

Billingshurst Primary School

Early Years Foundation Stage

Long Term Plan

The long term plan is a guide to aid planning during the Reception Year. Planning is primarily led by observations of the children in the learning environment, observations during adult focus activities and the children's next steps.

Each half term starts with a wide theme which develops depending on the children's interests and needs.

PSED

MAKING RELATIONSHIPS

<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Keeps play going by responding to what others are saying or doing. • Initiates play, offering cues to peers to join them 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, eg. building up a role-play activity with other children. • Explains own knowledge and understanding, and asks appropriate questions of others. • Initiates conversations, attends to and takes account of what other say. 	<ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, eg. finding a compromise. • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
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SELF CONFIDENCE AND SELF AWARENESS

<ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Can select and use activities and resources with help. • Enjoys responsibility of carrying our small tasks. • Confident to talk to other children when playing, and will communicate freely about own home and community. 	<ul style="list-style-type: none"> • Shows confidence in asking adults for help. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
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MANAGING FEELINGS AND BEHAVIOUR

<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Aware of the boundaries set, and of behavioural expectations in the setting. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • 	<ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. • Beginning to be able to negotiate and solve problems without aggression, eg. when someone has taken their toy. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
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PHYSICAL

MOVING & HANDLING

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Walks downstairs, two feet to each step while carrying a small object.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Uses one-handed tools and equipment, eg. makes snips in paper with child scissors.
- Shows a preference for a dominant hand.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Can copy some letters, eg. letters from their name.

- Can catch a large ball.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Jumps off an object and lands appropriately.
- Draws lines and circles using gross motor movements.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.

- Experiments with different ways of moving.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- **Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

HEALTH AND SELF CARE

- Dresses with help, eg. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Understands that equipment and tools have to be used safely.
- Can usually manage washing and drying hands.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can tell adults when hungry or tired or when they want to rest or play.
- Usually dry and clean during the day.

- Observes the effects of activity on their bodies.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- **Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**

COMMUNICATION AND LANGUAGE

LISTENING AND ATTENTION

<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Listens to others one to one or in small groups, when conversation interests them. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
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UNDERSTANDING

<ul style="list-style-type: none"> • Understands use of objects (eg. "What do we use to cut things?"). • Responds to simple instructions, eg. to get or put away an object. 	<ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Beginning to understand 'why' and 'how' questions. • Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, eg. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
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SPEAKING

<ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play, eg. 'This box is my castle'. • Can retell a simple past event in correct order (eg. <i>went down slide, hurt finger</i>). • Uses vocabulary focused on objects and people that are of particular importance to them. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Builds up vocabulary that reflects the breadth of their experiences. • Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (eg. <i>using and, because</i>). • Uses a range of tenses (eg. <i>play, playing, will play, played</i>). • Questions why things happen and gives explanation. Asks eg. <i>who, what, when, how</i>. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Introduces a storyline or narrative into their play. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
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LITERACY

READING

<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Looks at books independently. • Handles books carefully. • Holds books the correct way up and turns pages. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Suggests how the story might end. • Shows interest in illustrations and print in books and print in the environment. • Recognises rhythm in spoken words. • Shows awareness of rhyme and alliteration • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. 	<ul style="list-style-type: none"> • . Continues a rhyming string. • Listens to stories with increasing attention and recall. • Knows information can be relayed in the form of print. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Beginning to be aware of the way stories are structured. • Recognises familiar words and signs such as own name and advertising logos. • Begins to read words and simple sentences. • Knows that information can be retrieved from books and computers. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 	<ul style="list-style-type: none"> • Enjoys an increasing range of books. • Describes main story settings, events and principle characters. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
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WRITING

<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels, captions. • Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels, captions. • Hears and says the initial sound in words. • Attempts to write short sentences in meaningful contexts. • Begins to break the flow of speech into words. • Can segment the sounds in simple words and blend them together. • Continues a rhyming string. 	<ul style="list-style-type: none"> • Continues a rhyming string. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
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MATHEMATICS

NUMBER

<ul style="list-style-type: none"> • Uses some number names accurately in play. • Uses some number names and number language spontaneously. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts an irregular arrangement of up to ten objects. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Beginning to represent numbers using fingers, marks on paper or pictures. • Compares two groups of objects, saying when they have the same number. • Sometimes matches numeral and quantity correctly. • Recognise numerals 1 to 5. • Counts out up to six objects from a larger group. 	<ul style="list-style-type: none"> • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in number problems. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds one more or one less from a group of up to five objects, then 10 objects. • Records, using marks that they can interpret and explain. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Estimates how many objects they can see and checks by counting them. 	<ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Finds the total number of items in two groups by counting all of them. • Begins to identify own mathematical problems based on own interests and fascinations. • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
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SHAPE, SPACE AND MEASURE

<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Beginning to talk about the shapes of everyday objects, eg. 'round' and 'tall'. • Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Can describe their relative position such as 'behind' or 'next to'. • Shows awareness of similarities of shapes in the environment. • Uses positional language. 	<ul style="list-style-type: none"> • Uses shapes appropriately for tasks. • Selects a particular named shape. • Beginning to use everyday language related to money. • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Orders and sequences familiar events. 	<ul style="list-style-type: none"> • Measures short periods of time in simple ways. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
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- Orders two or three items by length or height.
- Uses familiar objects and common shapes to create and recreate patterns and build models

UNDERSTANDING THE WORLD

PEOPLE AND COMMUNITIES

<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. 	<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Recognises and describes special times or events for family or friends. 	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
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THE WORLD

<ul style="list-style-type: none"> • Shows care and concern for living things and the environment. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Talks about why things happen and how things work. 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
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TECHNOLOGY

<ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effect such as sound, movements or new images. 	<ul style="list-style-type: none"> • Knows how to operate simple equipment, eg. turns on CD player and uses remote control. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Knows that information can be retrieved from computers. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
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EXPRESSIVE ARTS AND DESIGN

EXPLORING AND USING MEDIA AND MATERIALS

<ul style="list-style-type: none"> • Uses various construction materials. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Realises tools can be used for a purpose. • Enjoys joining in with dancing and ring games. • Beginning to move rhythmically. • Imitates movement in response to music. • Sings a few familiar songs. • Joins construction pieces together to build and balance. • Beginning to be interested in and describe the texture of things. • Taps out simple repeated rhythms. • Explores the different sounds of instruments. • 	<ul style="list-style-type: none"> • Joins construction pieces together to build and balance. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Describe the texture of things. • Explores colour and how colours can be changed. • Explores and learns how sounds can be changed. • Explores the different sounds of instruments. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Constructs with a purpose in mind, using a variety of resources. • Explores what happens when they mix colours. 	<ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. • Manipulates materials to achieve a planned effect. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Begins to build a repertoire of songs and dances. • Explores what happens when they mix colours. • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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BEING IMAGINATIVE

<ul style="list-style-type: none"> • Creates movement in response to music. • Engages in imaginative role-play based on own first-hand experiences. • Uses available resources to create props to support role-play. • Builds stories around toys, eg. farm animals needing rescue from an armchair 'cliff'. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> • Chooses particular colours to use for a purpose. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Create simple representations of events, people and objects. • Uses movement to express feelings. • Sings to self and makes up simple songs. • Developing preferences for forms of expression. • Notices what adults do, imitating what is observed and then doing it spontaneously when adult is not there. • Makes up rhythms. 	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
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