

Howitt Primary  
Community School

# EYFS Long-term Plan





# EYFS Long-Term Plan

## Progression across the Early Years Foundation Stage

### Global Themes / British Values

(weave throughout the year as appropriate to the themes covered)

#### Peace and Conflict

To know our own actions have consequences.  
To know some basic ways to avoid, manage and resolve conflict.

fair, unfair

#### Identity and Diversity

To understand people are all unique and everyone should be valued.  
To identify the similarities and differences between self and others.

same, different, self/ myself, everyone, us/all

#### Social Justice

To know what is fair and unfair within their experience.  
To know the importance of caring and sharing on others.

fair, unfair, caring, sharing, right, wrong

#### Saving our Environment

To know about different living things and their needs.  
To know how to take care of immediate environment in our locality.

care, nature, world

#### Our Heritage

To know about aspects of local heritage that has impacted on their lives and the lives of their families.

home, family, us

#### Our World and Beyond

To know their immediate and local environment and simple links with other places. (e.g. through food).

world, change

#### Democracy

Make decisions together.  
Make sure that everyone has equal rights and is treated equally/ fairly.  
Show each child's views matter, giving the opportunity to share and collaborate to make decisions together.

#### Rule of Law

Develop understanding of cause and effect and that our actions have consequences.  
Understand that there are some rules that we need to follow.  
Distinguish between right and wrong.

#### Individual Liberty

Develop a positive sense of self.  
Promote self-confidence and self-awareness.  
Develop language and experiences to name and understand own emotions.

#### Mutual Respect and Tolerance

Create an environment that encourages tolerance of all faiths, cultures, races and views.  
Develop understanding and celebration of our differences and similarities.

# Yearly Overview



<b>Yearly Overview</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/ Theme</b>	Marvellous Me!	Let's Celebrate	Tell me a story	Get Set Grow	Magical Minibeasts	Our Wonderful World

**Seasonal Changes**  
Taught alongside main topics and themes



Planning format across each area of learning

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

## 2 Year Olds

### Communication and Language



#### Speaking

Use an average of 50 words. Make themselves understood by their peers and unfamiliar adults. Say how they feel using a mix of words and actions.

Link two or more words together to make self-understood. Work on pronouncing a range of speech sounds and use: p. b. m. w. Have a rapidly developing vocabulary.

Begin to link words into short sentences (linking up to 5 words together). Begin to use these sounds in speech:  
- l/r/w/y  
- f/th  
- s/sh/ch/dz/j

Link words into short sentences (up to 5 words together). Develop speech sounds and pronounce:  
- l/r/w/y  
- f/th  
- s/sh/ch/dz/j  
Use words for description, function, time and space.

Use words for description, function, time, and space. Begin to identify and name a range of vocabulary linked to familiar objects and people. Use a range of speech sounds and start to pronounce multisyllabic words to make self-understood. Use some simple prepositions e.g. in, out, up, down.

Identify and name a range of familiar objects and people (around 300 words). Make self-understood by unfamiliar adults by using a range of speech sounds and starting to pronounce multisyllabic words. Use pronouns and plurals and start to use prepositions.

#### Listening, Attention and Understanding

Have a favourite rhyme or story which they like to share. Identify familiar objects e.g. "red bike," "Fred's shoes". Interested in other children's play and showing they want to join in.

Develop simple pretend play e.g. putting baby to bed. Understand simple questions. Listen to others talk with interest but can be easily distracted.

Begin to engage in familiar stories, songs, and rhymes. Start to understand and act on short sentences including some action words e.g. dolly run. Enjoy listening to others.

Enjoy listening to familiar stories, songs, and rhymes. Understand and act on longer sentences which have 'doing or action' words e.g. "make dolly run". Interested in and enjoy listening to others and start to join in.

Start to engage in with familiar stories, songs, and rhymes. Begin to pay attention when name is called. Begin to follow a simple instruction. Start to engage in the same topic as their friend.

Start to join in with familiar stories, songs, and rhymes. Shift attention when someone uses name and then follow an instruction. Start to develop conversational skills by listening before responding. Listen to stories, songs and rhymes at group time and respond by joining in. Enjoy listening to longer stories.

## Nursery

# Communication and Language



## Speaking

Identify and name a range of familiar objects and people (around 300 words).  
Make self-understood by using a range of speech sounds and starting to pronounce multisyllabic words.  
Use pronouns and plurals and start to use prepositions.

Use familiar vocabulary in play.  
Join in when singing familiar songs.  
Name familiar objects.  
Communicate needs.

Speak in short phrases.  
Join in with repetitive phrases during story time.  
Confidently talk to a familiar adult.

Speak in simple sentences.  
Join in with conversation with friends engaged in the same activity.  
Sing a familiar song or rhyme.  
Use new words learned through play and exploration.

