



Inmans EYFS LTP

Ourselves – How are we the same or different?	How do we celebrate different events?	What are the similarities and differences between life in this country and life in other countries?	Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?	Growing – What is growing all around us?
<u>Understanding the World</u> <u>Past and Present</u> Talk about the lives of the people around them and their roles in society. <u>People, Culture and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<u>Understanding the World</u> <u>Past and Present</u> 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 events encountered in books read in class. <u>People, Culture and communities</u> 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.	<u>Understanding the World</u> <u>Past and Present</u> Understand the past through events encountered in books read in class. <u>People, Culture and communities</u> 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. 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.	<u>Understanding the World</u> <u>Past and Present</u> 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 events encountered in books read in class. <u>People, Culture and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<u>Understanding the World</u> <u>Past and Present</u> Talk about the lives of the people around them and their roles in society. <u>People, Culture and communities</u> 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.



<p><u>The Natural World</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><u>The Natural World</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><u>The Natural World</u></p> <p>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.</p>	<p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
<p><u>Communication and Language</u> <u>Listening, attention and understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions.</p>	<p><u>Communication and Language</u> <u>Listening, attention and understanding</u></p> <p>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.</p>	<p><u>Communication and Language</u> <u>Listening, attention and understanding</u></p> <p>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.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher.</p>	<p><u>Communication and Language</u> <u>Listening, attention and understanding</u></p> <p>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.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher.</p>	<p><u>Communication and Language</u> <u>Listening, attention and understanding</u></p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>
<p><u>Speaking</u></p> <p>Participate in small group, class and one to one discussions.</p>	<p><u>Speaking</u></p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p><u>Speaking</u></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>	<p><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>



			with modelling and support from their teacher.	with modelling and support from their teacher.
<u>Expressive Arts and Design</u> <u>Creating with materials</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. <u>Being imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.	<u>Expressive Arts and Design</u> <u>Creating with materials</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. <u>Being imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<u>Expressive Arts and Design</u> <u>Creating with materials</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. <u>Being imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<u>Expressive Arts and Design</u> <u>Creating with materials</u> Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used. <u>Being imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives and stories with peers and their teacher.	<u>Expressive Arts and Design</u> <u>Creating with materials</u> Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used. <u>Being imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.
<u>Physical Development</u> <u>Gross motor skills</u>	<u>Physical Development</u> <u>Gross motor skills</u>	<u>Physical Development</u> <u>Gross motor skills</u>	<u>Physical Development</u> <u>Gross motor skills</u> Demonstrate strength, balance and co-ordination when playing.	<u>Physical Development</u> <u>Gross motor skills</u> Demonstrate strength, balance and co-ordination when playing.



<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine motor skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>Fine motor skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination when playing.</p> <p><u>Fine motor skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p><u>Fine motor skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><u>Fine motor skills</u></p> <p>Begin to show accuracy and care when drawing.</p>
<p><u>Personal, Social and Emotional Development</u></p> <p><u>Building relationships</u></p> <p>Form positive attachments to adults and friendships with peers.</p> <p><u>Self-regulation</u></p> <p>Shows an understanding of their own feelings and those of others.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p><u>Building relationships</u></p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Work and play cooperatively and take turns with others.</p> <p><u>Self-regulation</u></p> <p>Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p><u>Building relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p> <p><u>Self-regulation</u></p> <p>Set and work towards simple goals, being able to wait for what they want and control</p>	<p><u>Personal, Social and Emotional Development</u></p> <p><u>Building relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p> <p><u>Self-regulation</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when</p>	<p><u>Personal, Social and Emotional Development</u></p> <p><u>Building relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p> <p><u>Self-regulation</u></p> <p>Set and work towards simple goals, being able to wait for</p>



<p><u>Managing self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including going to the toilet.</p>	<p><u>Managing self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing and going to the toilet.</p>	<p>their immediate impulses when appropriate.</p> <p><u>Managing self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>what they want and control their immediate impulses when appropriate.</p> <p><u>Managing self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
<p><u>Literacy</u></p> <p><u>Comprehension</u> Anticipate – where appropriate – key events in stories</p> <p><u>Word reading</u></p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word reading</u></p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word reading</u></p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p><u>Word reading</u> Read aloud simple sentences and books that are consistent</p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p><u>Word reading</u> Read aloud simple sentences and books that are consistent</p>



<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	<p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	<p>with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>Write simple phrases and sentences that can be read by others.</p>
<p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p>	<p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	<p><u>Mathematics</u></p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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.</p>	<p><u>Mathematics</u></p> <p><u>Number</u></p> <p>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.</p>	<p><u>Mathematics</u></p> <p><u>Number</u></p> <p>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.</p>



<p><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><u>Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Being Me in My World</p> <p>Understand how it feels to belong and that we are similar and different.</p>	<p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Celebrating Difference</p>	<p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Dreams and Goals</p> <p>Healthy Me</p>	<p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Relationships (elements of appropriate changing me unit also)</p>	<p><u>RE & SMSC</u></p> <p><u>Jigsaw</u></p> <p>Changing Me</p>