EYFS Long Term Planning Overview

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| We adopt a themed approached to learning in EYFS. These themes are carefully planned to ensure that they offer a broad, balanced, and progressive curriculum. The themes are subject to change, according to the interests of the children. Each theme is relevant to the children so that learning can be purposeful. At the beginning of each half term children are given the opportunity to share their input and ideas about each theme; these ideas are then incorporated into our weekly plans so that the children have some ownership of their own learning. | | | | | | |
| Strand | Autumn | | Spring | | Summer | |
| **RE**  **Understanding Christianity** | *Special Times* | *Incarnation* | *Special People* | *Salvation* | *Creation* | *Special Places* |
| **COEL** | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.  **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  ***PLAY:*** *At St. Peter’s C of E, we understand that children learn best when they are absorbed, interested and active.  We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible. Therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team*  ***We will ensure that all children learn and develop, have a positive mindset and are kept safe at ALL times.*** | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Class Theme  \*subject to change depending on children’s interests | **Marvellous Me!** | **Sparkle and Shine!** | **Off on a Journey** | **Helping Hands** | **Megabeasts to Minibeasts** | **Commotion in the Ocean** |
| Possible key texts | Starting school stories  The Colour Monster  This is Our House  Three Little Pigs  The Little Red Hen | Owl Babies  “WOW!”said the Owl  Bear stories  Goldilocks and 3 Bears  The Snowman  Christmas stories | The Gingerbread Man  The Red Book  The Journey Home  Lost and Found  Non-fiction – atlas, maps, explorers | Supertato  Zog  Mr Wolf’s Pancakes  The Enormous Turnip  Avocado Baby  Superheroes | Jack and the Beanstalk  The Adventures of Mrs Pepperpot  Thumberlina  Minibeast Madness  The Hungry Caterpillar  Non-fiction – plants, flowers, minibeasts | Commotion in the Ocean  Rainbow Fish  Snail and the Whale  Non fiction – underwater creatures |

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| **CL**  **Listening, Attention and Understanding**  **Speaking** | **Communication and Language**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, storytelling and role play**, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children will become comfortable using a **rich range of vocabulary** and **language structures**.  **Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, ‘back and forth’ conversations, daily group discussions, ‘sharing’ circles, PSHE times, stories, singing, rhymes, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies, new vocabulary** | | | | | |
| Engage in story time  Understand how to listen carefully and why listening is important.  Can turn to listen to friends or teacher.  Listen to and then follow an instruction.  Listen and join in with rhymes and stories I like  Listen to and follow simple instructions  Follow a story with props and pictures.  Listen carefully to rhymes and songs, paying attention to how they sound. | | Listen to a whole story and comment on what is happening.  Ask questions about my favourite books.  Play and listen to my friends at the same time.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.  Learn rhymes, poems and songs.  Respond quickly to a series of instructions.  Ask and respond to ‘why’ questions  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Remember key points from a story told without props or pictures.  Listen and respond to other children’s opinions.  Engage in non-fiction books | | **Children at the expected level of development will:**  *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*  *Make comments about what they have heard and ask questions to clarify their understanding;*  *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*  **Children at the expected level of development will:**  *Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary;*  *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;*  *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.* | |
| Use simple sentences  Start to link simple sentences.  Learn new vocabulary  Play alongside other children engaged in the same type of imaginary play.  Use vocabulary to express imaginary events in play.  Engage in imaginary role play sometimes building stories around toys and objects.  Talk about my own experiences  Use social phrase eg. “Good morning, how are you?” “Please may I..” | | Explore new vocabulary, sounds and intonation.  Use tense, intonation, and rhythm to enhance meaning.  Use language to create imaginary events, storylines, and themes  Sustain imaginary play situations expressing myself to friends and adults.  Use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went‘)  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts. | |
| **P**  **Fine motor**  **Gross motor** | **Physical**  Physical activity is vital in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**. Daily ‘Funky Finger’ activities, will develop finger strength to hold a pencil effectively. | | | | | |
