

## EYFS LONG TERM CURRICULUM PLAN

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Encouraging collaborative play skills. How to be a good friend. Sharing and taking turns.</li> <li>• Familiarity and confidence in the school environment. Awareness and understanding of rules and routines. Speaking about home and community.</li> <li>• Ask for help appropriately. Speaking in a familiar group.</li> <li>• Aware of own feelings and consequences of actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and responding to others. Resolving conflicts.</li> <li>• Confident to speak to others about needs, wants, interests, abilities and opinions.</li> <li>• Talk about how people show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity to needs and feelings of others. Play games with rules.</li> <li>• Understand someone else's point of view can be different from theirs.</li> <li>• Speaking in front of the class.</li> <li>• Making plans.</li> <li>• Working in a group.</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Listen to stories with increasing attention and recall. Joining in with key phrases.</li> <li>• Following instructions.</li> <li>• Maintaining attention and concentrating.</li> <li>• Understand questions – 'who', 'what', 'where', 'when'. Begin to understand 'why' and 'how' questions. Ask questions.</li> <li>• Use talk to connect ideas, explain</li> </ul>	<ul style="list-style-type: none"> <li>• Listening attentively to stories anticipating events and responding with relevant comments.</li> <li>• Listen to a story without pictures or props.</li> <li>• Respond to instructions with several parts.</li> <li>• Answer 'how' and 'why' questions in response to stories and events.</li> <li>• Making meaning clear to others when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen in assembly.</li> <li>• Express views about events or characters in stories.</li> <li>• Storylines and narratives.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Use past, present and future forms accurately.</li> <li>• Use a range of vocabulary in imaginative ways to add</li> </ul>

	<ul style="list-style-type: none"> <li>• What is happening, anticipate what might happen next and recall past experiences. Use a range of tenses.</li> <li>• Build up vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to extend vocabulary.</li> <li>• Use language to imagine and recreate roles.</li> <li>• Use talk to organise, sequence, explain and clarify thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Information, express ideas, explain or justify actions or events.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Movement activities. Basic small apparatus work.</li> <li>• Cutting skills.</li> <li>• Developing pencil control, copying letters.</li> <li>• Using tools and malleable materials.</li> <li>• Managing personal needs, including dressing.</li> </ul>	<ul style="list-style-type: none"> <li>• Big apparatus and gymnastic skills. Continue developing small apparatus skills.</li> <li>• Forming letters correctly.</li> <li>• Understanding ways to keep healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor P.E. activities. Racing and chasing games.</li> <li>• Continuing to practise correct letter formation. Writing on lines.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Rhyme and rhyming activities.</li> <li>• Letter sounds and developing awareness of sounds in words.</li> <li>• Listening and responding to stories.</li> <li>• Recognise familiar words.</li> <li>• Key texts: We're Going on a Bear Hunt. The Three Little Pigs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing simple words.</li> <li>• Answering questions about stories.</li> <li>• Read common irregular words.</li> <li>• Key texts: Goldilocks and the Three Bears. The Three Billy Goats Gruff. The Gingerbread Man.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing sentences.</li> <li>• Decoding more complex words.</li> <li>• Demonstrate greater understanding of stories/texts.</li> <li>• Alphabet order and letter names.</li> <li>• Key texts: Jack and the Beanstalk. Non-fiction texts.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Developing sense of number to 10. Counting and counting out small groups of objects.</li> <li>• Number formation.</li> <li>• Language of quantities: more/fewer.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of numbers to 20.</li> <li>• Order numbers to 20.</li> <li>• Counting larger groups of objects accurately.</li> <li>• Separate a group of objects in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Say the number that is 1 more/1 less than numbers to 20.</li> <li>• Continue developing understanding of addition and subtraction.</li> <li>• Counting in groups of two, five and ten</li> </ul>

	<ul style="list-style-type: none"> <li>• Combining groups of objects</li> <li>• Begin to develop understanding of 1 more/1 less.</li> <li>• Recognising 2D shapes and basic properties.</li> <li>• Positional vocabulary.</li> <li>• Repeating patterns.</li> <li>• Ordering items by length, height, weight or capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimation</li> <li>• Addition</li> <li>• Subtraction.</li> <li>• Continue developing understanding of 1 more/1 less.</li> <li>• Simple problem solving, including doubling, halving and sharing.</li> <li>• Recognising 3D shapes and basic properties.</li> <li>• Money.</li> <li>• Time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use mathematical language to describe shapes and objects.</li> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and solve problems.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Autumn and seasonal festivals, including harvest, Christmas, Divali, bonfire night.</li> <li>• Explore school environment and talk about its features.</li> <li>• Acquire basic skills in using ICT in the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring and seasonal festivals, including Easter and Chinese New Year.</li> <li>• Science focus – talk about why things happen and how things work.</li> <li>• Materials.</li> <li>• Complete simple programs on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and change.</li> <li>• Similarities and differences between themselves and others.</li> <li>• Talk about past and present events.</li> <li>• Compare and contrast places.</li> <li>• Make observations of plants and animals.</li> <li>• Use and recognise different technology.</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Using construction materials.</li> <li>• Art using natural materials.</li> <li>• Sing simple songs. Ring games.</li> </ul>	<ul style="list-style-type: none"> <li>• Collage and mixed media.</li> <li>• Musical instruments and dance.</li> <li>• Act out a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Junk modelling skills.</li> <li>• Rhythm.</li> </ul>

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**Author: Miss V Watson, Headteacher**