



With thankfulness, courage and love, we strive to improve heart and mind

EARLY YEARS LONG TERM PLAN

Our expectations of what children will learn in each of the seven areas of learning are sequenced across the three terms. They are not exclusive to the terms in which they appear, and some expectations will be on-going across the whole year, others will be revisited many times as children learn to master new skills.

	Marvellous Me		I Wonder...		World Outside My Window	
	Thankfulness		Courage		Love	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Communication and Language	<ul style="list-style-type: none"> *Listening to stories about starting school (The Colour Monster Starts School). *Sharing my likes and interests. *Familiar role play activities (the home, the shops). *Songs and rhymes. *Listening games 	<ul style="list-style-type: none"> *Listening to stories linked to maths & UTW. *Join in with storytelling using actions and props. *Developing language for learning, knowledge, understanding & applying. *With support from an adult, use some recently introduced vocabulary. 	<ul style="list-style-type: none"> * Beginning to use tenses correctly ~ past, present, future. *Increasing attention skills. *Developing language for thinking ~ language to imagine, wonder, create roles and experiences. 	<ul style="list-style-type: none"> *Responding to how and why questions. *Participate in small group discussions. *Begin to make use of recently introduced vocabulary. 	<ul style="list-style-type: none"> *Developing language for reasoning and evaluating. *Following stories without pictures or props. *Offer explanations for why things might happen. 	<ul style="list-style-type: none"> *Participate in class discussions. *Use recently introduced vocabulary when offering own ideas or explanations.
Physical Development	<ul style="list-style-type: none"> *Developing fine motor control of tools when cutting and sticking, using dough, clay, and threading. *Negotiate space and obstacles. *Instruction games. 	<ul style="list-style-type: none"> *Fringing and cutting in a straight line. *Fine motor activities through the continuous provision. *Gardening ~ getting the garden ready for winter. 	<ul style="list-style-type: none"> *Forming letters of the alphabet correctly using dominant hand. *Cutting along a curved line leading to cutting around a picture. *Using yoga and dance activities to develop core strength and balance. 		<ul style="list-style-type: none"> *Using small apparatus ~ balls, hoops, bats for throwing and catching. *Planting and gardening. 	<ul style="list-style-type: none"> *Running and jumping skills ~ Sport's Day activities. *Forming letters correctly and with control over size and ascenders and descenders.



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<p>PSED</p>	<ul style="list-style-type: none"> *Settling in. *How do I feel today? (The Colour Monster). *Building relationships ~ making new friends, learning names. *Sitting quietly and maintaining attention. *Class routines and rules. *Self-care ~using the toilet, washing hands, putting on my coat. 	<ul style="list-style-type: none"> *Taking turns. *Building independence ~ looking after my own things, planning my own play. *Developing confidence through circle games. *I am unique. Text 'There's Only One Me'. 	<ul style="list-style-type: none"> *Trying new experiences ~ finding courage to have a go. Linked to our Christian value ~ Courage. *Developing self-confidence ~ challenging myself (I wonder if I can). *Beginning to resolve minor conflicts with adult support. 	<ul style="list-style-type: none"> *Building resilience. *Persevering with challenges. *Show sensitivity towards others by regulating my behaviour. 	<ul style="list-style-type: none"> *Setting and working towards simple goals. *Following instructions with several actions. *Work as part of a group. *Beginning to resolve minor conflicts without adult support. 	<ul style="list-style-type: none"> *Getting ready for the transition into year 1.
<p>Literacy</p>	<ul style="list-style-type: none"> *Phase 2 phonics. * T4W imitation. Retelling familiar stories with familiar patterns ~ traditional tales. *Give meaning to marks in all situations. *Recognise own name. *Sharing a range of stories, discussing events and characters. *Orally blend and segment CVC words. 	<ul style="list-style-type: none"> *Phase 3 phonics. *Write own name. *Write initial sounds in words. *Begin to write simple CVC words. *T4W innovation, building own ideas through story telling. 	<ul style="list-style-type: none"> *Phase 3 phonics. *Write CVC words. *Writing phonetically plausible attempts at words. *T4W imitation. 	<ul style="list-style-type: none"> *Phase 3 phonics mastery. *Write simple captions and sentences. T4W innovation ~ adapting familiar stories and building own ideas. 	<ul style="list-style-type: none"> *Phase 4 phonics. *T4W ~ invent ~ developing own narratives through knowledge of familiar stories. 	<ul style="list-style-type: none"> *Phase 4 mastery.
<p>Mathematics</p>	<ul style="list-style-type: none"> *Participate in number songs and rhymes. *Sorting matching and grouping objects. *Equal groups. *Repeating patterns. *Subitising using small quantities in familiar patterns. 	<ul style="list-style-type: none"> *Representing, comparing and the composition of numbers to 3. *Representing numbers to 5. *Subitising before counting for small groups of objects. 	<ul style="list-style-type: none"> *Introducing zero. *Comparing and composition of numbers to 5. *Numbers 6, 7 & 8 *Combining two amounts. *Making pairs. *Length and height 	<ul style="list-style-type: none"> *Counting and comparing numbers to 10. *Bonds to 10. *Simple 3D shapes. *Spatial awareness. 	<ul style="list-style-type: none"> *Counting to 20 and beyond. *Building numbers and counting patterns beyond 10. *Adding more. *Taking away. *Spatial reasoning 	<ul style="list-style-type: none"> *Doubling. *Sharing and grouping. *Even and odd. *Spatial reasoning ~ visualise, build, map.



