

## EYFS Long Term Plan and Progression of Skills



		Term 1 People Who Help Us	Term 2 All Around the World	Term 3 Dinosaurs	Term 4 All Creatures Great and Small	Term 5 Once Upon a Time	Term 6 Journeys
<b>Sticky Knowledge</b>		An apple is healthy. It is dark at night I am 4 /5 years old. My name is ... The hall is where we do PE and have assemblies. Red, blue and yellow are colours. Glue is sticky. Jesus was born at Christmas. Swiping the screen unlocks the tablet.		Frogs live in ponds. A dog is an animal. My mum/dad is older than me. We have a pond in our school grounds. Mixing 2 colours makes a new colour. Tape is sticky. Jesus died on a cross. Pushing buttons makes something happen.		Plants need water to grow. Chocolate melts in the heat. Trains used to be run on steam. Bluebells grow in the woods. Playdough can change shape. Recycling can be used to make models. A church is a special place. Robots can be controlled.	
<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring</b>	<ul style="list-style-type: none"> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Make independent choices.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and think ahead about how they will explore or play with objects.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to new experiences that you bring to their attention.</li> </ul>	<ul style="list-style-type: none"> <li>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</li> </ul>	<ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they want to keep repeating them.</li> </ul>
	<b>Active Learning</b>	<ul style="list-style-type: none"> <li>Participate in routines.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to predict sequences because they know routines.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Show goal directed behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Keep on trying when things are difficult.</li> </ul>	
	<b>Creating and Thinking Critically</b>	<ul style="list-style-type: none"> <li>Sort materials.</li> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Know more, so feel confident about coming up with their own ideas.</li> <li>Make more links between those ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Solve real problems.</li> </ul>
<b>Communication and Language</b>		<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen carefully to rhymes and</li> </ul>	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about stories to build familiarity</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and</li> </ul>	<ul style="list-style-type: none"> <li>Make comments about what they have heard and ask questions to clarify their</li> </ul>

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	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> </ul>	<p>songs paying attention to how they sound.</p> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>	<p>and understanding.</p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> </ul>	<p>and some in their own words.</p> <ul style="list-style-type: none"> <li>Listen and talk about selected non-fiction to develop to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	<p>actions when being read to and during whole class discussions and small group interactions. (ELG, L,A&amp;U)</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG,S)</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. (ELG,S)</li> </ul>	<p>understanding. (ELG, L,A&amp;U)</p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. (ELG, L,A&amp;U)</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses making use of conjunction, with modelling and support from their teacher. (ELG, S)</li> </ul>
<p><b>Personal, Social, and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Manage their own needs - personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing:                     <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>-tooth brushing</li> <li>-sensible amounts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers. (ELG, BR)</li> <li>Work and play cooperatively and take turns with others. (ELG, BR)</li> <li>Show an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>Show sensitivity to their own and others' needs. (ELG, BR)</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in</li> </ul>

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				<p>of 'screen time'</p> <ul style="list-style-type: none"> <li>-having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<p>their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG, SR)</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG, SR)</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG,MS)</li> </ul>	<p>activity, and show an ability to follow instructions involving several ideas or actions. (ELG,SR)</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience perseverance in the face of challenge. (ELG,MS)</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG,MS)</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>• Develop overall body-strength,</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Demonstrate strength, balance and coordination when playing. (ELG, GMS)</li> <li>• Negotiate space and obstacles safely, with consideration for</li> </ul>	<ul style="list-style-type: none"> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG,GMS)</li> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (ELG,FMS)</li> </ul>

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		<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	balance, co-ordination and agility.	successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	themselves and others. (ELG, GMS) • Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG, FMS)	<ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing. (ELG, FMS)</li> </ul>		
	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:</li> </ul>							
	• Rolling	- walking	- running	- skipping	- crawling	- jumping	- hopping	- climbing
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG, C)</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG, C)</li> <li>Anticipate (where appropriate) key events in stories. (ELG, C)</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG, WR)</li> <li>Write recognisable letters, most of which are correctly formed. (ELG, W)</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG, W)</li> <li>Write simple phrases and sentences that can be read by others. (ELG, W)</li> </ul>		

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					<ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending. <b>(ELG,WR)</b></li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>(ELG,WR)</b></li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Subitise.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Compare numbers.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>• Automatically recall number bonds for numbers 0-5 and/some to 10.</li> <li>• Compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, Just as numbers</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Subitise (recognise quantities without counting) up to 5. <b>(ELG, N)</b></li> <li>• Have a deep understanding of number to 10, including the composition of each number. <b>(ELG, N)</b></li> <li>• Compare quantities up to</li> </ul>	<ul style="list-style-type: none"> <li>• 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. <b>(ELG, N)</b></li> <li>• Verbally count beyond 20, recognising the pattern of the counting system. <b>(ELG, NP)</b></li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how</li> </ul>

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					10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG, NP)	quantities can be distributed equally. (ELG, NP)
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society. (ELG, P&amp;P)</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG, P&amp;P)</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG, NW)</li> <li>• Know some similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG, P&amp;P)</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG, PC&amp;C)</li> <li>• 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</li> </ul>

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					<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG, PC&amp;C)</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG, NW)</li> </ul>	<p>appropriate) maps. (ELG, PC&amp;C)</p> <ul style="list-style-type: none"> <li>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. (ELG, NW)</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG, CWM)</li> <li>Make use of props and materials when role playing characters in narratives and stories. (ELG, CWM)</li> <li>Sing a range of well-known nursery rhymes and songs. (ELG, BI&amp;E)</li> </ul>	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used. (ELG, CWM)</li> <li>Invent, adapt and recount narratives and stories with peers and their teacher. (ELG, BI&amp;E)</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG, BI&amp;E)</li> </ul>

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