**<br>❖ Matches, sorts and compares objects<br>❖ Explores numbers through songs and rhymes<br>❖ Recognises small quantities without counting<br>❖ Begins to count objects with support<br>❖ Develops understanding of more and less<br>❖ Counts objects to 3 with increasing accuracy<br>❖ Recognises numerals to 3<br>❖ Matches number to quantity to 3<br>❖ Explores composition of numbers to 3<br>❖ Uses language of more and fewer<br><br>**Numerical Patterns**<br>❖ Explores simple patterns in the environment<br>❖ Begins to recognise and copy simple patterns<br>❖ Joins in with repeating patterns in songs and actions<br>❖ Begins to understand daily routines and sequences<br>❖ Copies and continues simple AB patterns<br>❖ Identifies patterns in the environment<br>❖ Begins to talk about order and sequence<br>❖ Understands first, then, next | **Number**<br>❖ Counts objects to 5 accurately<br>❖ Recognises numerals to 5<br>❖ Understands composition of numbers to 5<br>❖ Begins to subitise to 5<br>❖ Explores one more and one less within 5<br>❖ Counts objects to 10 with increasing accuracy<br>❖ Recognises numerals to 10<br>❖ Understands composition of numbers to 10<br>❖ Subitises numbers within 5 and beyond<br>❖ Explores number bonds within 10<br><br>**Numerical Patterns**<br>❖ Recognises and creates repeating patterns (AB)<br>❖ Begins to identify errors in simple patterns<br>❖ Orders events in a simple sequence<br>❖ Begins to describe patterns<br>❖ Creates and continues more complex patterns (AB, ABB)<br>❖ Explores patterns using objects, sounds and movements<br>❖ Orders and sequences events with increasing accuracy<br>❖ Begins to notice patterns in number | **Number**<br>❖ Secures counting to 10 with one-to-one correspondence<br>❖ Understands number bonds to 10<br>❖ Explores addition and subtraction within 10<br>❖ Compares quantities up to 10<br>❖ Automatically recalls some number facts<br>❖ Demonstrates a deep understanding of numbers to 10<br>❖ Explores relationships between numbers within 10<br>❖ Solves simple addition and subtraction problems<br>❖ Uses number knowledge in practical contexts<br>❖ Begins to recall number bonds to 10 automatically<br><br>**Numerical Patterns**<br>❖ Recognises, creates and extends a range of patterns<br>❖ Identifies rules within patterns<br>❖ Understands sequencing in daily routines and stories<br>❖ Explores patterns in number (e.g. counting sequences)<br>❖ Confidently creates and explains repeating patterns<br>❖ Identifies and corrects errors in patterns<br>❖ Understands number sequences beyond 10 |

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| | | | ❖ Recognises patterns within number relationships |
| **Understanding The World**<br><br>**Past and Present**<br><br>**People, Culture and Communities**<br><br>**The Natural World** | **Past and Present**<br>❖ Talks about own experiences and familiar events<br>❖ Begins to use simple language related to time (now, today, before)<br>❖ Recognises and describes daily routines<br>❖ Remembers and discusses familiar stories<br><br>**People, Cultural and Communities**<br>❖ Talks about people who are important to them<br>❖ Recognises different roles within their family and school and society<br>❖ Begins to understand that people have different beliefs and celebrations<br>❖ Shows interest in the lives of others<br>.<br><br>**The Natural World**<br>❖ Explores the natural environment around them<br>❖ Notices change in the environment (e.g. weather, seasons)<br>❖ Talks about what they can see, hear and feel outdoors<br>❖ Begins to care for the natural world | **Past and Present**<br>❖ Describes events in their own life with simple sequencing<br>❖ Uses language such as before and after<br>❖ Talks about changes over time (e.g. baby to now)<br>❖ Recognises similarities and differences in stories and experiences<br><br>**People, Cultural and Communities**<br>❖ Describes similarities and differences between themselves and others<br>❖ Learns about different celebrations, traditions and ways of life<br>❖ Begins to understand that people have different beliefs and communities<br>❖ Talks about places that are familiar to them<br><br>**The Natural World**<br>❖ Describes what they see, hear and feel in the natural world<br>❖ Understands changes across the seasons<br>❖ Explores plants, animals and their habitats<br>❖ Begins to ask questions about the natural world | **Past and Present**<br>❖ Talks confidently about past and present events<br>❖ Understands and describes changes over time<br>❖ Explores similarities and differences between past and present<br>❖ Talks about the lives of people around them<br><br>**People, Cultural and Communities**<br>❖ Talks about different communities and ways of life<br>❖ Understands and respects differences between people, cultures and beliefs<br>❖ Describes some similarities and differences between different religious and cultural communities<br>❖ Explores the wider world beyond their immediate environment<br><br>**The Natural World**<br>❖ Explores and describes the natural world with increasing detail<br>❖ Understands key features of the life cycle of plants and animals<br>❖ Recognises similarities and differences between environments<br>❖ Shows care and respect for living things and the environment |

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| **Expressive Arts and Designs**<br><br>**Creating with Materials**<br><br>**Being Imaginative and Expressive** | **Being Imaginative and Expressive**<br>❖ Engages in imaginative play based on own experiences<br>❖ Uses role play to act out familiar routines and stories<br>❖ Explores sounds, songs and movement<br>❖ Joins in with singing and simple performances<br><br>**Creating with Materials**<br>❖ Explores a range of materials freely<br>❖ Uses different tools and techniques (e.g. painting, sticking, modelling)<br>❖ Begins to give meaning to their creations<br>❖ Experiments with colour, texture and shape | **Being Imaginative and Expressive**<br>❖ Develops storylines in imaginative play<br>❖ Uses props and resources to support role play<br>❖ Explores different ways of moving and expressing through music<br>❖ Begins to perform songs, rhymes and stories with others<br><br>**Creating and Materials**<br>❖ Uses a range of materials purposefully to create<br>❖ Develops techniques such as cutting, joining and shaping<br>❖ Begins to plan and talk about what they are creating<br>❖ Explores colour mixing and combining materials | **Being Imaginative and Expressive**<br>❖ Creates and develops own storylines in play<br>❖ Uses imagination to act out narratives and roles<br>❖ Performs songs, rhymes and stories with confidence<br>❖ Expresses ideas and feelings through music, movement and role play<br><br>**Creating and Materials**<br>❖ Creates with a range of materials with increasing control and intention<br>❖ Develops own ideas and chooses appropriate resources<br>❖ Uses different techniques to achieve a planned outcome<br>❖ Evaluates and adapts their creations |