

EYFS Long Term Planning

| Early Years Foundation Stage   |  |   |  |
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| Subjects   | <b>AP1</b><br>AP1<br><u>CONCEPTS: IDENTITY, COMMUNITY AND DIVERSITY</u><br><b>BIG QUESTION: WHERE ARE MY ROOTS?</b>  | <b>AP2</b><br><u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u><br><b>BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?</b>   | <b>AP3</b><br><u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u><br><b>BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?</b>  |
| <b>Personal, Social and Emotion Development (PSED)</b> <ul style="list-style-type: none"> <li>▪ Self-Regulation</li> <li>▪ Managing Self</li> <li>▪ Building Relationships</li> </ul>  | Build constructive and respectful relationships.<br><br>Express their feelings and consider the feelings of others.  | Show resilience and perseverance in the face of challenge.<br><br>Identify and moderate their own feelings socially and emotionally.<br><br>Think about the perspectives of others.   | Manage their own needs. <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• tooth brushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> |
| <b>Literacy (L)</b> <ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Word Reading</li> <li>▪ Writing</li> </ul>   | <b>RtW opportunities:</b><br>Speaking focus – emotions   | <b>RtW opportunities:</b><br>Discuss Resilience Rex linked to writing tasks.<br>Speaking focus – emotions   | <b>RtW opportunities:</b><br>Create a poster for overall health and wellbeing. Draw pictures and label.  |
| <b>Mathematic Development (MD)</b> <ul style="list-style-type: none"> <li>▪ Number</li> <li>▪ Numerical Pattern</li> </ul>   | Count how many people in each area of the classroom/game.  |   | Time – what time of the day do you eat?<br>How many times a day should you brush your teeth? How many long should you have on 'screen time'?   |
| <b>Physical Development (PD)</b> <ul style="list-style-type: none"> <li>▪ Gross Motor Skills</li> <li>▪ Fine Motor Skills</li> </ul> <b>Across whole year:</b><br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for | Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> </ul> | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.<br><br>Develop the overall body strength, co-ordination, balance and agility needed | Progress towards a more fluent style of moving, with developing control and grace.<br><br>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical   |

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| <p>drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> | <ul style="list-style-type: none"> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <p>to engage successfully with future physical education sessions and other physical disciplines including <b><u>dance</u></b>, <b><u>gymnastics</u></b>, sport and swimming.</p>  | <p>disciplines including dance, gymnastics, <b><u>sport</u></b> and swimming.</p>   |
| <p><b>Literacy (L)</b></p> <ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Word Reading</li> <li>▪ Writing</li> </ul>   | <p><b>RtW opportunities:</b><br/>Draw a picture of favourite PE activity.</p>   | <p><b>RtW opportunities:</b><br/>Write a list of names for who is in dance group.<br/>Draw and label what they did on each activity.</p>   | <p><b>RtW opportunities:</b><br/>Write instructions on how to complete each activity.<br/>Sequence events (Sports Day).</p>   |
| <p><b>Mathematic Development (MD)</b></p> <ul style="list-style-type: none"> <li>▪ Number</li> <li>▪ Numerical Pattern</li> </ul>   | <p>How many throws can you do without dropping the ball? Measurement-how far can you throw throw the ball?</p>  | <p>Creating shapes with bodies.<br/>Counting how many jumps, spins, etc in each dance performance.</p>   | <p>Count how many activities are completed.<br/>Matching/ordering numeral.</p>  |
| <p><b>Understanding the World (UTW)</b></p> <ul style="list-style-type: none"> <li>▪ Past and Present</li> <li>▪ People, Culture and Community</li> <li>▪ The Natural World</li> </ul> <p><b>Across whole year:</b><br/>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>  | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>   | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> |

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|   |  | Recognise that people have different beliefs and celebrate special times in different ways.  |   |
| <b>Literacy (L)</b> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>  | <b>RtW opportunities:</b><br>Draw and describe people who are familiar (family).   | <b>RtW opportunities:</b><br>Draw and label map of local environment.<br>Draw a special place and label it.  | <b>RtW opportunities:</b><br>Create a poster of different countries.  |
| <b>Mathematic Development (MD)</b> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical Pattern</li> </ul>  | How many people do you have in your family? Put them in order by age.  | Number the different places on the map.  | How many .... In each country. Compare – which country has more/less.   |
| <b>Expressive Arts and Design (EAD)</b> <ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being Imaginative and Expressive</li> </ul><br><b>Across whole year:</b><br>Develop storylines in their pretend play. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br><br>Listen attentively, move to and talk about music, expressing their feelings and responses. | Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br><br>Create collaboratively, sharing ideas, resources and skills.<br><br>Watch and talk about dance and performance art, expressing their feelings and responses. | Sing in a group or on their own, increasingly matching the pitch and following the melody.<br><br>Explore and engage in music making and dance, performing solo or in groups. |
| <b>Literacy (L)</b> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>  | <b>RtW opportunities:</b><br>Speaking focus-song lyrics.   | <b>RtW opportunities:</b><br>Design a musical instrument.  | <b>RtW opportunities:</b><br>Write own songs.<br>Design and evaluate creations.   |
| <b>Mathematic Development (MD)</b> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical Pattern</li> </ul>  | Count beats/claps in songs.  | Counting how many jumps, spins, etc in each dance performance.   | Measuring when creating.  |