

EYFS Long Term Planning

Early Years Foundation Stage			
Subjects	AP1 AP1 <u>CONCEPTS: IDENTITY, COMMUNITY AND DIVERSITY</u> BIG QUESTION: WHERE ARE MY ROOTS?	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?
Personal, Social and Emotion Development (PSED) <ul style="list-style-type: none"> Self-Regulation Managing Self Building Relationships 	Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Manage their own needs. <ul style="list-style-type: none"> Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian
Literacy (L) <ul style="list-style-type: none"> Comprehension Word Reading Writing 	RtW opportunities: Speaking focus – emotions	RtW opportunities: Discuss Resilience Rex linked to writing tasks. Speaking focus – emotions	RtW opportunities: Create a poster for overall health and wellbeing. Draw pictures and label.
Mathematic Development (MD) <ul style="list-style-type: none"> Number Numerical Pattern 	Count how many people in each area of the classroom/game.		Time – what time of the day do you eat? How many times a day should you brush your teeth? How many long should you have on 'screen time'?
Physical Development (PD) <ul style="list-style-type: none"> Gross Motor Skills Fine Motor Skills Across whole year: 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"> rolling crawling walking jumping running 	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. Develop the overall body strength, co-ordination, balance and agility needed	Progress towards a more fluent style of moving, with developing control and grace. 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"> • lining up and queuing • mealtimes 	<ul style="list-style-type: none"> • hopping • skipping • climbing <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 <u>dance</u>, <u>gymnastics</u>, sport and swimming.</p>	<p>disciplines including dance, gymnastics, <u>sport</u> and swimming.</p>
<p>Literacy (L)</p> <ul style="list-style-type: none"> ▪ Comprehension ▪ Word Reading ▪ Writing 	<p>RtW opportunities: Draw a picture of favourite PE activity.</p>	<p>RtW opportunities: Write a list of names for who is in dance group. Draw and label what they did on each activity.</p>	<p>RtW opportunities: Write instructions on how to complete each activity. Sequence events (Sports Day).</p>
<p>Mathematic Development (MD)</p> <ul style="list-style-type: none"> ▪ Number ▪ Numerical Pattern 	<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. Counting how many jumps, spins, etc in each dance performance.</p>	<p>Count how many activities are completed. Matching/ordering numeral.</p>
<p>Understanding the World (UTW)</p> <ul style="list-style-type: none"> ▪ Past and Present ▪ People, Culture and Community ▪ The Natural World <p>Across whole year: 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.	
Literacy (L) <ul style="list-style-type: none"> Comprehension Word Reading Writing 	RtW opportunities: Draw and describe people who are familiar (family).	RtW opportunities: Draw and label map of local environment. Draw a special place and label it.	RtW opportunities: Create a poster of different countries.
Mathematic Development (MD) <ul style="list-style-type: none"> Number Numerical Pattern 	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.
Expressive Arts and Design (EAD) <ul style="list-style-type: none"> Creating with Materials Being Imaginative and Expressive Across whole year: Develop storylines in their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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. Create collaboratively, sharing ideas, resources and skills. 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. Explore and engage in music making and dance, performing solo or in groups.
Literacy (L) <ul style="list-style-type: none"> Comprehension Word Reading Writing 	RtW opportunities: Speaking focus-song lyrics.	RtW opportunities: Design a musical instrument.	RtW opportunities: Write own songs. Design and evaluate creations.
Mathematic Development (MD) <ul style="list-style-type: none"> Number Numerical Pattern 	Count beats/claps in songs.	Counting how many jumps, spins, etc in each dance performance.	Measuring when creating.