

EYFS Long Term Plan 2017–2018

Communication and Language			Physical Development		Personal, social and emotional development			
Listening and Attention	Understanding	Speaking	Moving and handling	Health and self care	Self confidence and self awareness	Making relationships	Managing feelings and behavior	
16-26m								
Autumn 1/2	Listens to and enjoys rhythmic patterns in rhymes and stories.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Copies familiar expressions, e.g. 'Oh dear', 'All gone'.	Walks upstairs holding hand of adult.	Develops own likes and dislikes in food and drink.	Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.	Plays alongside others.	Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.	Understands simple sentences (e.g. 'Throw the ball.')	Beginning to put two words together (e.g. 'want ball', 'more juice').	Comes downstairs backwards on knees (crawling).	Willing to try new food textures and tastes.	Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).	Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.	Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
	Rigid attention – may appear not to hear.		Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).	Beginning to balance blocks to build a small tower.	Holds cup with both hands and drinks without much spilling.	Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.	Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	Responds to a few appropriate boundaries, with encouragement and support.
			Beginning to ask simple questions.	Makes connections between their movement and the marks they make.	Clearly communicates wet or soiled nappy or pants.			Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
		Beginning to talk about people and things that are not present.		Shows some awareness of bladder and bowel urges.				
				Shows awareness of what a potty or toilet is used for.				
				Shows a desire to help with dressing/undressing and hygiene routines.				
22.36m								
Spring 1/2	Listens with interest to the noises adults make when they read stories.	Identifies action words by pointing to the right picture, e.g., "Who's jumping?"	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Runs safely on whole foot.	Feeds self competently with spoon.	Separates from main carer with support and encouragement from a familiar adult.	Interested in others' play and starting to join in.	Seeks comfort from familiar adults when needed.
	Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'	Holds a conversation, jumping from topic to topic.	Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Drinks well without spilling.	Expresses own preferences and interests.	Seeks out others to share experiences.	Can express their own feelings such as sad, happy, cross, scared, worried.
	Shows interest in play with sounds, songs and rhymes.	Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).	Leans a conversation, jumping from topic to topic.	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.	Clearly communicates their need for potty or toilet.	Beginning to recognise danger and seeks support of significant adults for help.	Shows affection and concern for people who are special to them.	Responds to the feelings and wishes of others.
	Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Developing understanding of simple concepts (e.g. big/little).	Learns new words very rapidly and is able to use them in communicating.	Turns pages in a book, sometimes several at once.	Beginning to recognise danger and seeks support of significant adults for help.	Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.	May form a special friendship with another child.	Aware that some actions can hurt or harm others.
		Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.	Can kick a large ball.				Tries to help or give comfort when others are distressed.	
		Uses a variety of questions (e.g. what, where, who).	Turns pages in a book, sometimes several at once.		Beginning to be independent in self-care, but still often needs adult support.		Shows understanding and cooperates with some boundaries and routines.	
		Uses simple sentences (e.g. 'Mummy gonna work.')	Shows control in holding and using jugs to pour, hammers, books and mark-making tools.				Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.	
		Beginning to use word endings (e.g. going, cats).	Beginning to use three fingers (tripod grip) to hold writing tools				Shows understanding and cooperates with some boundaries and routines.	
			Imitates drawing simple shapes such as circles and lines.				Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.	
			Walks upstairs or downstairs holding onto a rail two feet to a step.				Shows understanding and cooperates with some boundaries and routines.	
			May be beginning to show preference				Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.	
							Growing ability to distract self when upset, e.g. by engaging in a new play activity.	

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30-50m							
<p>Summer 1/2</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions.</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>

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Literacy		Mathematics		Understanding the world		Expressive arts and design		
Reading	Writing	Number	Shape, space and measures	People and communities	The world	Technology	Exploring media and materials	Being imaginative
16-26m								
<p>Interested in books and rhymes and may have favourites.</p>	<p>Unassessed</p>	<p>Knows that things exist, even when out of sight.</p>	<p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p>	<p>Is curious about people and shows interest in stories about themselves and their family.</p>	<p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p>	<p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p>	<p>Explores and experiments with a range of media through sensory exploration, and using whole body.</p>	<p>Expresses self through physical action and sound.</p>
		<p>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p>	<p>Uses blocks to create their own simple structures and arrangements.</p>	<p>Enjoys pictures and stories about themselves, their families and other people.</p>	<p>Remembers where objects belong.</p>	<p>Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p>	<p>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p>	<p>Pretends that one object represents another, especially when objects have characteristics in common.</p>
<p>Autumn 1/2</p>		<p>Says some counting words randomly.</p>	<p>Enjoys filling and emptying containers.</p>		<p>Matches parts of objects that fit together, e.g. puts lid on teapot.</p>		<p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p>	
			<p>Associates a sequence of actions with daily routines.</p>	<p>Beginning to understand that things might happen 'now'.</p>			<p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p>	<p>Begins to move to music, listen to or join in rhymes or songs.</p>
							<p>Notices and is interested in the effects of making movements which leave marks.</p>	
22-36m								
<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<p>Distinguishes between the different marks they make.</p>	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p>	<p>Notices simple shapes and patterns in pictures.</p>	<p>Has a sense of own immediate family and relations.</p>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p>	<p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>Joins in singing favourite songs.</p>	<p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>
		<p>Recites some number names in sequence.</p>	<p>Beginning to categorise objects according to properties such as shape or size.</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Notices detailed features of objects in their environment.</p>	<p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>Creates sounds by banging, shaking, tapping or blowing.</p>	<p>Shows an interest in the way musical instruments sound.</p>
<p>Spring 1/2</p>		<p>Creates and experiments with symbols and marks representing ideas of number.</p>	<p>Begins to use the language of size.</p>	<p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p>	<p>Beginning to have their own friends.</p>		<p>Experiments with blocks, colours and marks.</p>	
		<p>Begins to make comparisons between quantities.</p>	<p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p>	<p>Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>			
		<p>Uses some language of quantities, such as 'more' and 'a lot'.</p>						
		<p>Knows that a group of things changes in quantity when something is added or taken away.</p>						

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Reading	Writing	Number	Shape, space and measures	People and communities	The world	Technology	Exploring media and materials	Being imaginative
30-50m								
<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>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.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>	<p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>

Summer 1/2

	Autumn		Spring		Summer	
	AT1	AT2	SpT1	SPT2	ST1	ST2
Poetry	Nursery Rhymes and songs about animals	Nursery Rhymes and songs about food	Nursery Rhymes plus: Brown Bear, Brown Bear: Eric Carle	Nursery Rhymes	Nursery Rhymes plus: Hooray for fish: Lucy Cousins	Nursery Rhymes
Fiction	Rosie's Walk: Pat Hutchins	The Enormous Turnip	We're going on a bear hunt: Michael Rosen	The Three Billy Goats Gruff	Come on Daisy: Jane Simmons	The Gingerbread Man
Non Fiction	Instruction Texts: Simple class activities, e.g how to get from one place to another	Recount Text: Cooking activity. e.g. Making vegetable soup	Information Texts: Letter of invitation to the bear to come into school	Recount Text: Trip to the woods to find a Troll!	Information Text: reports on ducks	Instructions Text: How to make a gingerbread