

## Early Years Foundation Stage long term plan 2020-2021

Area of learning	Aspect of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional development	Self-confidence and self-awareness	Classroom routines and rules School rules Responsibility for belongings Self-Awareness- all about me. Confidence in new situation.	Looking after ourselves and our environment. Independence - resources. Confidence performance. Responsibility for class resources Bonfire night safety	Independence-tasks and learning to learn. Communication – listen, speak, reflect, respond. Staying safe when travelling, road safety.	Focussing on resilience – not giving up when things stand in your way. Self-Awareness – strengths /weaknesses. Responsibility- care and concern	Self-Awareness - sharing learning with others. Independence – work on own and with others.	Celebrating our successes. Independence – work on own and with others. Transition to Year 1/Reception. Discuss how they could help next year's Reception/Nursery class
	Managing feelings and behaviour	Circle times to talk Routines Books and stories Express their feelings- share and show how they feel Adapt behaviour to new routine	Managing conflicts - how can we work together as a team? Communication – recall experiences Understand how others feel- share experiences similar and different	Finding ways to solve a problem and building up resilience. Communication – own needs and listen to others	Express feelings – pride in achievements How are we growing and changing? What can we do now that we couldn't at the beginning of the year?	Manage – work with and negotiate with others. Understand how others feel empathy	Manage- adapt behaviour for new transition situation. Understand feelings about transition.
	Making relationships	Getting to know each other Support children in making friends Build new friendships. Work together – understand simple rules.	Working together to be good friends. Working together on collaboration tasks (focus on sharing and turn taking). Singing songs together	Working together to solve problems. Social skills and positive interactions with others-visitors. Use of language in play.	Learning to help each other. Playing games together. Communication – explain own knowledge and understanding.	Sharing learning with others. Work together- collaboration and being considerate to the needs of others.	Inclusion - sharing with friends. Work together – take on other's ideas. Use language – planning play

Physical Development	Moving and Handling	Pencil control: Following patterns + Letter formations / grasp Moving in range of ways, negotiating space. Emergent construction kits	Interacting with small apparatus to roll, throw, catch, kick Pincer grip Pencil control: Letter formations and grasp <b>Begin handwriting activities.</b>	Pencil control: Letter formations and grasp Dancing / Moving in different ways <b>Handwriting</b>	Pencil control: Letter formations and grasp Ball games Jumping Use of tools Climbing and balancing on different equipment. <b>Handwriting</b>	Pencil control: Letter formation and grasp Using a range of apparatus to travel. Variety of malleable materials <b>Handwriting</b>	Fine motor skills-ongoing. Pencil control: Letter formation and grasp Developing our games and athletic activities in preparation for sports day. <b>Handwriting</b>
	Health and Self-care	Managing own personal hygiene. Independently manage clothing such as zips	Managing own personal hygiene. Independently manage clothing such as zips	Focus on healthy eating and looking after our body.	Focus on healthy eating and looking after our body.	Relate exercise and healthy eating to growth and new life.	Safety – understanding and following rules when using and transporting equipment and resources
Communication and Language	Listening and Attention	Learning routines / transition signals. Communication-engage in conversation. Talking about ourselves and our families.	Communication about familiar people and events (link to Bonfire Night and Christmas)	Maintain attention during whole class activities. Responds appropriately.	Two channelled attention. Respond to others with relevant comments.	Listen to stories with enjoyment and respond. Communicate about characters in stories.	Listen in new situations and in larger groups.
	Understanding	Respond to ‘where’, ‘how’, ‘why’ questions about self. Follow instructions	Respond to events and provocations.	Respond to and ask questions. Respond to and interact with others in role play.	Follow simple <b>and complex</b> instructions	Respond to and answer ‘how’ and ‘why’ questions in response to stories	Respond to and answer questions in response to ideas and events.