Begin to use sentences to link thoughts (e.g. using and, because).  
Build up a repertoire of simple songs and rhymes.  
Initiate a conversation with friends or a grown up while playing.

Begin to use new topic vocabulary in play.  
Know a range of songs, rhymes and rhythms and use while playing.  
Speak in a full sentence of 3-6 words.  
Start a conversation and continue it with an adult or a friend.  
Talk about things that are happening now (present day).  
Initiate a conversation with friends or a grown up while playing.

## Listening, Attention and Understanding

Start to join in with familiar stories, songs and rhymes.  
Shift attention when someone uses name and then follow an instruction.  
Start to develop conversational skills by listening before responding.  
Engage in pretend play.

Enjoy simple stories.  
Listen and respond to a simple instruction and question with adult support.  
Start to develop pretend play.

Enjoy a range of stories, songs, and rhymes.  
Listen to others in one to one or small groups, when conversation interests.  
Take part in pretend play using an object to represent something else.

Start to listen to longer stories with interest and join in with familiar or repeating parts e.g. Bear Hunt.  
Respond to a simple instruction and question.  
Begin to develop stories using small world equipment and during pretend play.

Follow directions (if not intently focused on own choice of activity).  
Begin to develop more complex storylines in pretend play.

Talk about a story heard.  
Join in a conversation.  
Follow a simple 2 step instruction and answer questions.  
Express a point of view.  
Begin to develop more complex storylines in pretend play with peers.

## Reception

### Communication and Language



#### Speaking

Begin to use new topic vocabulary in play.  
Know a range of songs, rhymes and rhythms and use while playing.  
Speak in a full sentence of 3-6 words.  
Start a conversation with friends or a grown up while playing.  
Start a conversation and continue it with an adult or a friend.  
Talk about things that are happening now (present day).

Learn an increasing range of new vocabulary.  
Use complete sentences in everyday talk.  
Talk about things in the past.

Use new vocabulary in play.  
Use a range of sentence starters.  
Describe past and present events in some detail.

Use new vocabulary in context.  
Use longer sentences using conjunctions.  
Talk about things that are going to happen (future).

Use new vocabulary in different contexts.  
Link one idea or action to another using a range of connectives.

**ELG - Participate in small group, class and one-to-one discussions.  
Offer own ideas using recently introduced vocabulary.  
Offer explanations for why things might happen.  
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**

#### Listening, Attention and Understanding

Enjoy listening to longer stories and remember much of what happened.  
Take about a story heard.  
Join in a conversation.  
Follow a simple 2 step instruction and answer questions.  
Express a point of view.  
Begin to develop more complex storylines in pretend play with peers.

Understand why listening is important.  
Engage in a range of stories, rhymes, and songs, paying attention to how they sound.  
Ask questions during group time.

Listen to and talk about stories to build familiarity and understanding.  
Learn an increasing range of rhymes and songs.  
Ask simple 'who' and 'where' questions.

Listen to longer stories with increasing recall.  
Learn an increasing range of rhymes, poems and songs.  
Listen to longer stories with increasing recall.  
Ask questions to find out more and to check understanding of what has been said - who, where?

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  
Retell stories, some as exact repetition and some in own words.  
Ask questions to find out more and to check understanding of what has been said - when and how?

**Early Learning Goal - 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.**

## 2 Year Olds

### Personal, Social and Emotional Development



#### Self-regulation

Begin to see self as a separate person.

Start to show a range of emotions.

Start to understand why they are feeling the emotion they are feeling.

Start to control their emotions in certain situations, with support.

Begin to take notice of other people's emotions.

Talk about emotions during play and when listening to stories.

#### Managing Self

Start to know when they have wet or soiled their nappy.

Start to know when they need and have been to the toilet (potty training).

Start to communicate with words or gestures when they need and have been to the toilet (potty training).

Show they want to complete tasks to do with self-care, with support.

Want to complete tasks to do with self-care, independently.

Begin to explore different activities with the help of a grownup. Familiarise self with new surroundings e.g. snack area, toilet.

#### Building Relationships

Play confidently on own and alongside others.

Enjoy the company of other children and want to join in with their play.

Begin to build friendships and bonds with other children, with support.

Develop friendships and bonds with other children and familiar adults in the setting (key person and other staff).

Able to separate confidently from parent/carer, when supported by their key person.

Play with increasing confidence on their own and with other children with an adult close by. Begin to develop friendships with other children.

# Nursery

## Personal, Social and Emotional Development



### Self-regulation

Express a range of emotions.  
Safely explore emotions through play and stories.

Manage transition from parent to key person.  
Talk about their feelings.

Be increasingly able to talk about and manage their emotions.  
Begin to understand gradually how others might be feeling.

