

Early Years Long Term Plan (Knowledge and Skills)

	Autumn term		Spring term		Summer term	
Themes	<p>Ourselves and our Families</p> <p>Harvest</p> <p>Homes and Houses</p>	<p>Bonfire Night</p> <p>Diwali</p> <p>Christmas and Winter Traditions</p>	<p>Winter days and nights</p> <p>Dragons and Chinese New Year</p> <p>Food and Cooking</p>	<p>Pick up a stick</p> <p>Dinosaurs</p> <p>Spring into Spring</p>	<p>Growing plants</p> <p>People Who Help Us</p> <p>Animal life cycles</p>	<p>Fairy Tales</p> <p>Superheroes</p> <p>Transport and Travel</p>
Communication and Language	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow directions.</p>	<p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p>	<p>To understand questions such as who, what, where, when, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p>
<p>Early Learning Goal:</p> <ul style="list-style-type: none"> 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. 						
Speaking	<p>To talk in front of a small group.</p> <p>To talk to class teacher and LSA.</p> <p>To learn new vocabulary.</p>	<p>To answer question in front of the whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions eg and, because.</p>	<p>To share their work to the class – standing up at the front.</p> <p>To use new vocabulary in different contexts.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking ideas, feelings and events.</p>	<p>To talk to different adults around the school.</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p>
<p>Early Learning Goal:</p> <ul style="list-style-type: none"> 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. 						

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Self-Regulation	To recognise their different emotions.	To talk about how they are feeling.	To focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To control their emotions using a range of techniques, supported by an adult.	To maintain focus during extended whole class teaching.
	To understand how people show emotions.	To begin to consider the feelings of others.	To follow two step instructions.	To consider the feelings and needs of others.	To set a target and reflect on progress whilst undertaking it.	To follow instructions or three or more steps.
	To focus during short whole class activities.	To adapt behaviour to a range of situations.				To control their emotions using a range of techniques.
	To follow one step instructions.					
	Early Learning Goal <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 					

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Managing Self	To put socks and shoes on independently.	To have confidence to try new activities.	To begin to show resilience and perseverance in the face of challenge.	To be independent when dressing and undressing for activities like PE.	To manage own basic needs independently.	To understand the importance of healthy food and choices.
	To change after Forest School with little support.		To practise doing buttons.			To show resilience and perseverance in the face of challenge.
	To explore different areas within the Reception environment.		To practise doing buckles.			To show a 'can do' attitude.
	To use the toilet independently.					
Early Learning Goal <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face if challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 						
Building Relationships	To seek support of new adults when needed.	To play with children who are playing with the same activity.	To begin to work as a group with support.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To have confidence to communicate with adults around the school.
	To speak to peers and adults.	To begin to develop new friendships.	To use taught strategies to support turn taking.		To begin to develop relationships with other adults around the school.	To have strong friendships.
		To have positive relationships with all Reception staff.				
Early Learning Goal <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 						

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Gross Motor Skills	<p>Games: To develop the ability to control a ball in a range of ways.</p> <p>To develop the ability to throw accurately at a target.</p> <p>To use throwing skills in a small-sided game.</p> <p>To be able to use a bat or racket to move and control an object.</p> <p>To develop the ability to catch and bounce a ball.</p> <p>To develop the ability to kick a ball.</p>	<p>Dance: To develop the ability to adapt a well-known dance.</p> <p>To develop the ability to share my ideas about how to adapt a dance.</p> <p>To develop the ability to change movements and adapt a simple dance.</p> <p>To share opinions and give my own ideas about how to adapt and alter a simple dance.</p>	<p>Gymnastics: To develop the ability to jump in a range of ways from one space to another.</p> <p>To control my body when jumping and balancing.</p> <p>To create a sequence using a jump and a balance.</p> <p>To develop the ability to roll in a range of ways.</p> <p>To control my body when rolling in a range of ways.</p> <p>To perform a sequence with confidence and control.</p>	<p>Dance: To develop the ability to create movements to music.</p> <p>To practise movements and join them together to create a motif.</p> <p>To practise and improve a dance motif.</p> <p>To work as a team to create a short dance.</p> <p>To remember and perform a short dance.</p> <p>To evaluate and improve a short dance.</p>	<p>Games: To develop the ability to throw an object.</p> <p>To develop the ability to move at speed.</p> <p>To adapt the body when moving at speed.</p> <p>To learn how to jump safely.</p> <p>To develop the ability to jump in different ways.</p>	<p>Gymnastics: To develop the ability to move in a range of ways.</p> <p>To increase the ability to move around and onto equipment.</p> <p>To increase the ability to move under and onto equipment.</p> <p>To increase the ability to move over and onto equipment.</p> <p>To increase the ability to move through and onto equipment.</p> <p>To combine movements together while negotiating different equipment.</p>
	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					

