

EYFS Long Term Plan (2015/16)

To support planning/coverage of EYFS to ensure children are given best possible chance of achieving the Early Learning Goals

This plan will change to ensure that children are taught from their own starting points, rate of progress and considering their individual needs and interests

Continuous provision inside and outside the classroom will support these topics and objectives to complement, extend and develop adult-led teaching

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Season/topic	All About me Baseline Assessments	Autumn Christmas-Nativity.		Spring		Summer
Festivals/Events which may be of interest	Rugby world cup	Advent and Christmas		Mother's Day Easter		Father's Day Olympic games Football world cup
RE	Questions that puzzle us (NYCC unit)	Christmas Story	Why is it good to say thank you?	Easter Story	Why do people have food at special times?	What is fair? Fairness and Justic
PSHE/SEAL	All About me		My relationships			
Phonics	Phase 1/2	Phase 2/3	Phase 3	Phase 3	Phase 4	Phase 4/5
Computing	Handa's Surprise					
PE	Becca Clay-Monday PM					Sports Day Games

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Literacy	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities • Listens to and joins in with stories and poems • Suggests how a story might end • Describes the main story setting, events and characters. • Handles books carefully • Recognises familiar words and signs • Recognises letter sounds and tricky words learnt in phonics within books. 	<ul style="list-style-type: none"> • Continues a rhyming string • Hears and says initial sound in words • Can segment sounds in simple words and blend them together • Links sounds to letters • Begins to read words 	<ul style="list-style-type: none"> • Names the letters of the alphabet • Begins to read simple sentences • Uses vocabulary and forms of speech which are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • Enjoys an increasing range of books • Knows that information can be retrieved from books and computers • Create own stories verbally with key features similar to stories they have read 	<p>Reading ELG: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud correctly. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	
	<ul style="list-style-type: none"> • Write first name • Squiggle while you wiggle large motor movements • Single letter formation • Gives meaning to marks they make 	<ul style="list-style-type: none"> • Write first name and surname • Squiggle while you wiggle • Writing to link to phonic ability • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Writes labels 	<ul style="list-style-type: none"> • Use sound mats to support independence when writing • Writes words which match their spoken sounds • Writes labels 	<ul style="list-style-type: none"> • Writes captions/short sentences 	<p>Writing ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentence which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>	

Mathematics	<p>Maths ELG:</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>					
	<p>Number fun/ Singing Maths</p> <ul style="list-style-type: none"> • Recognise numerals 0-10 • Count to 20 • Count objects accurately to 10 • Simple 2D shapes • Count on from any number to 10 • Recite days of the week. • Repeating patterns with 2 colours/shapes/objects 	<p>Number fun</p> <ul style="list-style-type: none"> • Partition 5 in different ways • Read addition sentences to match partitioning • Match numeral to set of objects • Compare length of two then 3 objects • Measure using non-standard units • Use 3D shapes to print and make models • Recognise £1 and £2 coins 	<p>Number fun/ Hamilton Trust</p> <ul style="list-style-type: none"> • Recite numbers to 20 then 100 • Count back from 10-0 • Order numerals to 10 • Count up to 20 objects • Ordinal numbers • Begin to estimate quantities • Count actions and sounds • Sort and describe 2D shapes • Symmetry • 3 colour/shape repeating pattern • Recognise coins • O'Clock • Months of year. 	<p>Number fun/ Hamilton Trust</p> <ul style="list-style-type: none"> • Partition 10 objects • Read corresponding addition for partitioning 10 • Early subtraction- guess how many are hiding • Find one more or two more than any number to 10 • One more than numbers to 20 • Record number in a set to 5 then 10. • Compare two weights • Recognise and sort simple 2D shapes 	<p>Number fun/ Hamilton Trust</p> <ul style="list-style-type: none"> • Add 1, 2 or 3 by counting on • Count back from 20 • Sort irregular shapes by properties and criteria • Addition and subtraction pairs with a total of 6 or 7 • Doubles to 5 • Count in 2s • Find one more/less. • Count on or back 2 or 3 • More/less- Capacity 	<p>Number fun/ Hamilton Trust</p> <ul style="list-style-type: none"> • Recite numbers to 100 • Read numbers to 100 • Counts in 1s and 10s to 100 • Fill in missing numbers 0-20 • Describe 3D shapes • Left and Right/Directional language • Recognise all coins • Simple addition and subtraction with money • Count actions carried out in a minute