Talk and manage their emotions.  
Begin to show more confidence in new situations

Increasingly able to moderate their feelings.  
Show an awareness of basic routines and boundaries.

Talk about their feelings and the feelings of others.

### Managing Self

Begin to take turns.  
Establish sense of self.

Learn to use the toilet independently.  
Grow in independence, rejecting help.

Increasingly follow rules.  
Develop sense of responsibility.

Follow rules and understand why they are important.  
Be increasingly independent in meeting own needs.

Remember rules with less adult support.  
Select and use resources with help when needed.

Increasingly remember rules without being reminded.  
Manage own needs, using the toilet, washing and drying hands (with some reminders).

### Building Relationships

Develop friendships with others.  
Play with others, sharing and taking turns.

Play with increasing confidence.

Become more outgoing with familiar people in nursery.  
Begin to play with one or more children.

Notice and ask questions about differences.  
Play cooperatively with others.

Play with others, beginning to resolve conflict, with support.  
Play with others, extending and elaborating play ideas.

Develop sense of responsibility and membership of a community.  
Talk with others to solve conflicts, with support.  
Think about the perspectives of others, with support.

## Reception

### Personal, Social and Emotional Development



#### Self-regulation

Identify a range of feelings and tell a grown up how they are feeling. Choose an activity independently. Follow simple instructions (2 to 3 words e.g. sit down).

Be aware of school values/ rules. Follow the structure, routine, and rules of the reception classroom, without support. Begin to show perseverance to achieve goals.

Understand some of their own feelings and respond to them appropriately. Complete a task of their own choice and concentrate on it for a suitable time (age +/- 1 min).

Begin to understand the feelings of others. Talk about what is right and wrong

Help to find solutions to conflicts and rivalries. E.g. not everyone can be superman in the game.

**Early Learning Goal**  
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 focused 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.

#### Managing Self

Put own coat on. Use respectful manners. Start to understand how to keep themselves healthy (wash hands and clean teeth). Make safe choices within the setting.

Put on and fasten own coat (buttons / Velcro). Tidy up and care for the resources in the classroom.

Zip up own coat. Put own shoes on. Begin to try activities that are unfamiliar.

Say how they can keep themselves healthy (diet, exercise).

Begin to understand the consequences of their actions.

**Early Learning Goal**  
Be confident to try new activities and show independence, resilience and perseverance in the face of 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

Play with a small group of children cooperatively.

Play with a small group of children, co-operatively sharing ideas.

Share and take turns with favourite resources. Show friendly behaviour around the classroom and around school. Develop friendships with lots of people.

Listen to and respond to the ideas of others.

Solve conflicts with others, listening and sharing e.g. using strategies like a timer to share.

**Early Learning Goal**  
Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. How sensitivity to their own and to others' needs.

## 2 Year Olds

### Physical Development



#### Gross Motor

Walk with some control.  
Use push along wheeled vehicles.

Fit into spaces, like tunnels, dens, and large boxes, and move around in them.  
Walk, run, jump, and climb with some control.  
With support walk up steps.

Walk, run, jump, and climb with more control.  
With support walk up and down steps.

Sit on a push-along wheeled toy, use a scooter, or ride a tricycle.  
Climb confidently.  
Enjoy starting to kick, throw and catch balls.

Begin to build with a range of resources.  
Start to walk up and down steps with some independence.

Begin to enjoy gross motor activities (kicking, throwing, catching).  
Build independently with a range of appropriate resources.  
Walk, run, jump, climb and use the stairs independently.

#### Fine Motor

Explore and begin to manipulate materials.

Explore using a range of tools to manipulate materials.

Explore a range of tools to make marks.

Explore different ways of making marks with a range of tools and resources.

Begin to develop and use different grips.

Begin to pick up small objects, isolating finger and thumb.  
Take part in some fine motor skills to do things independently e.g., pouring drinks and exploring tools.



## Nursery

# Physical Development

## Gross Motor



Begin to enjoy gross motor activities (kicking, throwing, catching).  
Build independently with a range of appropriate resources.  
Walk, run, jump, climb and use the stairs independently.

Climb, jump and start to use the stairs independently.  
Start to kick, throw and catch balls.  
Begin to move in time to music.  
Match developing physical skills to tasks.

Increasingly independent with dressing.  
Revise and refine fundamental movement skills.  
Choose the right resources to carry out own plan.  
Use core muscle strength to achieve good posture.

Skip, hop and stand on one leg.  
Increasingly able to use and remember sequences.  
Start taking part in some group activities which are made up by self or in teams.

Climb up apparatus using alternate feet.  
Collaborate with others to manage large items, such as moving a long plank safely,  
Carry large hollow blocks.

Begin to use large-muscle movements to wave flags and streamers, paint and make marks.  
Use and remember sequences and patterns of movement related to music.  
Continue to develop movement, balancing, riding and ball skills.  
Hold a pose for a game like musical statues.  
Use a scooter or ride a tricycle.

