

Long term planning – EYFS 22-23

Year group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Dates	Harvest World Space week Grandparents Day Roald Dahl Day Start of autumn	Diwali Bonfire night Remembrance Day Anti-Bullying week Road safety Christmas Start of winter	Burns night Chinese New Year Valentine's Day	Shrove Tuesday St David's Day World Book Day Mother's Day Easter Start of spring		Father's Day Start of summer
RWI Phonics	Initial sounds Segmenting and Blending Set 1- ditty masters/blending books/textless books	Set 1 Red ditty books	Set1/ Set 2 Red/Green ditty books	Set 2 Red/Green ditty books	Set 2 Green/Purple ditty books	Set 2 Green/Purple ditty books
Theme	Who am I?	Can you see in the dark?	Where on Earth...?	How does your garden grow?	Who's afraid of the Big Bad Wolf?	When I Grow Up....
Key texts	The Colour Monster Goes to School Rainbow Fish Sharing a Shell Monkey Puzzle	Owl Babies Zim Zam Zoom Pumpkin Soup Rama and Sita The Nativity Story Jolly Christmas Postman	Handa's Surprise Whatever Next Lost and Found The Way Back Home Mr Wolf's Pancakes	Oliver's Vegetables What the Ladybird Heard Roots, Stems, Leaves and Flowers The Little Gardener The Secret Sky Garden	Traditional Tales: Jack and the Beanstalk Goldilocks Three Little Pigs Alternative traditional tales	A Superhero Like You When I grow up... Non-fiction texts linked to people who help us. Zog and the Flying Doctors Burglar Bill
Number	Baseline Positional Language Recognition of objects up to 3 (subitising) Count objects 1-5 Recite number to 5 Link numerals and amounts up to 5 Show finger numbers to 5 Know the last number when counting is the total	Talk about and explore 2D and 3D shapes One more/less- numbers to 5 Count up to 10 objects (1:1 correspondence) Solve real world mathematical problems with numbers up to 5 Compare amounts using the language 'more' and 'fewer' Create ABAB patterns + correct an error in a repeating pattern.	Recognise different representations of numbers to 10. (including numerals Subitise amounts up to 5. Begin to recognise larger numbers as '5 and more' Explore the composition of numbers to 10 using manipulatives Know one more/one less than numbers to 10 and understand the relationship between consecutive numbers. Compare length, weight and capacity. Automatically recall some number bonds to 5 Compose and decompose shapes so that children recognise a shape can have other shapes within it.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Verbally count beyond 20, recognising the pattern of the counting system. Automatically recall some doubles. Represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally Automatically recall some number bonds within 10.		
Reading	Baseline Can hear words that rhyme e.g. in a story or song. Counts or claps syllables in a word. To orally blend CVC words. Recognise words with the same initial sound. Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the name of the different parts of a book.	To recognise most set 1 sounds Blend to read words using set 1 sounds. Beginning to read red RWI books.	To recognise all set 1 sounds. Read simple phrases and sentences made up of phase 2/set 1 sounds. Start to re-read books to build their confidence and fluency. Demonstrate understanding of what has been read to them by retelling stories and narratives. Reading red/green RWI books.	To recognise all set 1 and 2 sounds Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Read words consistent with their phonic knowledge by sound-blending anticipate – where appropriate – key events in stories. Read words consistent with their phonic knowledge by sound-blending To read 45 Reception words by sight. To read with a good level of fluency, books that contain set 2 sounds and words. (HF words being read by sight on most occasions) Reading green/purple RWI books.		