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Fine Motor Skills	<p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write letters using correct formation.</p> <p>To use a knife and fork independently and cut food.</p>	<p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To paint using thinner paintbrushes.</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p>
	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparations for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 					

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Comprehension	<p>To ask questions about stories.</p> <p>To sequence familiar stories.</p> <p>To enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes.</p> <p>To identify favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>To answer questions about a text that has been read to them.</p> <p>To begin to predict what might happen next in a story.</p> <p>To seek familiar texts or stories to re-read in the book area.</p> <p>To request favourite stories and poems.</p> <p>To act out stories.</p> <p>To follow a story without pictures or props.</p> <p>To talk about characters in the books they are reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p> <p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p>
	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fictions, rhymes and poems and during role play. 		
Word Reading (Twinkl phonics)	<p>To spot rhymes in familiar stories and poems.</p> <p>To identify initial, middle and end sounds.</p> <p>To recognise words with the same initial sound.</p> <p>To begin to read individual letters by saying the sounds for them.</p> <p>To begin to orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To begin to read CVC words containing known letter-sound correspondences.</p>	<p>To use robot arms to identify how many sounds are in a word.</p> <p>To supply words with the same initial sound for Phase 2 single sounds.</p> <p>To recognise all taught Phase 2 and some Phase 3 digraphs.</p> <p>To re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondence.</p> <p>Some children may read simple sentences containing known letter-sound correspondences and 1 or 2 common exception words.</p>	<p>To read longer words.</p> <p>To read compound words.</p> <p>To read longer sentences.</p>

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	Early Learning Goal <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
Writing	To write their name. To give meanings to the marks they make. To write initial sounds. To begin to write CVC words using taught sounds.	To use the correct letter formation of taught letters. To form lowercase letters correctly. To write words and labels using taught sounds. To begin to write captions using taught sounds. To begin to write sentences using finger spaces. To understand that sentences start with a capital letter end with a full stop. To spell some taught tricky words correctly.	To form lowercase and capital letters correctly. To begin to write longer words and compound words which are spelt phonetically. To write sentences using a capital letter, finger spaces and full stop. To spell some taught tricky words correctly. To read their work back and check it makes sense.			
	Early Learning Goal <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 					
Maths (White Rose Education – see termly guidance for small steps)	Match, sort and compare. Talk about measures and patterns. It's me 1, 2, 3. Maths Week: (Two-year cycle) Mathematician: Alan Turing	Circles and triangles. 1, 2, 3, 4, 5. Shapes with 4 sides.	Alive in 5. Mass and capacity. Growing 6, 7, 8.	Length, height and time. Building 9 and 10. Explore 3-D shapes.	To 20 and beyond. How many now? Manipulate, compose and decompose.	Sharing and grouping. Visualise, build and map. Make connections. Sports Week: Sport personality: Sir Mo Farah

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	<p>Early Learning Goal: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Early Learning Goal: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
Past and Present	<p>To know about my own life-story.</p> <p>To know how I have changed.</p> <p>To know about different people from the past (eg Alan Turing, Mary Anning).</p> <p>Black History Month: Focus person: Lubaina Himid – artist.</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To know that different religious festivals have taken place for many years, often going a long way back into the past.</p> <p>To know that the dinosaurs lived on Earth for many years, before humans and other animals.</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To know about how animals and plants change as they grow.</p> <p>To know about how cars have changed over time.</p>
	<p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		