## Fine Motor



Develop manipulation and control.  
Explore different tools.  
Start eating independently and learn how to use a knife and fork.

Use two hands to open and close scissors.  
Clump dough together.

Show preference for dominant hand.  
Use a comfortable grip.  
Chop scraps of paper into smaller bits. Squish and poke dough.

Use thumb and 4 finger scissors to make snips into paper.  
Eat independently using a knife and fork.  
Use a comfortable grip with good control when holding pencil and crayons.

Manipulate and control scissors with increasing control.  
Begin to use a range of tools competently.  
Squash, pinch and squeeze dough in hands.

Develop small motor skills to use a range of tools confidently.  
Begin to develop 4 finger grips.

## Reception

### Physical Development



#### Gross Motor

Begin to use large-muscle movements.  
Use and remember sequences and patterns of movement related to music.  
Develop movement, balancing, riding and ball skills.  
Independently transfer gross motor movements to mark make on a large scale.  
Move safely and with awareness of others. Move in a variety of ways (jumping, skipping, hopping, balancing) with increasing control.  
Throw, kick pass and aim a variety of balls with increasing control.

Develop and refine a range of ball skills including throwing and aiming.

Combine different movements with ease and fluency.  
Climb, balance and dismount with safety and control.  
Climb over, under and through obstacles.

Develop and refine a range of ball skills including throwing, catching, passing.  
Progress towards a more fluent style of moving, with developing control and grace.  
Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  
Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Throw, kick, pass and aim a variety of ball with increasing control.  
**Early Learning Goal**  
•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.

#### Fine Motor

Dough  
Use dough to roll, coil, shape cut.  
Dough.  
Follow Dough Disco progression

Junk modelling  
Develop scissor skills - using a thumb and finger to make straight and curved cuts.

Paint  
To develop a range of skills using - brushes, pencils, chinks and range of mark making tools  
Paint  
**Early Learning Goal**  
•Hold a pencil effectively in preparation 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.



To develop good pencil grip and control.

## 2 Year Olds

### Literacy



#### Reading

Start to join in with familiar rhymes - echoing pitch, etc. Enjoy sharing books with an adult.

Listen to stories and turn the pages of books as if reading (adding in word etc). Sing rhymes and songs independently in play.

Start to use familiar vocabulary from books or rhymes read/sung.

Sometimes play based around familiar books.  
Build good listening skills.  
Repeat familiar phrases and lines from songs.  
Join in with familiar nursery rhymes and songs.  
Start to recognise familiar logos in their environment.

Enjoy looking at books and begin to share their own ideas about books.  
Tell the difference between a picture and print.

Enjoy looking at books and make comments and share own ideas about books.  
Enjoy familiar stories, songs and rhymes.  
Give meaning to marks made and seen.  
Enjoy sharing books with an adult.  
Have a favourite book that they like to share with an adult, with another child, or to look at alone.  
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

#### Writing

Explore and begin to manipulate materials.

Explore using a range of tools to manipulate materials.

Explore a range of tools to make marks.

Explore different ways of making marks with a range of tools and resources.

Begin to develop and use different grips.

Begin to pick up small objects, isolating finger and thumb.  
Take part in some fine motor skills to do things independently e.g., pouring drinks and exploring tools.



## Nursery

## Literacy



### Reading

Enjoys singing rhymes, tuning in and paying attention.  
 Joins in with songs and rhymes, copying sounds, rhymes, tune and tempo.  
 Say some of the words in songs and rhymes.  
 Pay attention and respond to the pictures or the words.  
 Enjoy sharing books with adults.  
 Have favourite books and seek them out, to share with an adult, another child, or to look at along.

Enjoys singing rhymes, tuning in and paying attention.  
 Say some of the words in songs and rhymes.  
 Copy finger movements and other gestures.  
 Pay attention and respond to the pictures or the words.  
 Enjoy sharing books with adults.  
 Have favourite books and seek them out, to share with an adult, another child, or to look at alone.

Sing rhymes whilst playing.  
 Start to engage in conversation about stories.  
 Notice some print, such as the letters in their name.  
 Ask questions about a book.  
 Begin to understand we read from left to right and top to bottom.

Sing songs and say rhymes independently.  
 Engage in conversation about stories, beginning to learn new vocabulary.  
 Develop play around their favourite stories using props.  
 Begin to count or clap syllables in words.

Confidently sing songs and rhymes to adults.  
 Demonstrate understanding of what has been read.  
 Repeat words and phrases from familiar stories.  
 Spot words with the same initial sound.  
 Use some vocabulary from books in their play.

