



Early Years Foundation Stage | Long Term Plan 2021/22

Area of Learning	Autumn 1 Feelings, friends and family <i>self-understanding, emotional regulation, friendships, play, staying healthy</i>	Autumn 2 Seasons <i>autumn focus change in season, harvest, celebrations, performance</i>	Spring 1 Our world <i>In the moment planning term</i>	Spring 2 Pets and farm animals <i>Observation, showing interest in things familiar, appreciation of nature and animals</i>	Summer 1 When I grow up, I want to be...	Summer 2 Growing
Trips				Farm Living eggs		
Main curriculum link	Personal Social Emotional Development Communication and Language	Expressive Arts & Design	Maths Understanding the World	Understanding the world	Writing	Reading
	<p>Increasingly follow new rules.</p> <p>Begin to understand how others might be feeling. Teach emotions explicitly. 1 emotion a week.</p> <ul style="list-style-type: none"> • happy • sorry • kind • angry • worried <p>Help to find solutions to conflicts and rivalries.</p>	<p>Take part in simple pretend play.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone (high/low)</p> <p>Sing the melodic shape - moving up and down, (down and up) of familiar songs.</p>	<p>Exploring materials. Talk about the difference between materials. Talk about what they see.</p> <p>Explore and talk about different forces they can feel.</p> <p>Know that there are different countries in the world and talk about the differences.</p>	<p>Understand the key features of a life cycle.</p> <p>Begin to understand the need to respect and care for all living things.</p> <p>Explore how things work.</p>	<p>Use a comfortable grip when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book <p>Develop their phonological awareness.</p> <ul style="list-style-type: none"> - Recognise words with the same initial sound, such



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	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Play instruments with increasing control.</p>	<p>Solve real world mathematical problems.</p> <p>Make comparisons between objects related to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them.</p> <p>We can talk about similarities and differences of the world, places and living things. We can recognise how and why we look after our pet.</p> <p>Explore animal habitats and observe change.</p>		<p>Write some letters accurately.</p>	<p>as money and mother</p> <ul style="list-style-type: none"> - Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'. <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>I book a week plus 10 regular books</p>
<p>10 key story books throughout the year</p>	<ol style="list-style-type: none"> 1. We're Going on a Bear Hunt 2. Guess how much I love you 3. Duck in the Truck 4. The Gingerbread Man 5. The Three Little Pigs 		<ol style="list-style-type: none"> 6. Goldilocks and the Three Bears 7. The Gruffalo 8. Whatever Next 9. Mr Big 10. The Colour Monster 			
<p>Mathematics</p>	<p>Begin to show 'finger numbers' up to 5.</p> <p>Number rhymes and</p>	<p>Knows that the last number reached when counting a small set of objects tells you how many there are in total.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Talk about and identify patterns around them. E.g., stripes on cloths, designs on rugs and wallpaper.</p>



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	<p>songs.</p> <p>Develop recognition of up to 3 objects</p>	<p>Link numerals and amounts: e.g., showing the right number of objects to match the numeral, up to 5.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Support children to solve problems using fingers, objects and marks.</p> <p>Draw children's attention to differences and changes in amounts, such as in stories.</p>	<p>informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Select shapes appropriately for building.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Understand position through words alone – e.g., 'The bag is under the table' – with no pointing.</p>	<p>Provide experiences of size changes. E.g., 'can you make the puddle larger?' 'What happens when you stretch play dough?'</p>	<p>Use informal language like, 'pointy', 'spotty', 'blobs' etc.</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</p>
		<p>Simple Concepts Quantity empty full more lots</p>	<p>Simple concepts Space In Out Under Behind Top Bottom</p>	<p>Simple concepts Sound noisy quiet loud</p>	<p>Simple concepts Touch/look dry wet Movement fast slow</p>	<p>Simple concepts Size big little fat</p>
Physical Development	<p>Teach skills needed to use small and large equipment appropriately and safely.</p>	<p>Ball skills Skip, hop, stand on one leg and hold a pose for a game.</p>	<p>Take part in group games/teams.</p>	<p>Use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Crawl, walk or run across a plank, depending on its length and width.</p>	<p>Develop movement, balancing, riding (scooters, trikes and bikes)</p>



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	<p>Paint and make marks.</p> <p>Be increasingly independent as they get dressed etc and meeting their own care needs.</p> <p>Make healthy choices.</p>	<p>Handling tools, choosing right resources to carry out their own plan.</p> <p>Be increasingly independent as they get dressed etc and meeting their own care needs.</p> <p>Make healthy choices.</p>	<p>Be increasingly independent as they get dressed etc and meeting their own care needs.</p> <p>Make healthy choices.</p>	<p>Be increasingly independent as they get dressed etc and meeting their own care needs.</p> <p>Make healthy choices.</p>	<p>Be increasingly independent as they get dressed etc and meeting their own care needs.</p> <p>Make healthy choices.</p>	<p>Be increasingly independent as they get dressed etc and meeting their own care needs.</p> <p>Make healthy choices.</p>
Music	<p>Listen with increased attention to sounds.</p>	<p>Remember and sing entire songs.</p>	<p>Explore musical instruments.</p>	<p>Clap or tap to the pulse of songs or music, encouraging children to do this.</p>	<p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
Phonics	<p>Singing nursery rhymes.</p> <p>Hearing for environmental sounds, especially when playing outside.</p> <p>Story/circle times to build listening skills.</p>	<p>Silly rhyming strings – “it’s so windy today – windy, mindy, sindy, kindy, lindy.”</p> <p>Read rhyming stories and join in with rhymes and repeated phrases.</p> <p>Change the words of simple songs etc with rhyming words.</p>	<p>Spot and suggest rhymes</p> <p>Recognise and hear words with the same initial sound</p>	<p>Recognise and hear words with the same initial sound</p> <p>Begin to oral segment and blend words (c-a-t, h-o-p)</p>	<p>Count or clap syllables in words</p> <p>Begin to read some individual letters (with picture clues) by saying the sound aloud.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Read some individual letters by saying the sounds aloud.</p> <p>Blend sounds into words so they can read short words made up of known letter-sound correspondences.</p>



Braunstone Community
Primary School

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