

Early Years Foundation Stage Long Term Plan - Nursery and Reception 2015-2016

This shows the main Themes that will be covered in each topic. The **Development Matters Statements** and **Early Learning Goals** will provide the differentiation.

***Each strand is referenced to coded-planning/assessment system used for profiling and short term planning**

Cycle 1	Autumn 1 My Family and Me <i>(Time – History/Place – Geog/Communication and Language/Construction - Designing and Making)</i> Seasonal changes - Autumn *Talk for Writing Story - 'Spot' Stories Goldilocks and the Three Bears	Autumn 2 Favourite Rhymes Autumn - Festivals including Christmas/Eid Winter - Changes <i>(Science E&I/PSED Communities RE/Creative – Art/music)</i> *Talk for Writing - Various Nursery Rhymes Focus through topic - weekly focus Owl Babies	Spring 1 Winter - Snow and Ice Journeys and Transport <i>(Technology – ICT/Construction – Designing and Making/ Shape and Space – Maths, Literacy, Science - E&I Changes)</i> *Talk for Writing Story - We're Going on a Bear Hunt	Spring 2 Planting and Growing Spring/Easter including New Life/animals (Farm animals) <i>(Communities/PSED/E&I Science)</i> *Talk for Writing Story - The Three Billy Goats Gruff	Summer 1 Around the Town <i>(Science – E&I, The World, Place – Geog/Time)</i> *Talk for Writing Story - The Train Ride	Summer 2 Fantasy / Superhero <i>(C&L - Reading, Writing, Science – E&I, The World/DT/Art/PSED SC&SA)</i> Healthy Me! Sports focus - movement and space, small equipment *Talk for Writing Story - Whatever Next
Personal, Social and Emotional Development PSED	Making Relationships <i>Forming good relationships and including others in their play i.e. sharing. Communicating with peers</i> Self-Confidence and Self-Awareness <i>Selecting own resources Aware of boundaries</i>	Self-Confidence and Self-Awareness <i>Explains their own knowledge, begins to ask questions Takes on responsibility Confident in different social situations</i> Managing Feelings and Behaviour <i>Aware of other's feelings Solving their own problems Working as a group</i>	Dispositions and Attitudes <i>Finds compromise with peers</i> Self-confidence and Self-Awareness <i>Confident to speak about their own needs/opinions</i> Managing Feelings and Behaviour <i>Adjust their behaviour to different situations and can adapt with a new routine</i>	Self-Confidence and Self-awareness <i>Expressing preferences of activity with reasoning</i> Making Relationships <i>Taking turns</i> Managing Feelings and Behaviour <i>Understands their actions on others Knowing that some behaviour is unacceptable</i>	Making Relationships <i>Include others ideas in their activity Can say when they do/don't need help</i> Managing Feelings and Behaviour <i>Adjust their behaviour to different situations and can adapt with a new routine</i>	Making Relationships <i>Demonstrate sensitivity to other children and form positive relationships with other children</i> Managing Feelings and Behaviour <i>Adjust their behaviour to different social situations and changes in routines e.g. moving on/changes</i>
Communication & Language C&L Literacy L	Listening and Attention <i>Can show some listening skills</i> Understanding <i>Understands the use of classroom equipment, Follows simple instructions</i> Speaking <i>Can talk about what has happened Use nouns correctly to identify familiar items etc.