Re-read to make sure what they have read makes sense.  
 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

### Writing



Randomly scribble.  
 Spontaneously scribble in vertical/ horizontal and/or circular direction.  
 Imitate a horizontal/ vertical/circular direction.  
 Make marks on their picture.  
 Enjoy drawing freely.

Randomly scribble.  
 Spontaneously scribble in vertical/horizontal and/or circular direction.  
 Imitate a horizontal/ vertical/circular direction.  
 Make marks on their picture that stand for their name.  
 Enjoy drawing freely, the outdoor area with chalk and brushes

Imitate a horizontal line.  
 Imitate a vertical line.  
 Imitate a circle.  
 Make marks on their picture that stand for their name.  
 Begin to give meaning to their marks.  
 Evidence of circles and straight lines within their drawings.

Freely mark make.  
 Imitate a horizontal line.  
 Imitate a vertical line.  
 Imitate a circle.  
 Make marks on their picture that stand for their name.  
 Begin to give meaning to their marks.  
 Evidence of circles and straight lines within their drawings

Start to ascribe meaning to marks made - this is mummy, this is a dog etc.  
 Copy a horizontal line.  
 Copy a vertical line.  
 Copy a circle.  
 Imitate +.  
 Imitate / and \.  
 Imitate a square.  
 Write some or all their name.  
 Write some letter shapes accurately.

Enjoy drawing freely and begin to talk about what has been drawn.  
 Copy a horizontal line.  
 Copy a vertical line.  
 Copy a circle.  
 Imitate +.  
 Imitate / and \.  
 Imitate a square.  
 Use some of their print and letter knowledge in their early writing.  
 Begin to write their name with recognisable letters.

# Reception

## Literacy



### Reading

Talk about their favourite stories  
Act/ retell parts of their favourite stories  
Listen for the initial sounds in words  
Grapheme/phoneme correspondence within Level 2 phonics.

Retell key events in both familiar and favourite stories.  
Read and re- read books, developing their understanding.  
Retell both familiar and favourite stories in order (beginning, middle and end)  
Listen for initial and final sounds in words.  
Listen for sounds they have been taught in words  
Grapheme/phoneme correspondence within Level 2 phonics.  
Recognise level 2 tricky words.  
Begin to segment and blend to read cvc words.

Retell simple stories  
Make predictions about stories which have been read to them  
Read and re- read books, developing their understanding and enjoyment  
Answer questions about a story  
Segment and blend to read cvc/ cvcc words with previously taught graphemes.  
Read short captions using Level 2 phonics knowledge.  
Grapheme/phoneme correspondence within Level 3 phonics  
Read Level 2 tricky words fluently.

Retell stories with increasing detail.  
Make their own predictions about what will happen next.  
Read and re- read books, developing their understanding and enjoyment  
Answer questions about characters and events within a story.  
Grapheme/phoneme correspondence within Level 3 phonics  
Segment and blend to read cvc/ cvcc words with previously taught diagraphs and trigraphs.  
Read short captions using Level 3 phonics knowledge.  
Read Level 2 and 3 tricky words.

Retell stories with increasing detail.  
Make their own predictions about what will happen next.  
Read and re- read books, developing their understanding and enjoyment  
Answer questions about characters and events within a story.  
Grapheme/phoneme correspondence within Level 3 phonics  
Segment and blend to read cvc/ cvcc words with previously taught diagraphs and trigraphs.  
Read short captions using Level 3 phonics knowledge.  
Read Level 2 and 3 tricky words.

Read and re- read books, developing their understanding and enjoyment to share with others.  
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, during role play

### Writing

Write their name.  
Write some initial sounds using taught graphemes.

Write their name correctly.  
Write initial and end sounds in cvc words.  
Write some cvc words using taught graphemes.  
Attempt to write taught tricky words.  
Form recognisable letter shapes.

Write cvc/ cvcc words using taught graphemes/diagraphs.  
Write taught tricky words correctly.  
Begin to form lower case letters using the correct orientation and starting place.

Write cvc/ cvcc words.  
Form lower case letters from the correct starting point.  
Write previously taught tricky words correctly.  
Write short phrases

Write phonetically plausible words using their phonics knowledge.  
Form most lower case letters correctly, from the correct starting point.  
Read back their own writing aloud.

Write phonetically plausible words using their phonics knowledge.  
Write short sentences which can be read by others.  
Form recognisable capital letters.  
Form most lower case letters correctly, from the correct starting point.



## Reception

### Reading

## Literacy - ELG



### Comprehension

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, nonfiction, rhymes and poems and during role play.

### Word Reading

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



Write recognisable letters, most of which are correctly formed.

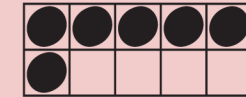
Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

## 2 Year Olds

## Maths

### Number & Numerical pattern



Show counting like behaviour e.g., making sounds, pointing, etc.

