



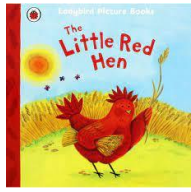
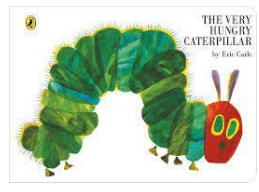


Alford Primary School – EYFS Long Term Planning 2022 / 2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Whole School Values and Attributes	 Ollie Organisation GETTING GOING Working to develop organisational skills on a personal and wider context.	 Colin Communicator EMPATHY & THE ABILITY TO TALK TO DIFFERENT PEOPLE Working to inform, engage, motivate and inspire	 Resilient Rosie GOAL SETTING & AIMING HIGH Work to Develop perseverance and strength of character	 Izzy Initiative PROBLEM SOLVING Working to develop the skills of independent learning and an increasing readiness to seek new challenges	 Arnie Adventures NEW EXPERIENCES AND TAKING RISKS Working to develop the attributes in unknown territory	 Teamwork Twins GIVING BACK AND WORKING WITH OTHERS Working with pupils and adults with a developing awareness of the other attributes
	<p>The Characteristics of Effective Learning (COELs); Playing and Exploring, Active Learning, Creating and Thinking Critically underpin our curriculum and mirror our Whole School Values and Attributes. Children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions. We aim to children as confident, creative lifelong learners.</p> <p>At Alford Primary School, we understand the 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 are proud that our EYFS setting has an underlying ethos of 'Learning through Play'. Play is essential for childrens' development across all areas. Play builds on childrens' confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems.</p>					
Main Theme (but not limited to...)	This is me!	Let's Celebrate	Terrific Tales!	We Need a Hero!	A Ticket to Ride	Come Outside!
Focus Text (but not limited to...)						
'Wow' Moments, Memorable Experiences and Possible Interests (These may be adapted at various points to allow for childrens' interests to flow through the provision)	Starting School Friendship Feelings Mental Wellbeing My Family Autumn Trail Harvest in our community	Guy Faulks / Bonfire Night Remembrance Day Christmas Around the World Road Safety World Nursery Rhyme week	Traditional Stories Chinese New Year Spring Trail Internet Safety Day	Real life heroes Community Heroes Superheroes Easter Map Work	Summer Trail Outer Space Vehicles Past and present	Lifecycles Planting Weather Experiments Nature Scavenger Hunt

Statutory Framework for the EYFS – Educational Programme

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, story-telling and role play**, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication & Language



Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
EYFS NFER Baseline Assessments Understand how to listen carefully and why listening is important. Listen to others in small group, class and 1:1 discussions. Engage in story times – join in with repeated refrains and anticipate key events and phrases in stories and rhymes. Begin to use social phrases e.g. Good Morning Concept Cat – Learning new vocabulary Helicopter Stories – oral storytelling		Learning and applying new vocabulary Articulate their ideas and thoughts in well-formed sentences Link to and talk about stories to build familiarity and understanding. Ask questions to find about more and to check they understand what has been said to them. Express themselves through talk with confidence Concept Cat – Learning new vocabulary Helicopter Stories – oral storytelling		Use acquired vocabulary in small group, class and 1:1 discussions. Retell a story once they have developed a deep familiarity of the text – using some exact repetition and some in their own words. Offer explanations as to why things might happen Express their ideas and feelings using full sentences, including the use of past, present and future tenses and making use of conjunctions with support. Concept Cat – Learning new vocabulary Helicopter Stories – oral storytelling	

End of Year Early Learning Goals

Listening, Attention and Understanding

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.

Speaking

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.

Personal, Social & Emotional Development



Statutory Framework for the EYFS – Educational Programme

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

Autumn Term 1 <i>This is me!</i>	Autumn Term 2 <i>Let's Celebrate</i>	Spring Term 1 <i>Terrific Tales!</i>	Spring Term 2 <i>We Need a Hero!</i>	Summer Term 1 <i>A Ticket to Ride</i>	Summer Term 2 <i>Come Outside!</i>
Establishing everyday rules and routines See themselves as a valuable individual Identify feelings in themselves and others. Build constructive and respectful relationships Understand changes to their bodies as they exercise. Developing independence with personal needs. Self-regulation / Mindfulness Activities		Show resilience and perseverance when tackling new experiences or when facing a challenge Express their feelings and consider the feelings of others. Further develop respectful relationships with peers and familiar adults. Self-regulation / Mindfulness Activities		Identify and moderate their own feelings and emotions. Think about the perspective of others and manage their own needs. Work and play cooperatively with peers, taking turns and strengthening respectful relationships. Set and work towards simple goals Self-regulation / Mindfulness Activities	

End of Year Early Learning Goals

Self-Regulation

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.

Managing Self

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.

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

Statutory Framework for the EYFS – Educational Programme

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**.