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	<ul style="list-style-type: none"> *Putting objects into five and ten frames. 	<ul style="list-style-type: none"> Showing an amount without counting using our fingers. *Checking our answers by counting. *One more, one less. *Simple 2D shapes. *positional language. *Time ~ night and day. 	<ul style="list-style-type: none"> ~ comparing using the language long, short, tall, longer, shorter, longest, shortest. *Time. 		<ul style="list-style-type: none"> ~ match, rotate, manipulate, compose and decompose. 	<ul style="list-style-type: none"> *Capacity ~ comparing quantities using the language full, empty, part full. *Mass ~ comparing weights using the language heavy, light, the same as, balance.
Understanding the World	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. *My home and my family. *Name and describe people who are familiar to them. *RE ~ creation, what do we know about God? *Explore the natural world around them. *Understand the effect of changing seasons on the natural world around them. *Autumn/Creation walk. Signs of autumn. *Harvest ~ we are thankful for all God's gifts. *Gardening ~ looking after our EYs garden, caring for our 	<ul style="list-style-type: none"> RE ~ Why do Christians perform nativity plays at Christmas? *What are we thankful for at Christmas? *Talk about the lives of the people around them. *What do we know about birthdays? *Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> *RE ~ how do people celebrate? *Recognise that people have different beliefs and celebrate special times in different ways. *Understand some changes in states of matter ~ ice and water. (I wonder what will happen if...?) *Winter walk ~ signs of winter. *Understand the effect of changing seasons on the natural world around them. *The polar bear project. 	<ul style="list-style-type: none"> *Spring walk ~ signs of spring. *RE ~ salvation, celebrating Easter. Why do Christians put a cross in an Easter garden? 	<ul style="list-style-type: none"> *Planting and growing plants ~ changes over time, what do plants need to grow? Which plants can we eat? *Describe what they see, hear and feel whilst outside. *Labelling simple parts of a plant. *RE ~ What can we learn from stories? *Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> *Summer walk ~ signs of summer. *RE ~ what makes places special? *Understand that some places are special to members of their community. *How can we look after our world? Linked to our Christian value ~ love. *Recognise some environments that are different to the



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	environment/God's beautiful world. *Observing weather and seasons.		*Recognise some similarities and differences between life in this country and life in other countries.			one in which they live. *Gain information from a simple map ~ trees, buildings, roads, fields. Draw simple maps of the surrounding area.
Expressive Arts	*Drawing pictures of me, my family and my home. *Using ready mix paint to create a self-portrait showing hair, skin and eye colour (I am unique). *Retelling stories using small world and props in role-play. *Exploring natural materials.	*Exploration of clay and dough. Making a clay candle holder. *Adapt stories with adults and peers. *Perform songs and stories with others.	*Retelling stories using small world and props in role play. *Exploring colour and pattern. *Exploring a variety of materials, tools and techniques and experimenting with colour, design and texture.	*Adapt stories with adults and peers. *Perform songs and stories with others.	*Observational drawings ~ plants and animals in our environment. *Invent stories with the adults and peers.	*Using watercolour paints.