Start to use number names alongside the counting behaviour (out of sequence or skipping numbers)

Use random number names in play.

React to changes in amounts up to 3 e.g. through songs "2 little birds".

Begin to take part in a range of finger rhymes.

Start to count e.g. saying "one" or giving each child one object each.  
Enjoy taking part in finger rhymes (particularly where the number of objects changes)  
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.

### Shape (not an aspect of the EYFS framework)



Start to complete simple inset puzzles.

Compare sizes and weights e.g. big, small.

Compare amounts using mathematical language with support.

Compare amounts using mathematical language e.g. lots, more, less, same.

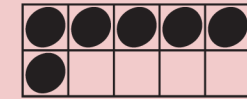
Begin to categorise things together into groups.

Notice how things fit inside each other (e.g. playing with).

## Nursery

## Maths

### Number & Numerical pattern



Take part in finger rhymes with numbers.  
Compare amounts, saying 'lots', 'more' or 'same'.  
Say some numbers in sequence.  
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
Recite numbers past 5.  
Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  
Experiment with their own symbols and marks as well as numerals.

Show 'finger numbers' up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  
Solve real world mathematical problems with numbers up to 5.  
Compare quantities using language: 'more than', 'fewer than'.  
Experiment with their own symbols and marks as well as numerals.

### Shape (not an aspect of the EYFS framework)



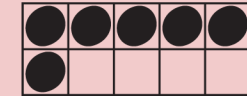
Build with a range of resources.  
Complete inset puzzles Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.  
Notice patterns and arrange things in patterns.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Make comparisons between objects relating to size, length, weight and capacity.  
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc.

# Reception

## Maths



### Number & Numerical pattern

**White Rose**

Match, sort and compare.  
Talk about measure and patterns.  
It's me 1,2,3  
Circles and triangles

**White Rose**

1,2,3,4,5  
Shapes with 4 sides

**White Rose**

Alive in 5  
Growing 6,7,8

**White Rose**

Length, height and time  
Building 9 and 10

**White Rose**

To 20 and beyond  
How many now?

**White Rose**

Visualise, build and map  
Manipulate compose and decompose  
Sharing and grouping  
Make connections

### Shape (not an aspect of the EYFS framework)

**White Rose**

Explore sorting techniques.  
Create sorting rules.  
Compare amounts, size, mass, capacity.  
Explore simple patterns.  
Copy and continue simple patterns.  
Create simple patterns.

**White Rose**

Identify and name circles and triangles.  
Compare circles and triangles.  
Shapes in the environment.  
Describe position.  
Identify and name shapes with 4 sides.  
Combine shapes with 4 sides.  
My day and night

**White Rose**

Compare mass.  
Find a balance.  
Explore capacity.  
Compare capacity.

**White Rose**

Explore and compare length.  
Explore and compare height.  
Talk about time.  
Order and sequence time.  
Recognise and name 3-D shapes.  
Find 2-D shapes within 3-D shapes.  
Use 3-D shapes for tasks.  
3-D shapes in the environment.  
Identify more complex patterns.  
Copy and continue patterns.  
Patterns in the environment.

**White Rose**

Select shape for a purpose.  
Rotate shapes.  
Manipulate shapes.  
Explain shape arrangements.  
Compose shapes.  
Decompose shapes.  
Copy 2-D shape pictures.  
Find 2-D shapes within 3-D shapes.

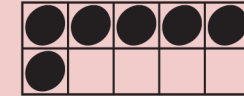
**White Rose**

Identify units of repeating patterns  
Create own pattern rules.  
Explore own pattern rules.  
Replicate scenes and construction.  
Visualise from different positions.  
Describe positions.  
Give instructions to build.  
Explore mapping.  
Patterns and relationships.



## Reception

### Maths - ELG



### Number & Numerical pattern

#### Number

Have a deep understanding of number 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.

#### Numerical Patters

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

Understanding the World



Past and Present

Recognise and name members of their family.

Make connections between the features of their family and other families.

Autumn 1 - topic focus - 'Marvellous Me!' focusing on themselves and immediate family.

People and Communities

Is interested in photographs of themselves and other familiar people and objects.

Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.

Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.

Notice differences between people. Discuss experiences of visiting different places e.g. trips to the seaside.

Natural World

Ongoing - Seasonal Changes (cover in the correct term for the seasons)

Explore natural materials, indoors and outside.

Explore natural materials, indoors and outside. Repeat actions that have an effect. Explore and respond to different natural phenomena in their setting and on trips.

Explore natural materials, indoors and outside. Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.

Plant seeds and care for growing plants.

Explore and respond to different natural phenomena in their setting. (minibeasts)

Explore and respond to different natural phenomena in their setting

## Nursery

EYFS Long-Term Plan - Progression across the Early Years Foundation Stage

### Understanding the World



#### Past and Present

Begin to make sense of their own life-story and family's history.  
Show interest in different occupations within their families and the community.