Physical Development



Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
<p>Develop the skills they need to manage the school day successfully: lining up, lunchtimes, snack routine & personal hygiene.</p> <p>PE</p> <p>‘Big Moves & Funky Fingers’ Activity sessions</p> <p>Exploring different ways of moving and balancing including rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Fine motor development – holding tools and pencils comfortably and with control</p>		<p>PE</p> <p>‘Big Moves & Funky Fingers’ Activity sessions</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball; throwing, catching kicking, passing, batting and aiming.</p> <p>Know and talk about the different factors that support their overall health and wellbeing- regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p>		<p>PE</p> <p>‘Big Moves & Funky Fingers’ Activity sessions</p> <p>Combine different movements with ease and fluency.</p> <p>Holds pencils using tripod grip and other small tools effectively and use them with control.</p> <p>Confidently and safety use a range of large and small apparatus alone and in a group.</p> <p>Develop the foundations of a handwriting style that is fast, accurate and efficient.</p>	

End of Year Early Learning Goals

Gross Motor Skills

- 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.

Fine Motor Skills

- 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.

Statutory Framework for the EYFS – Educational Programme

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**).

Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
<p>EYFS NFER Baseline Assessments</p> <p>Storytime sessions – engaging in stories, poems, songs rhymes and non fiction</p> <p>Develop oral storytelling language – Helicopter stories</p> <p>Little Wandle Letters and Sounds Revised</p> <p>Understand the 5 key concepts about print.</p> <p>Write some or all of their name</p> <p>Write some of their print and letter knowledge in their early writing</p>		<p>Storytime sessions – engage in extended conversations about stories, poems, songs rhymes and non fiction – learning new vocabulary.</p> <p>Develop oral storytelling language – Helicopter stories</p> <p>Little Wandle Letters and Sounds Revised</p> <p>Read simple phrases and sentences.</p> <p>Writing lists, labels and captions using known sound / letter correspondences.</p>		<p>Storytime sessions – rereading books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Develop oral storytelling language – Helicopter stories</p> <p>Little Wandle Letters and Sounds Revised</p> <p>Write short sentences with words with known sound / letter correspondences with a capital letter and full stop.</p>	

Literacy



End of Year Early Learning Goals

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.

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.

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.

Mathematics



Statutory Framework for the EYFS – Educational Programme

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.

Autumn Term 1 <i>This is me!</i>	Autumn Term 2 <i>Let's Celebrate</i>	Spring Term 1 <i>Terrific Tales!</i>	Spring Term 2 <i>We Need a Hero!</i>	Summer Term 1 <i>A Ticket to Ride</i>	Summer Term 2 <i>Come Outside!</i>
EYFS Nfer Baseline Assessments Mastering Number Programme – NCETM cBeebies Numberblocks Shape, Space and Measures – sorting and matching - exploring patterns		EYFS Nfer Baseline Assessments Mastering Number Programme – NCETM cBeebies Numberblocks Shape, Space and Measures – exploring 2D shapes - positional language		EYFS Nfer Baseline Assessments Mastering Number Programme – NCETM cBeebies Numberblocks Shape, Space and Measures – comparing size, mass and capacity	

End of Year Early Learning Goals

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.

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, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Statutory Framework for the EYFS – Educational Programme

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

Understanding the World



Autumn Term 1 <i>This is me!</i>	Autumn Term 2 <i>Let's Celebrate</i>	Spring Term 1 <i>Terrific Tales!</i>	Spring Term 2 <i>We Need a Hero!</i>	Summer Term 1 <i>A Ticket to Ride</i>	Summer Term 2 <i>Come Outside!</i>
<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Talk about the features of their immediate environment with visual representations.</p> <p>Navigate around our classroom environments</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Recognise that people are different, belief and celebrate special times in different ways.</p> <p>Recognise some similarities and differences through celebrations.</p> <p>Exploring our local community using maps</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Comparing environments around the world. Hot and cold places.</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Explore the natural world around them.</p> <p>Explore non fiction texts.</p> <p>Programable toy – BeeBots</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Comment on images of familiar situation in the past. Compare and contract characters from stories including figures from the past.</p> <p>Explore recycling and how to take care of our world.</p> <p>Changes in living things – changes in leave, weather, seasons.</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>

End of Year Early Learning Goals

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, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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.

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.

Statutory Framework for the EYFS – Educational Programme

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.

Expressive Arts & Design



Autumn Term 1 Magical Me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
<p>Develop storylines in their pretend play</p> <p>Exploring different instruments</p> <p>Exploring sounds and how they can be changed.</p> <p>Exploring colour mixing</p> <p>Join in with songs and enjoy singing 'call and response' songs</p> <p>Helicopter oral storytelling</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Match movements to music.</p> <p>Use drawing to represent ideas.</p> <p>Remember and sing entire songs</p> <p>Helicopter oral storytelling</p>	<p>Return to and build on their previous learning, refining ideas and developing their ideas to represent them.</p> <p>Draw with increasing complicity and detail</p> <p>Play instruments with increasing control.</p> <p>Puppet Show – provide a wide range of props for play which encourage imagination</p> <p>Helicopter oral storytelling</p>	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Create their own songs or improves a song around one they know.</p> <p>Begin to explore different techniques for joining materials.</p> <p>Continue to encourage children to retell, invent and adapt stories.</p> <p>Helicopter oral storytelling</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Further develop different techniques for joining materials.</p> <p>Helicopter oral storytelling</p>	<p>Watch and talk about dance and performance art, expressing their feeling and responses</p> <p>Continue to provide a wide range of props for play which encourage imagination</p> <p>Design and make objects thinking about form and function.</p> <p>Helicopter oral storytelling</p>

End of Year Early Learning Goals

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.

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.