	Speaking	<p>Answering questions. Speaking in sentences about me and my life at home.</p> <p>Enjoying singing songs and rhymes, following instructions. 'I can' celebrations.</p>	<p>Vocabulary-cultural events/ celebrations. Communication- take turns to listen and speak in performance. Acting out stories and use role play/small world to recreate familiar texts.</p>	<p>Acting out role play activities and small world.</p> <p>Narrative – focus on role play storylines</p>	<p>Retelling stories, sequencing, making up our own stories and sharing with each other.</p>	<p>Narrative-use language of stories to imagine and recreate ideas. Speaking in sentences with lots of detail.</p>	<p>Vocabulary- facts and information. Clarify thinking through talk to connect ideas.</p> <p>Future tense- Transition.</p> <p>Looking more thoroughly at story language, adding detail and discussing tense.</p>
Literacy	Reading	<p>Phase 1 phonics</p> <p>Rhythmic games and recognising rhymes, handling books</p> <p>Introduce home reading books</p> <p>Introduce key words to read at home.</p> <p>Phase 2 phonics</p> <p>Introduce Song of Sounds</p>	<p>Phase 1 phonics</p> <p>Rhythmic games and recognising rhymes, handling books</p> <p>Phonics games</p> <p>Read own name</p> <p>Introduce Literacy activities through book focus</p> <p>Home reading books</p> <p>Practising reading key words</p> <p>Phase 2 phonics</p> <p>Song of Sounds</p> <p>Begin streaming phonics groups.</p>	<p>Phase 1 phonics</p> <p>Continuing a rhyming string</p> <p>phonics games and songs.</p> <p>Introduce Literacy activities through book focus</p> <p>Recognition and spelling of CVC and CVCC words</p> <p>Home reading books</p> <p>Practising reading key words</p> <p>Phase 2 and 3 phonics</p> <p>Song of Sounds</p> <p>Phonics groups.</p>	<p>Phase 1 phonics</p> <p>Exploring a range of different books and authors.</p> <p>Introduce Literacy activities through book focus</p> <p>Home reading books</p> <p>Practising reading key words</p> <p>Phase 2 and 3 phonics</p> <p>Song of Sounds</p> <p>Phonics groups.</p>	<p>Phase 1 phonics</p> <p>Exploring non-fiction books.</p> <p>Introduce Literacy activities through book focus</p> <p>Home reading books</p> <p>Practising reading and spelling key words</p> <p>Phase 3 phonics</p> <p>Song of Sounds</p> <p>Phonics groups.</p>	<p>Phase 1 phonics</p> <p>Recall main events of stories and re-tell stories.</p> <p>Introduce Literacy activities through book focus</p> <p>Home reading books</p> <p>Practising reading and spelling key words</p> <p>Phase 3 phonics</p> <p>Song of Sounds</p> <p>Phonics groups.</p>

	Writing	<p>Mark – making in a variety of materials and tools.</p> <p>Write own name and CVC words</p> <p>Phase 2 phonics</p>	<p>Mark – making in a variety of materials and tools.</p> <p>Writing Christmas cards/letters to Santa</p> <p>Writing own name with name card</p> <p>Phase 2 phonics</p> <p>Writing for different purposes</p>	<p>Mark – making in a variety of materials and tools.</p> <p>Writing Mother's Day cards</p> <p>Letter formation</p> <p>Writing own name with name card</p> <p>Phase 2 and 3 phonics</p> <p>Begin writing in sentences</p>	<p>Mark – making in a variety of materials and tools.</p> <p>Letter formation</p> <p>Writing own name independently</p> <p>Phase 2 and 3 phonics</p> <p>Writing in sentences</p> <p>Focus on capital letter, full stops and finger spaces.</p>	<p>Mark – making in a variety of materials and tools.</p> <p>Writing Father's Day cards.</p> <p>Writing whole name independently</p> <p>Writing in sentences</p> <p>Phase 2 and 3 phonics</p>	<p>Mark – making in a variety of materials and tools.</p> <p>Writing whole name independently</p> <p>Spelling HFW</p> <p>Writing in sentences</p> <p>Begin story writing.</p> <p>Phase 2 and 3 phonics</p>
Mathematics	Number	<p>Numeral recognition, counting songs, matching amounts to numeral,</p> <p>Introduce numbers 1-5 using Numberblocks</p>	<p>Continuing numeral recognition and focusing upon accurate counting, using comparison such as more and less</p> <p>Introduce numbers 6-10 using Numberblocks</p>	<p>Continuing numeral recognition and focusing upon accurate counting.</p> <p>Sing number songs and rhymes.</p> <p>Combining groups of objects, counting accurately to find a total.</p> <p>Introduce teen numbers using Numberblocks</p>	<p>Continuing numeral recognition. Focus on using and applying numbers</p> <p>Sing number songs and rhymes.</p> <p>Number recognition to 20, ordering numbers, counting in 2's and 10's.</p> <p>Early addition and subtraction.</p> <p>Odd and Even numbers</p> <p>Problem solving</p>	<p>Continuing numeral recognition. Focus on using and applying numbers</p> <p>Sing number songs and rhymes.</p> <p>Count to 100. Doubling and halving</p> <p>Addition to 10</p> <p>Number bonds to 10</p> <p>Recognising and ordering numbers confidently to 20.</p> <p>Counting in 2's, 5's and 10's. Number bonds using 10 frames, partitioning, halving and sharing</p>	<p>Continuing numeral recognition. Focus on using and applying numbers</p> <p>Sing number songs and rhymes.</p> <p>Count to 100. Addition and subtraction to 10 then 20.</p> <p>Doubling and halving</p> <p>Addition to 10</p> <p>Number bonds to 10</p> <p>Recognising and ordering numbers confidently to 20.</p> <p>Counting in 2's, 5's and 10's. Number bonds using 10 frames, partitioning, halving and sharing.</p>