Autumn 1 - topic focus on 'Marvellous Me!' learning about themselves, close family and friends.

#### People and Communities

Enjoys joining in with family customs and routines.  
Remembers and talks about significant events in their own experience.  
Recognises and describes special times or events for family or friends.  
Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.

Shows interest in the lives of people who are familiar to them.  
Shows interest in different occupations and ways of life indoors and outdoors.

Children to talk about special events attended e.g. Pumpkin picking, bonfire night, Heanor lights, Christmas events.

Children to make some comparisons though familiar stories and rhymes.

Children to notice similarities and differences between their own community with places around the world.  
Children to talk about significant events e.g. holidays.

### Natural World

Ongoing - Seasonal Changes (cover in the correct term for the seasons)

Use all their senses in hands-on exploration of natural materials.

Explore how things work. Talk about what they see, using a wide vocabulary. Children to talk about the changes in the season autumn - what do they notice? Children to talk about seasonal objects and resources.

Children to talk about the changing of seasons - autumn to winter.  
How does it feel in winter?  
Children to talk about the weather. What so they notice?  
Talk about what they see, using a wide vocabulary.

Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants.  
Children to explore the growth of a plant and of a butterfly. Children to have first-hand experiences of growth.

Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. (minibeasts)

Begin to understand the need to respect and care for the natural environment and all living things.  
Children to understand they live in a wider world - including weather, land, sea and animals. Talk about what they see, using a wide vocabulary

## Reception

### Understanding the World



#### Past and Present

Throughout the year, expose children to a range of stories with references to the past.

Talk about members of their immediate family and community.  
Name and describe people who are familiar to them.  
Children to talk about different roles and occupations within their community

Talk about how familiar events have changed  
Talk about remembering significant days, (such as Remembrance Day)

Comment on images of familiar situations in the past.  
Compare and contrast characters from stories, including figures from the past.

Comment on images of familiar situations in the past.  
Compare and contrast characters from stories, including figures from the past.

#### People and Communities

Recognise that people have different beliefs and celebrate special times in different ways.  
Understand that some places are special to members of their community.

Harvest Festival

Christmas  
Diwali

Lunar New Year

Holi, Ramadan ,Easter

Eid

#### Natural World

Ongoing - Seasonal Changes (cover in the correct term for the seasons)

Explore the natural world around them.  
Describe what they see, hear, and feel whilst outside.

Understand the effect of changing seasons on the natural world around them (autumn).

Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them (winter), such as changes in temperature and weather  
Explore freezing and melting.  
Explore the natural world around them.  
Describe what they see, hear, and feel whilst outside.

Understand the key features of the life cycle of a plant and an animal.  
Understand the effect of changing seasons on the natural world around them (spring).  
Investigate new life such as the life cycle of a frog.  
Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.  
Explore the natural world around them.  
Understand the key features of specific animals, where they live and how we can look after them. (minibeasts)  
Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.  
Recognise some environments that are different to the one in which they live.  
Understand the effect of changing seasons on the natural world around them (summer).  
Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.

## Understanding the World



### People and Communities

### Derbyshire Agreed Syllabus

#### Derbyshire Agreed Syllabus

F1 Which stories are special and why? Bible- Christmas, Easter, Diwali, Lunar New Year

#### Derbyshire Agreed Syllabus

F2 Which people are special and why? Autumn 1- family and friends, Autumn 2- Jesus, Rama and Sita

#### Derbyshire Agreed Syllabus

F3 What places are special and why? Autumn 1- Our home, school Autumn 2- Church, temples

#### Derbyshire Agreed Syllabus

F4 What times are special and why? Autumn 2- Christmas, Diwali, Spring 1- Lunar New Year, Spring 2- Easter, Mother's Day, Holi

#### Derbyshire Agreed Syllabus

F5 Being Special: Where do we belong? Autumn 1- Our home, our school, ourselves

#### Derbyshire Agreed Syllabus

What is special about our world and why? Summer 1 & 2- Our world, caring for animals

#### Past and Present

##### Early Learning Goal

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

#### People and Communities

##### Early Learning Goal

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.

#### Natural World

##### Early Learning Goal

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

## Expressive Arts and Design

### Creating with Materials

Continuous throughout the year



#### **PAINTING**

Use hands and fingers for painting.  
Hold a paintbrush in the palm of hand.

#### **PRINTING**

Explore printing with body parts to create artwork.  
Hold printing materials in the palm of the hand.

#### **DRAWING**

Express ideas and feelings through making marks, and sometimes give a meaning to the marks made.  
Make marks by drawing circles and lines.

#### **COLLAGE**

Begin to explore different materials to create artwork.  
Join using different glues.

