

EYFS Long Term Planning - By the end of EYFS, we expect our children will be able to achieve the following through our exciting early years' curriculum.

PRIME AREA Communication & Language

- To be confident speakers and to be able to hold a conversation back and forth.
- To use ambitious vocabulary and continuously extend their word bank, learning new words and their meanings.
- To be able to answer and ask questions effectively, especially 'how' and 'why' questions.
- To be able to listen attentively and respond appropriately to discussions.
- To be able to give their own opinion and show interest in various topics.
- To engage in talk and be curious about the world around them.
- To understand verbal cues and gestures.
- To articulate words clearly.
- Express their ideas and feelings about their experiences using full sentences.
- To be able to use past and present tense correctly when speaking.
- To use talk to recreate roles such as characters from stories.
- To be able to use different pitch, tone and expression within their voice.
- To understand humour.
- To have a wide range of verbs, nouns and adjectives which they can use confidently and accurately.
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PRIME AREA Personal, Social & Emotional Development

- To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- To know why we have rules in our world and why we have to follow them.
- To have some understanding of Core British Values and County Bridge Values.
- To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- To understand how to keep ourselves safe including water safety, fire safety, road safety, stranger danger and internet safety.
- To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- To understand and play an active part in the community around us.
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PRIME AREA Physical Development

- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- To be confident to take risks safely and build resilience when completing a challenge.
- To demonstrate strength, balance and coordination when playing.
- To negotiate space and obstacles safely, with consideration for themselves and others.
- To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- To be able to use fine motor skills effectively so that tasks can be completed independently e.g. zipping up coat, fastening buttons, using scissors, using paint brushes.
- To understand how to move in different directions e.g. forwards, backwards and sideways.
- To identify and explain the function of simple body parts.

- To have a secure knowledge of the teeth brushing process and the importance of oral hygiene.

SPECIFIC AREA Literacy READING

- To have an embedded 'love for reading' and an exposure to a range of fiction and non-fiction books.
- To be able to read sentences independently, decoding words with increasing fluency.
- To be begin to use expression within their voice.
- To understand different characters, settings and plots within stories.
- To understand and re-tell many traditional tales.
- To have a good knowledge of many traditional nursery rhymes.
- To be able to recognise all letter sounds and letter names in the alphabet and at least 10 diagraphs.
- To show good comprehension skills by answering questions linked to stories.
- To be able to sequence the start, middle and end of a story.
- To be able to use their imagination to act out stories.
- To read all 45 Reception high frequency words.

SPECIFIC AREA Literacy WRITING

- To have good exposure to a range of different writing styles e.g. stories, letters, instructions, labelling, leaflets, diagrams etc.
- To ensure letters are formed consistently the same size, they sit on the line and finger spaces are used.
- To understand simple punctuation such as a full stop and when to use capital letters.
- To be able to write simple phrases and sentences that can be read by others.
- To spell words by identifying sounds in them and representing the sounds with a letter or letters.
- To write recognisable letters, most of which are correctly formed.
- To be able to form lower case and upper case letters independently.

SPECIFIC AREA Mathematics

- To have secure number knowledge and number recognition of numbers to 20 and above.
- To be intrigued with numbers, symbols and shapes around them.
- To be able to solve simple problems and understand early addition and subtraction.
- To understand mathematical language and use it to explain their thinking.
- To be able to order numbers 0 to 20 confidently and begin to understand patterns of the number system.
- To identify, continue and create patterns using 2/3 colours or objects.
- To recall number bonds to 5 and some number bonds to 10.
- To be able to subitise up to 5.
- To recognise when an quantity is greater than, less than or the same as the other quantity.
- To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- To be able to count in 2's, 5's and 10's.
- To be able to name and describe 2D shapes (square, triangle, rectangle, circle, pentagon, hexagon, octagon) and 3D shapes (cube, cuboid, pyramid, cylinder, cone, sphere)
- To recognise coins 1p, 2p, 5p, 10, 20p, 50p £1 and £2 and to use language linked to money.
- To be able to order objects in size, length and weight.
- To understand the meaning of symbols +, =, - and to be able to use a calculator.

SPECIFIC AREA Understanding the World

- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To know how to use a simple map.
- To recognise some country flags in the world.
- To know the name of planets and understand the function of the sun and moon.
- To participate in simple experiments and understand processes such as melting, freezing, sinking and floating.
- To have a good range of cooking experiences.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.
- To talk about the lives of the people around them and their roles in society.
- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- To 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 appropriate - maps.
- To explore the natural world around them, making observations and drawing pictures of animals and plants.
- To be able to label parts of a plant and understand what is needed to make a plant grow.
- To have some knowledge of simple life processes e.g. egg cycles.
- To understand some important processes and changes in the natural world around them, including the seasons.
- To use technology confidently to operate age appropriate programmes and identify technology all around us.

SPECIFIC AREA Expressive Arts & Design

- To use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To be able to securely name a range of colours.
- To know primary colours and what happens when we mix them.
- To share their creations, explaining the process they have used.
- To make use of props and materials when role playing characters in narratives and stories.
- To invent, adapt and recount narratives and stories with peers and their teacher.
- To perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.
- To be able to follow a beat.
- To be able to read simple keys on an instrument and create own music.
- To have good knowledge of 2 significant artists from Nursery and Reception year.
- To be able to use tools effectively to create an effect.
- To use vocabulary specifically linked to textures and materials.