	Shape, Space and Measure	Making simple patterns Recognising 2D shapes Beginning to use 'round' and 'tall' to describe shapes. Making simple comparisons of size	2D shape recognition Using simple tools to measure Using language to talk about shapes e.g. corners, sides.	Create pictures with shapes and objects. Begin to use positional language. 3D shape recognition	Re-create simple patterns. Talk about time e.g. before, after, later. Identify coins and use them in play 3D shape recognition	Use shapes within activities. Order objects by size, weight and length	Looking for shapes in the environment Use language to talk about 2D and 3D shapes. Compare quantities of money. Recognise, create and describe patterns.
Understanding The World	People and Communities	Communication – family and friends. Observe and describe. Respect – themselves and special things in their lives Weekly routines	Observe, describe, respect and research event - Christmas, Diwali, Remembrance Day, Children in Need Communication – differences in religion/way of life	Observe and research –ask different types of questions. Chinese New Year, Valentine's Day Sequence changes in environment	The Easter Story Mother's Day Shows an interest in the lives of familiar people.	Looking at time-lines and significant moments in our lives. Respect – other people including their ideas, traditions & beliefs	Father's Day Transition, routines and change. Vocabulary of respect and co-operation.
	The World	Our local area Seasonal changes Observing natural features	Seasonal changes Ask questions about their familiar world. Exploring weather changes.	Seasonal changes Exploring maps and places in the world.	Seasonal changes Look at plants Exploring how things grow. Signs of Spring Exploring maps and places in the world.	Seasonal changes Talk about why things happen and how things work. Identify features of materials and living things	Seasonal changes Talk about why things happen and how things work. Similarities and differences between places, objects, materials and living things.
	Technology	Use of keyboard and mouse, use IT sources to find things out. Listening games.	Text and digital imagery – paint programs, take photos of seasonal changes	Online safety – internet safety day Electronic programming - Beebots	Use computers to research for photos, videos and information.	Make toys work by pressing buttons, Use computers to retrieve information.	Complete simple programs on the computer. Identify technology used in homes and schools.

Expressive Art and Design	Exploring and Using Media and Materials	Self-portraits using a variety of materials such as pencil, paint, chalk. Using junk modelling and craft materials.	Painting – colour mixing Seasonal colours, using collage and printing/rubbing techniques. Creating Christmas decorations.	Painting with different tools, Exploring colour mixing. Chinese New Year craft	Make Mother's Day cards Easter craft Joining techniques Using resources, tools and equipment	Explore texture and different materials. Creating designs before making models	Father Construct with a purpose in mind. Experiment with colour, shape, form and design.
	Being imaginative	Sing songs, Create dances and movement to music. Explore instruments.	Sing Christmas songs Act in character in the Nativity. Create dances and movement to music. Explore instruments.	Engage in role-play activities Explore how sounds can be changed.	Sing Mother's Day and Easter songs. Explore different instruments and ways to play them. Choose colours for a purpose.	Play rhythms on an instrument. Follow a rhythm pattern. Play role-play activities as part of a group.	Sing Father's Day songs Explore tuned instruments. Create representations of family and friends.

\*Reception specific

\*Nursery specific