

Fritwell C of E Primary School
Early Years Foundation Stage Long term plan. Year B



Early Years Foundation Stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic overview		<p>All Around Me Settling in. Learning about ourselves and others. Possible books: We are all different My Family Shine Only One You</p>	<p>Robots Exploring technology. How do things work? Possible books: Hello Robots Robots lost on the city Harry and the robots Ten Little Robots</p>	<p>Wonderful World Comparing countries. Compare and contrast Africa and the Arctic. Possible books: Handa's Surprise Imi's Gift If all the World were... Non-fiction books</p>	<p>Transport Compare and contrast transport from the past with modern transport. Possible books: The old steam train The train to impossible places On the way home How do trains work?</p>	<p>Minibeasts Explore the natural world. Life cycle of butterflies. Possible books: The very hungry caterpillar Mad about Minibeasts The butterfly dance</p>	<p>Heroes Everyday heroes. Heroes and villains-traditional tales. Possible books: A Superhero like you Eco Warriors Supertato No big bad wolf in this story</p>
Characteristics of Effective Learning		Finding out and exploring Being involved and concentrating	Having their own ideas Playing with what they know	Keeping on trying Making links	Being willing to 'have a go' Enjoying achieving what they set out to do	Choosing ways to do things Keeping on trying	Choosing ways to do things. Making links Having my own ideas
Prime Areas	Communication and Language	<p>Children aged 3-4 will begin to enjoy listening to longer stories and will be able to describe some of what happens.</p>	<p>Children aged 3-4 will begin to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Children aged 3-4 will begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Children aged 3-4 will be able to start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Children aged 3-4 will be using talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Children aged 3-4 will know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
		<p>Children in Reception will understand how to listen carefully and why listening is important.</p>	<p>Children in Reception will learn new vocabulary and be able to use it throughout the day.</p>	<p>Children in Reception will begin to ask questions to find out more and to check they understand what has been said to them.</p>	<p>Children in Reception will describe events in some detail.</p>	<p>Children in Reception will articulate their ideas and thoughts in well-formed sentences.</p>	<p>Children in Reception will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>

Fritwell C of E Primary School
Early Years Foundation Stage Long term plan. Year B



	Personal, social and emotional development	<p>Children aged 3-4 will become more outgoing with unfamiliar people, in the safe context of their setting. They will become more independent in meeting their own care needs. E.g. maintaining good hand hygiene.</p>	<p>Children aged 3-4 will be able to remember rules, be able to follow them and explain why they are important. They will become more independent in meeting their own care needs. E.g. maintaining good hand hygiene.</p>	<p>Children aged 3-4 will select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. They will become more independent in meeting their own care needs. E.g. going to the toilet.</p>	<p>Children aged 3-4 will play with one or more other children, extending and elaborating play ideas. They will be able to talk about their feelings using words like, happy and sad. They will become more independent in meeting their own care needs. E.g. going to the toilet.</p>	<p>Children aged 3-4 will develop their sense of responsibility and membership of a community. They will be able to understand how others might be feeling.</p>	<p>Children aged 3-4 will be able to find solutions to conflict and rivalries.</p>
	Physical Development	<p>Children in Reception will begin to build constructive and respectful relationships. They will manage their own personal hygiene.</p>	<p>Children in Reception will begin to show resilience and perseverance in the face of challenge. They will manage their own personal hygiene.</p>	<p>Children in Reception will be learning to think about the perspectives of others. They will know and talk about the different factors that support their overall health and wellbeing: regular exercise and healthy eating.</p>	<p>Children in Reception will express their feelings and consider the feelings of others. They will know and talk about the different factors that support their overall health and wellbeing: tooth brushing and sleep routine.</p>	<p>Children in Reception will see themselves as a valuable individual. They will know and talk about the different factors that support their overall health and wellbeing: sensible amount of 'screen time'</p>	<p>Children in Reception will begin to show resilience and perseverance in the face of challenge. They will know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.</p>
		<p>Children aged 3-4 will learn to skip, hop, stand on one leg and hold a pose for a</p>	<p>Children aged 3-4 will use large-muscle movements to wave flags and</p>	<p>Children aged 3-4 will continue to develop their movement, balancing, riding</p>	<p>Children aged 3-4 will match their developing physical skills to tasks and</p>	<p>Children aged 3-4 will use one-handed tools and equipment, for</p>	<p>Children aged 3-4 will be increasingly independent as they get dressed</p>



Fritwell C of E Primary School
Early Years Foundation Stage Long term plan. Year B