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People, Culture and Communities	<p>To know about family structures and who is part of their family.</p> <p>To know about differences and similarities between myself and my peers.</p> <p>To know about the features of my house.</p> <p>To know about features of the immediate school environment.</p> <p>To know and talk about Harvest and what it is.</p>	<p>To know and talk about how people celebrate Bonfire Night (not including Guy Fawkes).</p> <p>To understand that people around the world have different religions.</p> <p>To know and talk about how people celebrate Diwali.</p> <p>To know about the nativity story and how it is celebrated.</p> <p>To know about Hannukah and how it is celebrated.</p>	<p>To know and talk about Chinese New Year.</p> <p>To know and talk about Shrove Tuesday and Ash Wednesday.</p> <p>To know the features of our church.</p>	<p>To know and talk about Ramadan and Eid-al-Fitr.</p> <p>To know and talk about Holi.</p> <p>To know and talk about Passover.</p> <p>To know about life in another country and compare it to this country (Brazil).</p> <p>Culture Week: Brazil</p>	<p>To know about different people who help us.</p> <p>To know and talk about Easter.</p>	<p>To know the names of different religious places and objects.</p> <p>To know about towns and countryside and the difference between the two.</p>
	<p>Early Learning Goal:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 					

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The Natural World	<p>To identify basic properties of different materials.</p> <p>To explore creating structures with different materials.</p> <p>To know the difference between pushing and pulling.</p> <p>To identify different common farm animals.</p> <p>To respect and care for the natural environment of school (gardening and planting).</p> <p>Science Week (two-year cycle): Scientist: Mary Anning</p>	<p>To know about and recognise the signs of autumn.</p> <p>To know the names of different types of weather.</p>	<p>To know about and recognise the signs of winter.</p> <p>To know the names of different types of weather.</p> <p>To know about some important processes and changes in the natural world, including states of matter (freezing, melting, liquids, solids).</p> <p>To know about some important processes involved in cooking.</p>	<p>To know about and recognise the signs of spring.</p> <p>To know the names of different types of weather.</p> <p>To identify the different parts of plants and flowers.</p> <p>To know the difference between herbivores and carnivores.</p> <p>To know about the features of my immediate environment and how they might vary from another (the rainforest)</p> <p>To plant seeds.</p>	<p>To know about different habitats.</p> <p>To learn about lifecycles of plants and animals.</p> <p>To know that some things in the world are man-made and some things are natural.</p> <p>To nurture growing plants.</p>	<p>To know about and recognise the signs of summer.</p> <p>To know the names of different types of weather.</p> <p>To harvest grown vegetables.</p>
	<p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					

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Creating with Materials	<p>To create simple representations of people (including self) and objects.</p> <p>To learn about Lubaina Himid.</p> <p>To explore different techniques for joining materials (Sellotape and PVA glue).</p> <p>To role play using given costumes and props.</p>	<p>To create simple representations of people (including self) and objects.</p> <p>To use colours for purpose.</p> <p>To share creations.</p>	<p>To create simple representations of people (including self) and objects.</p> <p>To experiment with different mark making tools, such as art pencils, pastels, chalk.</p> <p>To explore different techniques for joining materials (glue stick, PVA, masking tape, Sellotape).</p>	<p>To create simple representations of people (including self) and objects.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (glue stick, PVA, masking tape, Sellotape, split pins).</p> <p>To make props and costumes for different role play scenarios.</p>	<p>To create simple representations of people (including self) and objects.</p> <p>To know which prime colours you mix together to make secondary colours.</p> <p>To plan what they are going to make (construction, junk modelling).</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p> <p>To create observational drawings.</p>	<p>To create simple representations of people (including self) and objects.</p> <p>To know some similarities and differences between materials.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p>
	<p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 					

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Being imaginative and Expressive	To sing and perform nursery rhymes.	To perform songs in the Christmas play.	To join singing assemblies.	To associate genres of music with characters and stories.	To join in with whole school achievement assembly.	To listen to poems and create their own.
	To experiment with different instruments and their sounds.	To begin to build up a repertoire of sings.	To create musical patterns using untuned instruments.	To create costumes and resources for role play.	To move in time to music.	To create their own compositions using instruments.
	To talk about whether they like or dislike a piece of music.	To use costumes and resources to act out narratives.	To begin to create costumes and resources for role play.		To learn dance routines.	To invent their own narratives, making costumes and resources.
	To create musical pattern using body percussion.				To act out well-known stories.	
	To use costumes and resources to act out narratives.				To follow a musical pattern to play an instrument.	
Early Learning Goal: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 						
Class Trips and Visitors	Local area – visiting the church Welcome Service and Harvest Festival Trip to Connell’s Farm		Woolley Firs Environmental Education Centre		People who help us – visits Visit from dental nurse	

Purple - Significant events or people
Red - Trips / theme days