

Early Years Foundation Stage (Reception)
Long Term Planning Overview 2017/2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events (seasonal, festivals, school events)	Starting school Colour Autumn Harvest	Bonfire Night Remembrance Day St Andrew's Day Children in Need Anti-bullying week Road safety week Diwali Christmas EYFS/KS1 Production	New Year Chinese New Year Winter Pancake Day Valentine's Day St Patrick's Day St Patrick's Day Easter	Book Week World Book Day Red Nose Day Signs of Spring Mother's Day St. George's Day Easter	Father's Day Exploring Nature Area	Transition Week Sports Day Summer
Activity Ideas, Possible Themes	All about ourselves- family, likes and dislikes Looking for signs of Autumn- nature walk, leaf hunts, sorting leaves, exploring leaf colours Colour	Light and dark Fireworks- art work, link to Science/Music - pops and bangs Celebrations- our own experiences, have our own, retell stories of each	Making snowflakes, snowy artwork, investigating ice, making snowmen (Maths shapes link) 'Frozen'	Our favourite books, traditional tales/fairy stories Cards for Mother's Day, Easter Baby animals, animal homes Dinosaurs	Planting and growing activities Jack and the Beanstalk The Very Hungry Caterpillar Class caterpillars Minibeasts- hunt, compare, sort	Practising for Sports Day Seasonal activities- sun safety, summer holidays, Journeys
Possible Hands On Experiences	Folly Farm visit - Teddy Bear's Picnic	School Nativity Play EYFS themed days e.g. Diwali	EYFS themed days e.g. Chinese New Year/food tasting	Live eggs Dinosaur Man visit	Class butterflies, growing beans, our own gardening area	Folly Farm Visit

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Development Matters Links – Prime Areas

PSED	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p>	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Keeps play going by responding to what others are saying or doing. <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Enjoys responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> • Shows confidence in asking adults for help. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. 	<ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. • Aware of the boundaries set, and of behavioural expectations in the setting. <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. 	<ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. <ul style="list-style-type: none"> • Takes steps to resolve conflicts finding a compromise • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
CL	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Understands use of objects (e.g. "What do we use to cut things?") • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Focusing attention - still listen or do, but can shift own attention. <ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> 	<ul style="list-style-type: none"> • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. <ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
PD	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid 	<ul style="list-style-type: none"> • Can catch a large ball. • Holds pencil near point between first two fingers and 	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or 	<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines. 	<ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and

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	<ul style="list-style-type: none"> slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Can stand momentarily on one foot when shown. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p style="text-align: center;">obstacles.</p> <ul style="list-style-type: none"> Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can copy some letters, e.g. letters from their name. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Shows a preference for a dominant hand.. 	<ul style="list-style-type: none"> thumb and uses it with good control. Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. 	<p style="text-align: center;">Kicking it.</p> <ul style="list-style-type: none"> Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>hygiene can contribute to good health.</p> <ul style="list-style-type: none"> Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measure without direct supervision. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
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Development Matters Links - Specific Areas

Literacy	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Looks at books independently. Handles books carefully. Hears and says the initial sound in words. 	<ul style="list-style-type: none"> Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Continues a rhyming string. Begins to break the flow of speech into words 	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels,captions. 	<ul style="list-style-type: none"> Attempts to write short sentences in meaningful contexts. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
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	<ul style="list-style-type: none"> advertising logos. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 			<ul style="list-style-type: none"> Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. 		
Maths	<ul style="list-style-type: none"> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Shows an interest in numerals in the environment. Shows interest in shapes in the environment. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. 	<p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <ul style="list-style-type: none"> Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. 	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. 	<p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <ul style="list-style-type: none"> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. 	<ul style="list-style-type: none"> Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Measures short periods of time in simple ways. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. 	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> Estimates how many objects they can see and checks by counting them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.
UW	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> Talks about why things happen and how things work. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shows interest in different occupations and ways of life. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<p>Developing an understanding of growth, decay and changes over time.</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. 	<p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> Uses ICT hardware to interact with age-appropriate computer software.
EAD	<ul style="list-style-type: none"> Developing preferences for forms of expression. 	<ul style="list-style-type: none"> Uses available resources to create props to support role- 	<p>Beginning to move rhythmically.</p> <ul style="list-style-type: none"> Imitates movement in 	<p>Create simple representations of events, people and objects.</p>	<ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order 	<ul style="list-style-type: none"> Understands that different media can be combined to

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