</i> Reading <i>Rhythmic activities Looking at books, joining in with repeated refrains</i> Writing <i>Making marks for meaning</i>	Understanding <i>Listens with more interest and responds to stories with repeated refrains</i> Speaking <i>Can describe where something is with prepositions Follows instructions with two key parts Using 'and' and 'because' in sentences Use language to support role-play</i> Reading <i>Being aware of alliteration- initial sounds, rhyming string Aware of structure of stories Recognising some familiar key words Blending sounds</i> Writing <i>Represent some dominant sounds correctly in writing e.g. initial and final sounds</i>	Listening and Attention <i>Can sit quietly during an activity Can listen and then complete an activity</i> Understanding <i>Understands some humour</i> Speaking <i>Asking questions Using different tenses correctly Extends vocabulary and uses new vocabulary in role-play</i> Reading <i>Predicting stories Describing different elements in stories - sequence events correctly Rhyming string</i> Writing <i>Uses storylines/narrative in their play Uses phonics to decode Writing own name, simple captions Write key words correctly from memory</i>	Listening and Attention <i>Listening more attentively in different situations</i> Understanding <i>Able to follow a story without pictures or prompts</i> Speaking <i>Uses intonation Links statements in an organised way</i> Reading <i>Uses information books Reading and understanding simple sentences</i> Writing <i>Attempting to write simple sentences using phonics</i>	Understanding and Speaking <i>Listens to stories and responds appropriately Listens and responds to peer's ideas Listen to and can follow more complex instructions Able to express themselves being aware of the listener</i> Reading <i>Demonstrates understanding of what they have read</i> Writing <i>Writing irregular common 'tricky' words Writing sentences that they and others can read</i>	Understanding and Speaking <i>Responds appropriately in different situations Using tense correctly Create their own narrative</i> Writing <i>Writing more sentences using phonetically plausible attempts and knowing some high frequency words, writing these correctly from memory</i>
Physical Development PD	Self-care <i>Understands their own needs - hunger/toilet/personal hygiene Dresses with support</i> Handling Equipment and Materials <i>Knows equipment needs to be used safely</i> Movement and Space <i>Moves freely using suitable space Awareness of space of others Draws lines and circles Holding a pencil correctly</i>	Movement and Space <i>Moves freely in a variety of ways</i> Handling and Using Equipment and Materials <i>Uses scissors and other tools safely Show a dominant hand Makes anticlockwise movement</i> Self-care <i>Understands the need for healthy/varied food</i>	Movement <i>Can stand on one foot Can catch/roll a ball Experiments with moving in different ways on equipment and jumps landing safely</i> Handling and Using Equipment and Materials <i>Can write some letters and copy their name Helps to put equipment away safely</i> Self-care	Movement <i>Demonstrates increasing control over objects Moving confidently</i> Using Equipment <i>Fine motor control and coordination Uses tools to change materials Uses safety measures without direct supervision</i>	Movement and Space <i>Good control and coordination in large and small scale movements</i> Self-care <i>Understand the importance for good health and physical exercise and begins to know about different ways to keep healthy and safe</i>	Movement and Space <i>Physical activities - including use of small equipment - demonstrate increasing skill and control over own body/apparatus etc.</i> Health and Bodily Awareness - Self care <i>Understand the importance for good health and physical exercise, healthy diet and talks about different ways to keep healthy and safe</i> Handling and Using Equipment