		<p>game like musical statues.</p> <p>Children in Reception will revise and refine the fundamental movement skills they have already acquired. They will progress towards a more fluent style of moving, with developing control and grace.</p>	<p>streamers, paint and make marks.</p> <p>Children in Reception will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>(scooters, trikes and bikes) and ball skills.</p> <p>Children in Reception will develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>activities in the setting.</p> <p>Children in Reception will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>example, making snips in paper with scissors. They will begin to show a preference for a dominant hand.</p> <p>Children in Reception will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>and undressed, for example, putting coats on and doing up zips.</p> <p>Children in Reception will develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
<h2>Specific Areas</h2>	<h3>Literacy</h3>	<p>Children aged 3-4 will understand that print has meaning and can have different purposes.</p> <p>Children in Reception will begin to read individual letters by saying the sounds for them.</p>	<p>Children aged 3-4 engage in extended conversations about stories, learning new vocabulary.</p> <p>Children in Reception will read some letter groups that each represent one sound and say sounds for them. They will form lower case letters correctly.</p>	<p>Children aged 3-4 will develop their understanding of the key concepts about print: they will learn the different parts of books and story sequencing.</p> <p>Children in Reception will blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Children aged 3-4 will develop their phonological awareness, so that they can: spot and suggest rhymes.</p> <p>Children in Reception will read a few common exception words matched to the school's phonic programme. They will write short sentences with</p>	<p>Children aged 3-4 will develop their phonological awareness, so that they can: clap or count syllables in a word. Also can recognise when words have the same initial sound.</p> <p>Children in Reception will read simple phrases and sentences made up of words with</p>	<p>Children aged 3-4 will begin to write some letters accurately. Will be able to write some or all of their name.</p> <p>Children in Reception will begin to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>

Fritwell C of E Primary School
Early Years Foundation Stage Long term plan. Year B



				They will spell words by identifying the sounds and then writing the sound with letter/s.	words with known sound-letter correspondences using a capital letter and full stop.	known letter–sound correspondences and, where necessary, a few exception words.	They will re-read what they have written to check that it makes sense.
	Mathematics	<p>Children aged 3-4 will learn to say one number for each item in order: 1,2,3,4,5 and know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Children in Reception will learn to compare length, weight and capacity. They will also begin to continue, copy and create repeating patterns.</p>	<p>Children aged 3-4 will link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Children in Reception will explore the composition of numbers to 10. They will begin to subitise numbers to 5.</p>	<p>Children aged 3-4 will talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Children in Reception will link the number symbol (numeral) with its cardinal number value. They will understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Children aged 3-4 will talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. They will extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Children in Reception will automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>Children aged 3-4 will solve real world mathematical problems with numbers up to 5. will understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Children in Reception will compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>	<p>Children aged 3-4 will experiment with their own symbols and marks as well as numerals. They will make comparisons between objects relating to size, length, weight and capacity.</p> <p>Children in Reception will select, rotate and manipulate shapes to develop spatial reasoning skills.</p>

Fritwell C of E Primary School
Early Years Foundation Stage Long term plan. Year B



					They will continue, copy and create repeating patterns.	They will be able to count beyond ten.	
	Understanding the World	<p>Children aged 3-4 will begin to make sense of their own life-story and family's history. They will continue developing positive attitudes about the differences between people.</p> <p>Children in Reception will talk about members of their immediate family and community. They will name and describe people who are familiar to them.</p>	<p>Children aged 3-4 will explore how things work.</p> <p>Children in Reception will recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children aged 3-4 will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Children in Reception will recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Children aged 3-4 will explore and talk about different forces they can feel. They will talk about the differences between materials and changes they notice.</p> <p>Children in Reception will comment on images of familiar situations in the past.</p>	<p>Children aged 3-4 will understand the key features of the life cycle of a plant and an animal. They will begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Children in Reception will explore the natural world around them. They will understand the effect of changing seasons on the natural world around them.</p>	<p>Children aged 3-4 will show interest in different occupations.</p> <p>Children in Reception will compare and contrast characters from stories, including figures from the past.</p>
	Expressive art and design	<p>Children aged 3-4 will draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Children aged 3-4 will join different materials and explore different textures.</p>	<p>Children aged 3-4 will listen with increased attention to sounds. They will then respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Children aged 3-4 explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Children aged 3-4 will explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Children aged 3-4 will play instruments with increasing control to express their feelings and ideas.</p>

Fritwell C of E Primary School
 Early Years Foundation Stage Long term plan. Year B



		<p>Children in Reception will develop storylines in their pretend play.</p>	<p>They will remember and sing entire songs.</p> <p>Children in Reception will sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Children in Reception will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>They will develop their own ideas and then decide which materials to use to express them.</p> <p>Children in Reception will return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Children in Reception will listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Children in Reception will create collaboratively, sharing ideas, resources and skills.</p>
--	--	---	---	--	---	--	--