| Threading, cutting, weaving, playdough, Fine Motor activities.  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy.  Begin to learn correct letter formation | | Fine motor activities - threading, cutting, weaving, playdough  Hold pencil effectively with comfortable grip  Forms recognisable letters, most of which are correctly formed  Handle tools, objects, construction and malleable materials with increasing control  Can draw freely, with increasing detail  Holds small items/button and zip clothing/cut with scissors/use cutlery  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors /  start to cut along a curved line  Draw a lines and shapes with increasing control and accuracy | | **Children at the expected level of development will:**  *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;*  *Use a range of small tools, including scissors, paint brushes and cutlery;*  *Begin to show accuracy and care when drawing*  **Children at the expected level of development will:**  *Negotiate space and obstacles safely, with consideration for themselves and others;*  *Demonstrate strength, balance and coordination when playing;*  *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing* | |
| Stand momentarily on one foot when shown.  Can catch a large ball.  Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. | | Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Travel with confidence and skill around, under, over and through balancing and climbing equipment.  Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | |
| **PE focus** | Circle Games  Dance | Mindfulness/Yoga  Gymnastics | Dance | Games | Gymnastics | Games |
| **PSED**  **Managing Self**  **Self-regulation**  **Building relationships** | **Personal, Social and Emotional Development**  Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | |
| Select and use activities and resources with help.  Enjoy the responsibility of carrying out small tasks.  Confident to talk to other children when playing, and will communicate freely about my home and community  Outgoing towards unfamiliar people and more confident in new social situations.  Build positive, constructive and respectful relationships  Show confidence in asking adults for help. | | Welcome and value praise for what I have done.  Willingly participate in a wide range of activities.  Can show enthusiasm and excitement when anticipating and engaging in certain activities  Confident to speak to others about own needs, wants, interests and opinions.  Confident in speaking in front of a small group  Describe myself in positive terms and talk about my abilities.  See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.  Manage their own needs. | | ***Children at the expected level of development will:***  *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;*  *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices*  **Children at the expected level of development will:**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  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 | |
| Aware of own feelings and know that some actions and words can hurt others’ feelings.  Accept the needs of others and can take turns and share resources, sometimes with support from others.  Can tolerate delay when my needs are not immediately met and understand that their wishes may not always be met. | | Usually adapt behaviour to different events, social situations, and changes in routine.  Start to negotiate and solve problems.  Aware of the boundaries set and of behavioural expectations in the class.  Understand that actions affect other people Identify and moderate their own feelings socially and emotionally  Express their feelings and consider the feelings of others. | |
| Can initiate play, offering cues to my friends to join me.  Demonstrate friendly behaviour  Initiate conversations  Form good relationships with friends and familiar adults. | | Start conversations and take account of what others say  Explain own knowledge and understanding, and ask appropriate questions of others  Take steps to resolve conflicts with other children, e.g. finding a compromise  Can play in a group, extending and elaborating play ideas  Build constructive and respectful relationships  Think about the perspectives of others. | |
| **L**  Word reading    Comprehension  Writing | **Literacy**  It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)  Weekly group reading sessions will develop; **decoding, prosody and comprehension**. | | | | | |
| Join in with rhymes and stories.  Join in with the rhythm of well-known rhymes and songs.  Recognise my own name.  Can identify sounds in words, in particular initial sounds  Can segment and blend simple words demonstrating my knowledge of sounds with support.  Can link sounds to letters in the alphabet  Can hold a book, turn the pages and indicate an understanding of pictures and print.  Understand key features of a book  Can tell a story to friends. | | Can segment and blend simple words demonstrating knowledge of sounds independently.  Read simple words and simple sentences.  Can identify rhymes and find my own rhymes .  Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known GPC  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Talk about events and characters in books.  Make suggestions about what might happen next in a story.  Read simple words and simple sentences.  Talk about their favourite book.  Use vocabulary and events from stories in their play.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment | | **ELG: Word Reading**  *Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs;*  *Read words consistent with their phonic knowledge by sound-blending;*  *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*  **ELG: Comprehension**  ***Children at the expected level of development will:***  *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*  *Anticipate – where appropriate – key events in stories;*  *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.*  **ELG: Writing Children at the expected level of development will:**  *Write recognisable letters, most of which are correctly formed;*  *Spell words by identifying sounds in them and representing the sounds with a letter or letters;*  *Write simple phrases and sentences that can be read by others.* | |
| Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.  Use tools for mark making with control.  Can grip using five fingers or preferably two fingers and thumb for control.  Use pincers, tweezers and threading equipment with increasing control and confidence.  Can copy shapes, letters and pictures.  Tell an adult what they have drawn or painted.  Give meaning to marks as they write.  Create representations of people, events and objects.  Identify sounds from my own name in and in other words  Can ascribe meaning to other marks/signs in the environment  Can recognise a capital letter at the start of their name  Use emergent writing in their ‘play’ and independent learning  Begin to write short VC/CVC words | | Can sit on a chair with a straight back and feet on the floor.  Control finer tools  Form recognisable letters  Use a tripod grasp.  Form lower-case and capital letters correctly. Use some identifiable letters to communicate meaning and uses them to write labels, lists and captions  Re-read what they have written to check that it makes sense.  Read back my writing.  Begin to rehearse what I write orally before writing.  Write short sentences with words with known sound/letter correspondences using a capital letter and full stop.  Start to write identifiable shapes and letters. Segment and blend the sounds in simple words and name sounds.  Spell words by identifying the sounds and then writing the sound with letter/s.  Talk about sentences and start to write short sentences.  Start to use full stops and capital letters in the correct places. | |
| **M**  Number  Numerical Patterns | **Maths**  Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.  Daily **Mastery of Number** sessions, will develop **deep understanding** and **thinking** in number. Sentence stems will be used to encourage children to **talk** about their mathematical thinking and reasoning. | | | | | |
| **White Rose**  Getting to Know You  Just Like Me!  It’s Me 1, 2, 3!  Light and Dark  **NCETM - Mastery of Number** | | **White Rose**  Alive in 5!  Growing 6, 7, 8  Building 9 and 10  **NCETM - Mastery of Number** | | **White Rose**  To 20 and Beyond!  First, Then, Now  Find my Pattern  On the Move!  **NCETM - Mastery of Number** | |
| Can count up to three or four objects by saying one number name for each item.  Can count objects to 10 and begin to count beyond 10.  Can count out up to six objects from a larger group.  Select the correct numeral to represent 1 to 5, then 1 to 10 objects.  Count objects, actions and sounds  Begin to subitise | | Count an irregular arrangement of up to ten objects.  Find one more or one less from a group of up to five objects, then ten objects.  Estimate how many objects and check by counting them.  Use the language of ‘more’ and ‘fewer’ to compare two sets of objects.  Understand composition of 5, 6, 7 etc and all manipulations of the number.  Subitise up to 5  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten.  Compare numbers.  Understand ‘one more than/one less than’.  Can find the total number of items in two groups by counting all of them and starting to use ‘counting on’.  Begin to use the vocabulary involved in adding and subtracting, counting on and back  Understand addition up to 5 using all combinations, then 6, 7, 8, 9, 10.  Explore the composition of numbers to 10.  Recall number bonds for numbers 0–10.  Show some understanding of doubling and halving in familiar contexts  Know number facts, doubles, odds and evens | | **ELG: Number Children at the expected level of development will:**  *Have a deep understanding of number to 10, including the composition of each number;*  *Subitise (recognise quantities without counting) up to 5;*  *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.*  **ELG: Numerical Patterns Children at the expected level of development will:** •  *Verbally count beyond 20, recognising the pattern of the counting system; •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than*  **No formal ELG for Shape, Space and Measure**  White Rose Maths (incorporated into weekly provision)  Some links to Numerical Patterns | |
| Recognise some numerals of personal significance.  Recognise patterns in the environment  Copy patterns, make their own patterns  Compare length, weight and capacity | | Select, rotate and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes, recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns. | |
