

Early Years Long Term Planning

Personal, social and emotional development:

We aspire for our children to feel self-confident and emotionally secure. Children will be empowered to develop resilience and use manners consistently, while becoming self-sufficient through encouragement.

By age 3	By age 4 (Reception Ready)	ELG
<ul style="list-style-type: none"> • I say please and thank you without reminders. • I play with other children when I enjoy the game and I like the company of certain others. • Be confident to ask for help when needed. • I show a varied range of emotions. • Use my key person as a base and can separate from my carer happily. • Exercises self-care including feeding self with cutlery. • Shows awareness of toileting needs. 	<ul style="list-style-type: none"> • Be confident to ask questions. • Have good manners. • Think about how I feel and manage my emotions well. • Have friendships with certain children, whom I have chosen myself. • Is able to take turns with an adult present. • I can manage my own toileting needs and take my coat and shoes on and off. • Use cutlery appropriately. 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> • 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. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • sensitivity to their own and to others needs.

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Communication and language: We aspire for children to be able to express themselves verbally and non-verbally. Through modelling children will build language and learn new vocabulary, holding conversations and expressing their points of view. They will be able to listen to adults and peers, and understand directions and questions. Children will be able to use familiar experiences and their imagination in play.		
By age 3	By age 4 (Reception ready)	ELG
<ul style="list-style-type: none"> • I can communicate my needs effectively. • I know lots of words and use them clearly and appropriately in conversations. • I understand who, what, where questions and talk about what I have done. • I have developed a range of role play scenarios based on familiar experiences and routines. • I can listen to an adult when my name is called. 	<ul style="list-style-type: none"> • Talk about my interests and express my point of view. • Be able to use words and actions to debate when in disagreement. • Have a wide and interesting vocabulary. • Hold a conversation with children and adults and begin to use sustained shared thinking. • Be attentive in small group time. • Understand what is being asked of me and simple two part instructions. • Understand 'why' questions and be able to speculate. • Be able to play imaginatively with my peers. 	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • 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.

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Physical development:

We aspire for children to learn the importance of a healthy lifestyle, developing self- awareness and persevering when faced with challenges. Children will use mark making during play to develop fine motor skills and good pencil control. We will encourage children to explore moving in a variety of ways, developing gross motor skills and coordination.

By age 3	By age 4 (Reception ready)	ELG
<ul style="list-style-type: none"> • Hold a pencil between two fingers to draw a simple depiction and snip scissors. • Use a variety of mark making tools and modelling materials e.g. playdough, clay, blocks. • Move in a range of ways e.g. walk , run, climb,balance and jump with developing skill. • Begin to be aware of healthy food and lifestyles. • I can match objects to photographs and recognise features in texts. 	<ul style="list-style-type: none"> • Understand how to be healthy. • Enjoy being active and have increasing confidence and coordination. • Have good pencil and scissor control. • Continue to strengthen fine motor skills through play. • Match objects to shadows and recognise features in texts and the environment. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • 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.

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Literacy:

We aspire for children to have a love of books and develop phonological awareness through songs and rhymes. Children will recognise letters from their name and begin to learn letter sounds using the SSP programme (RWI). They will discuss their drawings and begin to plan what they will draw and write.

By age 3	By age 4 (Reception ready)	ELG
<ul style="list-style-type: none"> • Have favourite books and join in with some repeated words and phrases. • Can talk about key features such as characters in familiar stories. • Enjoy sound and rhyme activities and be able to blend compound words. • Recognise the first letter of their name. • Talk about their drawings. 	<ul style="list-style-type: none"> • To love books and know their favourites well, being able to describe the plot. • Have a basic phonological awareness. • Begin to learn Set 1 RWI sounds. • Make up own simple stories. • Be able to read and write their name • Be able to recognise familiar letters within text and the environment. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • 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. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • 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. <p>ELG: Writing</p> <ul style="list-style-type: none"> • 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.

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Mathematics: We aspire for children to confidently count, recognise numerals and develop a good number sense. Use spatial reasoning to select and use 2D and 3D shapes appropriately. They can use mathematical language to compare and describe, and time vocabulary to sequence events.		
By age 3	By age 4 (Reception ready)	ELG
<ul style="list-style-type: none"> Recite numbers 1-10 with the intention of counting. Name basic 2D shapes and notice them in the environment. Use mathematical language to compare size, weight etc bigger, heavier. 	<ul style="list-style-type: none"> Count to 10 and order numerals to 5. Select and use 2D and 3D shapes . Understand the value of 1-5 Subitise up to 3. Use mathematical language to problem solve. Use time vocabulary such as 'first', 'now' and 'next' to sequence events. 	ELG: Number <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

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<u>Understanding the world:</u> We aspire for our children to use personal experiences to understand that we are all unique. Recognise cultural diversity and the importance of different occupations. Explore the natural world and show an awareness of environmental issues, caring for plants and animals in order to be a good citizen.		
By age 3	By age 4 (Reception Ready)	ELG
<ul style="list-style-type: none"> • Enjoy talking about their family. • Share past experiences. • Talk about what they see, hear, feel and make connections between similar and different features. • Enjoy and explore the natural world. • Help with recycling and composting routines and help to collect the litter. • Recognise diversity. • Show awareness of other living things and begin to understand their value. 	<ul style="list-style-type: none"> • Understand that we are not all the same and have unique life stories. • Be motivated to explore how things work and investigate using all their senses. • Be able to explain how to care for plants and animals. • To be familiar with their local environment. • Begin to be aware of environmental issues. • Show an interest in different occupations. 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> • 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. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • 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.

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<u>Expressive arts and design:</u> We aspire for our children to develop their artistic awareness and express themselves through music and art.		
By age 3	By age 4 (Reception ready)	ELG
<ul style="list-style-type: none"> Remember and sing a whole song recognisably. Show and explore different emotions in their drawings and model making. Begin to develop more complex storylines in small world and roleplay Join in with dance and music, and movement activities. Use a wide range of tools e.g. scissors, knives, stampers, cutters etc. and choose the appropriate tool for the job. 	<ul style="list-style-type: none"> Sing a range of familiar songs Dance and move rhythmically Express their feelings through art, developing their own ideas and selecting materials. Be imaginative and express their own ideas through music and art. Be able to use a range of tools and techniques. Make imaginative and complex small worlds. 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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.