

# 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
8-20m							
Autumn 1/2	Moves whole body to sounds they enjoy, such as music or a regular beat.	Developing the ability to follow others' body language, including pointing and gesture.	Sits unsupported on the floor.	Opens mouth for spoon.	Enjoys finding own nose, eyes or tummy as part of naming games.	Seeks to gain attention in a variety of ways, drawing others into social interaction.	Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.
	Has a strong exploratory impulse.	Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').	When sitting, can lean forward to pick up small toys.	Holds own bottle or cup.	Learns that own voice and actions have effects on others.	Builds relationships with special people.	Growing ability to soothe themselves, and may like to use a comfort object.
	Concentrates intently on an object or activity of own choosing for short periods.	Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.	Pulls to standing, holding on to furniture or person for support.	Grasps finger foods and brings them to mouth.	Uses pointing with eye gaze to make requests, and to share an interest.	Is wary of unfamiliar people.	Cooperates with caregiving experiences, e.g. dressing.
	Pays attention to dominant stimulus – easily distracted by noises or other people talking.		Crawls, bottom shuffles or rolls continuously to move around.	Attempts to use spoon: can guide towards mouth but food often falls off.	Engages other person to help achieve a goal, e.g. to get an object out of reach.	Interacts with others and explores new situations when supported by familiar person.	Beginning to understand 'yes', 'no' and some boundaries.
			Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.	Can actively cooperate with nappy changing (lies still, helps hold legs up).	Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to the		
			Takes first few steps independently.	Starts to communicate urination, bowel movement.			
			Passes toys from one hand to the other.				
			Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.				
			Picks up small objects between thumb and fingers.				
			Enjoys the sensory experience of making marks in damp sand, paste or paint.				
		Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.					
16-26m							
Spring 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.	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).	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.	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.	Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	Begins to learn that some things are theirs, some things are shared, and
					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 hy-		

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22-36m							
<p>Listens with interest to the noises adults make when they read stories.</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</p>	<p>Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</p> <p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/ can? What's that? Where is.?).</p> <p>Developing understanding of simple concepts (e.g. big/ little).</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. going, cats).</p>	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>May be beginning to show preference for dominant hand.</p>	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p>	<p>Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences.</p> <p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child.</p>	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>

Summer 1/2

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	
8-20m									
Autumn 1/2	Handles books and printed material with interest.	(see Physical )	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.	Recognises big things and small things in meaningful contexts.	(see PSED)	Closely observes what animals, people and vehicles do.	(see Characteristics of Effective Learning)	Explores and experiments with a range of media through sensory exploration, and using whole body.	(See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development)
			Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.	Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.		Watches toy being hidden and tries to find it.		Move their whole bodies to sounds they enjoy, such as music or a regular beat.	
			Has some understanding that things exist, even when out of sight.			Looks for dropped objects.		Imitates and improvises actions they have observed, e.g. clapping or waving.	
						Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.		Imitates and improvises actions they have observed, e.g. clapping or waving.	
						Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.		Begins to move to music, listen to or join in rhymes or songs.	
								Notices and is interested in the effects of making movements which leave marks.	
16-26m									
Spring 1/2	Interested in books and rhymes and may have favourites.	(see Physical )	Knows that things exist, even when out of sight.	Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	Is curious about people and shows interest in stories about themselves and their family.	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.	Explores and experiments with a range of media through sensory exploration, and using whole body.	Expresses self through physical action and sound.
			Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.	Uses blocks to create their own simple structures and arrangements.	Enjoys pictures and stories about themselves, their families and other people.	Remembers where objects belong.	Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.	Move their whole bodies to sounds they enjoy, such as music or a regular beat.	Pretends that one object represents another, especially when objects have characteristics in common.
		Says some counting words randomly.	Enjoys filling and emptying containers.	Associates a sequence of actions with daily routines.		Matches parts of objects that fit together, e.g. puts lid on teapot.		Imitates and improvises actions they have observed, e.g. clapping or waving.	
			Beginning to understand that things might happen 'now'.					Imitates and improvises actions they have observed, e.g. clapping or waving.	
								Begins to move to music, listen to or join in rhymes or songs.	
								Notices and is interested in the effects of making movements which leave marks.	

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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>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</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>	<p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</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>Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have their own friends.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Notices detailed features of objects in their environment.</p>	<p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p>	<p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending.</p>

Summer 1/2

## Story Topics for each term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Dear Zoo	The Gruffalo	Nursery Rhymes	The Hungry Caterpillar	Jasper's Beanstalk	We're Going on a Bear Hunt