



St Michael's Nursery and Infant School

EYFS Long Term Plan

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Communication and Language						
<p>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.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p>	<p>Sing a large repertoire of songs.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Develop their pronunciation but may have problems saying some sounds and multisyllabic words.</p>	<p>Use a wider range of vocabulary.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
Reception	<p>Learn new vocabulary.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Engage in non-fiction books.</p> <p>Ask questions to find out more and to check</p>	<p>Use new vocabulary through the day.</p> <p>Listen to and talk about stories to build</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact</p>	<p>Use new vocabulary in different contexts.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new</p>

	Engage in story times. Develop social phrases.	they understand what has been said to them. Listen carefully to rhymes and songs, paying attention to how they sound.	familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences.	repetition and some in their own words. Learn rhymes, poems and songs. Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	knowledge and vocabulary. Describe events in some detail.
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Personal, Social and Emotional Development

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 9 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling. Increasingly follow rules, understanding why they are important.	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink.	Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Make healthy choices about toothbrushing.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

	Make healthy choices about activity.					
Reception	Express their feelings and consider the feelings of others. Know and talk about importance of regular physical activity.	Build constructive and respectful relationships Manage their own needs. Know and talk about being a safe pedestrian.	Identify and moderate their own feelings socially and emotionally. Know and talk about the importance of healthy eating.	See themselves as a valuable individual. Know and talk about having a good sleep routine.	Think about the perspectives of others. Know and talk about the importance of toothbrushing and dental hygiene.	Show resilience and perseverance in the face of challenge. Know and talk about sensible amounts of 'screen time'.

Physical Development

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use large-muscle movements to wave flags and streamers, paint and make marks. Start to eat independently and learning how to use a knife and fork	Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Show a preference for a dominant hand. Use a comfortable grip with good control	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank,

				when holding pens and pencils.		depending on its length and width.
Reception	<p>Revise and refine the fundamental movement skills they have already acquired: -rolling - walking- running- skipping crawling - jumping - hopping – climbing Confidently and safely use a range of large and small apparatus indoors and outside – alone.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently - pencils for drawing</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, personal hygiene, mealtimes.</p>	<p>Develop body strength</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop and refine ball skills – throwing and catching</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently- knives, forks and spoons.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop balance.</p> <p>Develop and refine ball skills – kicking and passing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside – in a group</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for writing.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop co-ordination</p> <p>Develop and refine ball skills – batting and aiming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently - paintbrushes</p>	<p>Develop agility</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently – scissors</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

Literacy						
<p>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).</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Phonics – Follow Read, Write, Inc Programme	Understand that print has meaning. Understand page sequencing when sharing a story	Understand that we read English text from left to right and from top to bottom Develop phonological awareness by spotting and suggesting rhymes	Understand that print can have different purposes. Develop phonological awareness by counting and clapping syllables in words	Understand the names of the different parts of a book. Develop phonological awareness by recognising words with the same initial sound.	Engage in extended conversations about stories, learning new vocabulary Write some letters accurately. Write some or all of their name	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.
Reception Phonics – Follow Read, Write, Inc Programme	Read individual letters by saying the sounds for them. – Set 1 single letter sounds	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences: Set 1 sounds Form lower-case and capital letters correctly.	Read Ditty Stories. Spell words by identifying the sounds and then writing the sound with letter/s.	Read Red Storybooks. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Read some letter groups that each represent one sound and say sounds for them – Set 2 sounds. Read Green Storybooks.	Read Green or Purple Storybooks. Re-read what they have written to check that it makes sense.
Mathematics						
<p>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</p>						

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Recite numbers past 5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Reception We follow NCTEM Mastering Number programme for number and White Rose Maths for Shape, Space and M	<p>Mastering Number:</p> <ul style="list-style-type: none"> - Subitise within 5 - Make different arrangements of numbers within 5 - Connect quantities and numbers to finger patterns - Explore different ways of representing numbers on fingers 	<p>Mastering Number:</p> <ul style="list-style-type: none"> - Hear and join in with the counting sequence and connect this to the staircase pattern of the counting numbers, seeing that each number is made of one more than the previous number 	<p>Mastering Number:</p> <ul style="list-style-type: none"> - Begin to identify missing parts for numbers within 5 - Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - Focus on equal and unequal groups 	<p>Mastering Number:</p> <ul style="list-style-type: none"> - Understand that two equal groups can be called a 'double' and connect this to finger patterns - Sort odd and even numbers according to their 'shape' - Order numbers and play track games 	<p>Mastering Number:</p> <ul style="list-style-type: none"> - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - Compare quantities and numbers, including sets of objects which have different attributes 	<p>Mastering Number:</p> <ul style="list-style-type: none"> - Begin to generalise about 'one more than' and 'one less than' numbers within 10 - Continue to identify when sets can be subitised and when counting is necessary - Develop conceptual

	<p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Compare size, mass and capacity. - Explore pattern - Circle and Triangles 	<ul style="list-style-type: none"> - Count accurately with 1:1 correspondence - Count actions and sounds - Compare sets of objects by matching - Begin to develop the language of 'whole' and 'part'. <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Positional Language - Shapes with 4 sides - Time 	<p>when comparing numbers</p> <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Comparing Mass and Capacity - Length and Height 	<ul style="list-style-type: none"> - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Time - 3D shapes - Patterns 	<ul style="list-style-type: none"> - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Spatial Reasoning – Match, rotate, manipulate, compose and decompose 	<p>subitising skills including when using a rekenrek</p> <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Spatial Reasoning: Visualise and Build, Mapping.
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Understanding the World

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Begin to make sense of their own life-story and family's history.	Use all their senses in hands-on exploration of natural materials.	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	Understand the key features of the life cycle of a plant and an animal.

Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways.	Draw information from a simple map. Describe what they see, hear and feel whilst outside.	Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community.	Comment on images of familiar situations in the past. Recognise some environments that are different to the one in which they live.	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.
	RE: · What feelings can we talk about? · Why do we have Harvest Festivals?	RE: · Why do Christians celebrate the birth of Jesus? · How is light used in celebrations?	RE: · Where do I belong? · What are special clothes?	RE: · Why do we talk about new life at Easter? · Who can help us? How can we help?	RE: · How can we use our hands? · How did Jesus affect some of the people he met?	RE: · How do we feel on a journey? · How and why are weddings celebrated?

Expressive Arts and Design

EYFS Statutory 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs. Listen with increased attention to sounds.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them.	Create their own songs, or improvise a song around one they know Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.

	<p>them and what to make.</p> <p>Explore colour and colour-mixing.</p>		<p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>express their feelings and ideas.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Join different materials and explore different textures.</p>	
Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Develop storylines in their pretend play</p>