| Talk about the routine of the day and use language like before, after.  Use comparative language like taller, shorter, the same.  Start to identify shapes in the environment.  Start to find appropriate shapes for certain tasks.  Start to make more meaningful pictures, patterns and arrangements with shapes | | Explore length, height, capacity and use my findings to order and group items.  Identify money and start to use money in my play.  Recall routines and start to relate them to the time on the clock.  Compare length, weight and capacity.  Ask questions about their observations of differences and similarities.  Recall names for 2D and 3D shapes and use some of the terms to describe their properties. Order and sort according to simple properties. Notice similarities, differences, patterns and changes.  Use the language of direction when programming toys  Select, rotate and manipulate shapes | |
| **UW**  **Past and Present**  **People, Culture and Communities**  **The Natural World** | **Understanding the World**  Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.  Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness. | | | | | |
| Remembers and talk about significant events in their own experience. | | Recognises and describe special times or events for family or friends.  Compare and contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past.  Understand that some places are special to members of their community. | | **ELG: Past and Present**  **Children at the expected level of development will:**  *Talk about the lives of the people around them and their roles in society;*  *Know some similarities and differences between things in the past and now;*  *Understand the past through settings, characters and events encountered in*  **ELG: People, Culture and Communities Children at the expected level of development will:**    *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;*  *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;*  *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.*  **ELG: The Natural World**  **Children at the expected level of development will:**  *Explore the natural world around them, making observations and drawing pictures of animals and plants;*  *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;*  *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter* | |
| Show an interest in the lives of people who are familiar them  Ask questions about aspects of their familiar world such as the place where I live  Make simple maps | | Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise that people have different beliefs and celebrate special times in different ways. Start to show an interest in different occupations and ways of life.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | |
| Talk about some of the things they have observed such as plants, animals, natural and found objects.  Ask questions about aspects of their familiar world such as the natural world.  Explore their immediate outside environment  Begin to name the features of their environment | | Talk about why things happen and how things work.  Start to develop an understanding of growth, decay and changes over time.  Show care and concern for living things and the environment  Explore the natural world around them. Describe what they see, hear and feel whilst outside.  Recognise some environments and features that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them | |
| **EAD**  **Creating with Materials**  **Being Imaginative and Expressive** | **Expressive Arts and Design**  The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.  ***Drawing, painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*** | | | | | |
| Explore colour and how colours can be changed  Draw with increasing detail and accuracy  Have own ideas and can explore and develop them artistically  Use various construction materials and kits  Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. | | Use lines to enclose a space, and then begin to use these shapes to represent objects.  Show interest in and describe the texture of things.  Join materials using a variety of methods. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Begin to design, make and evaluate a made product  Use a growing technical vocabulary  Begin to use props and materials in their pretend play | | **ELG: Creating with Materials Children at the expected level of development will:**  *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;*  *Share their creations, explaining the process they have used;*  *Make use of props and materials when role playing characters in narratives and stories*  **ELG: Being Imaginative and Expressive Children at the expected level of development will:**  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 | |
| Enjoys joining in with dancing and ring games.  Sing a few familiar songs.  Sing to myself and makes up simple songs.  Engage in imaginative role-play based on own first-hand experiences.  Begin to move rhythmically.  Can imitate movement in response to music.  Can tap out simple repeated rhythms. | | Explore and learn how sounds can be changed.  Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing short songs/tunes  Explore and play untuned or tuned instruments  Role-play own stories and experiences  Use imagination in role play, taking on different roles and voices  Recite poems and rhymes | |

Long term objectives written by E.Smith (early years lead St. Peter’s C of E). Taken from Development Matters and other online school sources

Information about Characteristics of Effective Learning, and Prime and Specific areas taken from online source - *Mrs Underwood Long Term Planning* <https://mrsunderwood.co.uk/product/eyfs-long-term-plan-2021-2022/>