Early Years Foundation Stage Long Term Plan - Nursery and Reception 2015-2016

This shows the main Themes that will be covered in each topic. The **Development Matters Statements** and **Early Learning Goals** will provide the differentiation.

***Each strand is referenced to coded-planning/assessment system used for profiling and short term planning**

			<p><i>Manages own risk-assessment</i> <i>Dresses for outdoor play with support - fastens own coat, puts on wellies etc. show increasing independence</i></p>			
Mathematics M	<p>Number <i>Uses number in play</i> <i>Recognises numbers up to 5 and can count out the correct number of objects/actions</i> Shape and Space <i>Uses shapes in pictures</i> <i>Size - comparative language and grade 3+ sizes</i></p>	<p>Shape, Space and Measure <i>Using positional language</i> <i>Uses shapes in construction</i> <i>Creates patterns</i> Numbers - including Calculating <i>Matching objects to numerals</i> Shape and Space <i>Starts to represent numbers</i> <i>Counting up to 10 and beyond</i> <i>Counting reliably up to 10 objects</i></p>	<p>Number - including Calculating <i>Starts to find totals by combining</i> <i>One more/one less up to 5, 10</i> <i>Records work with marks</i> Shape, Space and Measure <i>Identifies regular 2D and 3D shapes and explores properties of shapes</i> <i>Orders items by length/weight/capacity</i> <i>Orders simple time sequence</i></p>	<p>Number <i>Counting up to 20</i> <i>Ordering numbers up to 10 and beyond</i> <i>Estimating</i> <i>More/fewer language</i> <i>Subtraction is taking away</i> Shape, Space and Measures <i>Uses time language</i> Patterns <i>Use shapes appropriately for tasks e.g. models etc.</i></p>	<p>Number - including Calculating <i>Using mathematical language to create and solve practical problems</i> <i>One more/one less without apparatus</i> <i>Subtraction - counting backwards</i> <i>Language of money</i> Shape <i>Mathematical language to name and describe 2D shapes</i></p>	<p>Calculating - as part of Numbers <i>Using a number line to count on and back to solve addition and subtraction</i> <i>Doubling and halving</i> <i>Mathematical language to describe 3D shapes</i> Space and Measure <i>Using language to describe 3D shapes</i> <i>Using language of measures - length, distance</i></p>
Understanding of the World UW	<p>Exploring and Investigating - The World <i>Comments about what they have seen/discovered in the world</i> Time - People and Communities <i>Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique</i> Technology <i>Investigates toys that use ICT or have moving parts</i></p>	<p>People and Communities <i>Recognises and describes special events and joining in with them</i> <i>Begin to understand differences in different families</i> The World <i>Make simple observations - identify similarities/differences</i> <i>Talk about how things work</i> Technology <i>Knows how simple ICT works</i> <i>Uses age appropriate software</i></p>	<p>Place - The World <i>Make simple observations surrounding environment - identify similarities/difference/patterns and change</i> Technology <i>Knows that information can be selected from the computer</i> <i>Completes a simple program on computer</i></p>	<p>Place - The World <i>Know about similarities and differences with environments /places</i> People and Communities <i>Show interest in different occupations</i></p>	<p>Exploration and Investigation - The World <i>Understands growth and decay</i> Place - The World <i>Know about similarities and differences with environments/materials/living things/places</i></p>	<p>Exploration and Investigation - The World <i>Make observations of animals and plants and explain why differences have occurred</i> Place - The World <i>Know about similarities and differences with environments/materials/living things/places</i></p>
Expressive Arts and Design EAD	<p>Exploring and using Media and Materials <i>Learning new songs</i> <i>Simple construction</i> <i>Using simple tools</i> Being Imaginative <i>Familiar role-play</i></p>	<p>Exploring Media and Materials <i>Exploring colour/texture to make pictures</i> Creating Music and Dance <i>Sings simple songs from memory, learning a wider variety of songs</i> <i>Begins to move to music rhythmically</i> <i>Explores sounds of instruments</i> Responding to Experiences and Expressing and Communicating Ideas <i>Joining in with a wider variety of role-play</i></p>	<p>Responding to Experiences - Being Imaginative <i>Imitate adult role- intro storyline/narrative to their play</i> <i>Build on personal experiences</i> Exploring Media and Materials - Being Imaginative <i>Constructing with a purpose in mind</i> <i>Explores use of tools - joining/fixing</i> Creating Music and Dance <i>Repeated rhythms</i> <i>Movement to music</i></p>	<p>Exploring and Using Media and Materials <i>Creating different textures</i> <i>Selecting a wider range of tools</i> Responding to Experiences and Expressing Ideas - Being Imaginative <i>Learning a wider variety of songs</i> <i>Introducing storylines into their role-play</i></p>	<p>Exploring and Using Media and Materials <i>Experimenting with different textures, combine media</i> <i>Skills and techniques e.g. colour mixing</i> Responding to experiences - being imaginative <i>Developing a narrative</i></p>	<p>Exploring Media and Materials <i>Planning and adapting work where necessary</i> <i>Creating own art-works</i> <i>Confident in exploring materials, applying techniques/skills</i> Creating Music and Dance <i>Children creating their own songs and music</i> Responding to experiences - being imaginative <i>Be expressive in Art, drama, role-play</i></p>