#### **SCULPTURE/3D**

Begin to explore dough/clay to create artwork.  
Make marks in dough/clay.

#### **TEXTILES/WEAVING**

Explore different fabrics with the support of a grown up.

### Being Imaginative and Expressive



Explore sounds with their voice.  
Begin to move to different sounds.  
Enjoy imaginative activities supported by an adult e.g. role play, small world, etc.

Explore sounds with their voice.  
Begin to move to different sounds.  
Enjoy imaginative activities supported by an adult e.g. role play, small world, etc.  
Explore making different sounds in the environment e.g. banging a stick against a tree.  
Begin to use imagination and create different artwork/ music/ role play.

Use imagination and create different artwork/ music/ role play.

Begin to talk about their artwork and creations.

Enjoy and take part in action songs, e.g. Twinkle, Twinkle Little Star'.  
Begin to explore a range of music making resources.

Enjoy joining in with songs, rhymes, and music.  
Explore different sounds e.g. clapping, using instruments.  
Take part in pretend play.

### Expressive Arts and Design

#### Creating with Materials

Continuous throughout the year



#### PAINTING

Explore various painting materials.  
Use different one-handed paintbrushes.  
Hold the paintbrush with the correct grip, with some reminders.  
Explore colouring mixing.

#### PRINTING

Explore various printing materials.  
Print with simple shapes.  
Use self-chosen printing materials to create own ideas.  
Use self- chosen art materials to create own ideas.

#### DRAWING

Explore various drawing tools.  
Create closed shapes with continuous lines.  
Begin to include details on drawings.  
Draw self-portraits and use ideas from objects or pictures in own work.  
Use self- chosen art materials to create own ideas.

#### COLLAGE

Explore various collage materials.  
Join different materials together.  
Make choices about which materials to use when creating.  
Add a range of textures e.g. smooth, rough, bendy and hard.  
Join in different ways e.g. tape, glue, hole punch, string, ribbon.  
Use self- chosen art materials to create own ideas.

#### SCULPTURE/3D

Explore various sculpting materials.  
Use a range of one-handed dough/ clay tools.  
Manipulate dough/ clay by squashing, rolling, pinching, twisting and cuttings.  
Join dough/ clay together.  
Use a variety of techniques and shapes to sculpt.  
Use self- chosen art materials to create own ideas.

#### TEXTILES/WEAVING

Explore various textiles/ materials.  
Begin to weave.  
Join different materials together.  
Make choices about which materials to use when creating.  
Use self- chosen art materials to create own ideas.

#### Being Imaginative and Expressive

Join in with simple repetitive rhymes and songs.  
Engage in imaginative activities e.g. role play, small world, etc.

Perform songs to an audience.  
Add own resources and constructions to small world play.

Explore sounds that can be made from percussion.

Follow adult signals/ instructions when playing instruments (stop/ start).

Create own music using a range of different objects/ instruments.

Share likes and dislikes about different songs/ music.



# Reception

## Creating with Materials

## Expressive Arts and Design



### Autumn Provision: Playdough

Make something with clear intentions from start to finish.  
Use a variety of techniques and shapes to sculpt,

### Spring Provision: Junk Modelling

carefully select additional materials to incorporate and enhance models.  
Join items which are cut, torn and glued.  
Use techniques such as flanges, slots, braces, tabs, and ties, with some support.

### Summer Provision: Painting

Draw more detailed artworks eg portraits, imaginative worlds, landscapes, cityscapes, buildings, objects.

Mix and match to a specific colour or shade needed.  
Paint from observation by making a careful study and then include features and details in the pictures- portraits.

Mix and match to a specific colour or shade needed.  
Colour match by altering the tint or shade- Pumpkin observational drawing/painting

Join items which are cut, torn and glued.  
Use techniques such as flanges, slots, braces, tabs, and ties, with some support-linked to structures and traditional tales.

Explore and be inspired by the works of famous artists, such as Eric Carle and Vincent Van Gogh

Use a variety of techniques and shapes to sculpt, such as minibeasts

Draw/paint from observation by making a careful study and then including features and details in the pictures eg. sunflowers

### Early Learning Goals

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.



## Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.  
Use small world/ role play resources to retell a familiar event or known story in the correct sequence.

Develop storylines and characters into pretend play.  
Sing in a group and perform to others, Christmas Nativity

Invent, adapt and recount narratives and stories with their peers and their teacher.  
Sing in tune and keep to the beat.  
Explore traditional dances such as Chinese dragon dance.

Perform songs, rhymes, poems and stories with others.  
Use expressive dance to tell stories

Take part in group role play to retell a known story.  
Perform songs, rhymes, and stories with others, and (when appropriate) try to move in time with music.

Collaborate with peers to retell the story in the correct sequence.  
Show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.  
Listen to and perform different music from different cultures.

### Early Learning Goal

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.