Writing	Baseline Holding a pencil Pre-Writing shapes Write some or all of name Has a dominant hand	Traces letters with good control. Hears and writes the initial sounds in words. Independently segments the sounds in words to write cvc words.	Forms lower-case letters correctly. Forms capital letters correctly. Orally rehearses and writes a simple caption.	Writes sentences that can be read by themselves and others. Begins to make suggestions as to how their work could be improved. Writes short sentences using capital letters, finger spaces and full stops. Spells all set 1 and some set 2 common exception words correctly in their writing. Forms most letters correctly.	
RE	Being special: Where do we belong?	Why is Christmas special for Christians?	Why is the word God so important to Christians?	Why is Easter special to Christians?	What places are special and why? What times/stories are special and why?
IT/E Safety	Baseline	Privacy and Security I can independently access age appropriate applications and software I can use age appropriate software to make my own creations (e.g. 2simple or Activinspire Draw) I can select and use technology for a particular purpose	Self-Image and Self identity I can explore and interact with their environment using a range of equipment (e.g. using a camera to take photos, using an iPad to record videos) I can recognise simple icons, buttons or shortcuts I can use appropriate icons, buttons or shortcuts to complete an action I can explore the functions of a simple programming tool (e.g. Beebot) I can begin to plan and test instructions	Online Relationships I can collect information using ICT (e.g. take photographs, voice recordings, text) I can recognise and use simple keyboard commands (space bar, enter, delete and backspace) I can they input collected material into simple applications and programs I can they understand the appropriate vocabulary according to equipment available	
PSED	Baseline Can talk about myself, my needs and feelings Share toys and take turns Understand the need to follow rules	Understand the reason for rules and know right from wrong. See themselves as a valuable individual. Build Constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Grow in independence and know how to look after their body. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs. How to keep fit and well. Have a positive attitude towards change and are prepared for the transition to Year 1	
Communication and Language	Baseline To start and continue a conversation with children and adults. Understand a two part instruction. Understand why questions. Enjoys stories and can remember most of what happens. Use sentences of up to 6 words. To have a repertoire of songs and stories that they can re-enact.	Understand how to listen carefully and know why listening is important. Learn new vocabulary. Describe events in some detail. Develop social phrases. Engage in story time.	Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives.	Learn rhymes, poems and song. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Retell a story, once they have development a deep familiarity with the text; some as exact repetition and some in their own words. To engage and talk about non-fiction books to deepen knowledge and vocabulary.	

<p>Gross Motor/Fine Motor</p>	<p>Baseline Put on own socks and shoes Confident to open wrappers and packaging Use a knife and fork Button and unbutton clothing and use a zip Go to the toilet on own, wipe self properly and flush Uses a comfortable grip with good control when holding pens and pencils. Be increasingly independent in meeting their own care needs. Uses one-handed tools and equipment. Shows a preference for a dominant hand. Starts to eat independently, learning how to use a knife and fork. Be increasingly independent as they get dressed and undressed. Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs, or climb up apparatus, using alternate feet Using large muscle movements to wave flags and streamers, paint and make marks. Skip for a game hop, stand on one leg and hold a pose for a game like musical statues Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves or in teams. Match their developing physical skills to tasks and activities in the setting.</p>	<p>Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p>	<p>Grow in independence and know how to look after their body. Makes healthy choices about food, drink, activity and tooth brushing. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen-time, having a good sleep routine, being a safe pedestrian.</p>	<p>How to keep fit and well. hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools effectively, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>Understanding the World</p>	<p>Baseline Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about immediate members of their family</p>	<p>Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Expressive Arts and Design</p>	<p>Baseline Take part in simple pretend play. Use an object to represent something else. Begin to develop complex stories using small world equipment. Explore different materials freely to develop ideas. Join different materials and explore different textures. Draw with increasing complexity and detail. Explore colour and colour mixing.</p>	<p>Remember and sings entire songs. Sing the pitch of a tone sung by another person (pitch match) Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music expressing their feelings and responses. Develop storylines in pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and melody. Explore and engage in music making and dance, performing solo or in groups. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>



	Play instruments with increasing control to express their feelings and ideas.					
PSHE	Beginning and Belonging	Family and Friends	Identities and Diversity	My body and growing up	Keeping safe	Healthy Lifestyles
Online Safety	Privacy and Security	Online Relationships	Online Bullying	Self-Image and Identity	Copyright and Ownership	Health, Wellbeing and Lifestyle