

EYFS Long Term Plan Year A - Taught alongside Year 1 Flamingos

Autumn 1 2018

Maths - taught within the maths mastery unit starter sessions/maths meetings and continuous provisions.

- ☑ Count reliably with numbers from 1-20
- ☐ Place numbers in order
- ☐ Use every day language to talk about size
- ☑ Days of week (Adams family)
- ☐ Today is - tomorrow is - yesterday was
- ☐ Cardinal numbers
- ☐ Ordering numbers
- ☐ Missing number
- ☐ Estimating a number of objects
- ☐ Finishing clap patterns
- ☐ Shape properties
- ☐ Coins - 1p, 2p, 5p
- ☐ What number comes next?
- ☐ Counting back and on within 10
- ☐ Ordering numbers in a number line horizontal and vertical

Literacy - taught alongside the T4W
Literacy planning

- ☑ Write some irregular common words
- ☐ Read and understand simple sentences

Phonics - taught alongside the Year 1
phonics planning

- ☑ S,a,t,p
- ☐ I,n,m,d - to, an, as
- ☐ G,o,c,k,ck - the, at, am
- ☐ E,u,r - I, a, in, is

Understanding the World

Talk about past and present events in their own lives and the lives of their family members • Know about the similarities and differences between themselves • Make observations of animals and plants • Explain why some things occur, and talk about changes

EAD

Experiment with food, design, texture, form and function * Safely use and explore a variety of materials, tools and techniques • produce food for a café. Sing songs and experiment with ways of changing them • Represent their own ideas, thoughts and feelings through art • Represent their own ideas, thoughts and feelings through role play

PSE

Play co-operatively, taking turns with others • form positive relationships with adults and other children • Confident to speak in a familiar group and talk about their ideas • Say when they do or don't need help. • Work as part of a group or class, and understand and follow rules • Talks about how they and others show feelings

Communication and Language

Listen attentively in a range of situations • Respond to what they hear with relevant comments, questions or actions • Answer how and why questions about their experiences • Express themselves effectively showing awareness of listeners

PD

Moves confidently in a range of ways, safely negotiating spaces • Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Autumn 2 2018

Autumn 2 2018

Maths - Taught within maths mastery lessons. Maths Meetings and Continuous Provision.

- Count reliably with numbers from 1-20
- Place numbers in order
- Say which is one more or one less of a given number
- Use every day language to talk about size
- Recognise, create and describe patterns
- Use every day language to talk about time
- Use every day language to talk about weight
- Use every day language to talk about position
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them
- Days of week (Adams family)
- Today is - tomorrow is - yesterday was
- Months of year
- Month is
- Season
- Sorting same objects
- Comparing objects
- Counting back and on within 20
- Ordinal numbers 1st to 10th

<p>Literacy - taught within the T4W planning.</p>	<p>Estimate number and check by counting • Repeating patterns • Counting on or back within 20 not starting at the same number • Manipulative's to represent data • Rhythm patterns • Positional language - in front of, behind, top, back, bottom, forwards, under, next to • Coin recognition 1p to 10p • Uses of money • Comparison of weights, lengths • Language - shortest, heaviest, lightest, more, less • Time language - after, soon, before, always, late, early, later</p>
<p>Phonics - taught alongside Year 1 phonics sessions</p>	<p>Write some irregular common words • Read and understand simple sentences</p>
<p>Understanding the World</p>	<p>Read and understand simple sentences Phonics • Recap • H,b,f/ff,l/ll/ss - no, go, all, it, of, call • J,v,w,x - he, she, off, on • Y,z,zz,qu - we, me, be, can, dad, had • Ch, sh, th, ng - was, back, and, get • Ai, ee, oo, oo - you, big, him, his • Oa, igh - my, not, got, up • Recap digraphs</p>
<p>EAD</p>	<p>Know about the similarities and differences among families, communities and traditions • Talk about past and present events in their own lives and the lives of their family members • Explain why some things occur, and talk about changes • Recognise that a range of technology is used in places such as home and school • Seasons</p>
<p>PSE</p>	<p>Sing songs and experiment with ways of changing them • Dance and experiment with ways of changing it • Safely use and explore a variety of materials, tools and techniques • Represent their own ideas, thoughts and feelings through art • Represent their own ideas, thoughts and feelings through dance • Represent their own ideas, thoughts and feelings through role play</p>
<p>Communication and Language</p>	<p>take into account one other's ideas about how to organise their activities • show sensitivity to others needs and feelings • confident to try new activities and say why they like some activities more than others • Confident to speak in a familiar group and talk about their ideas • Talks about how they and others show feelings • Work as part of a group or class, and understand and follow rules</p>
<p>PD</p>	<p>Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Follow instructions involving several ideas or actions • Answer how and why questions about their experiences • Express themselves effectively showing awareness of listeners • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>

<p>Spring 1 2019</p>	<p>Spring 1 2019</p>
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<p>Maths - Taught within maths mastery lessons. Maths Meetings and Continuous Provision.</p>	<p>Count reliably with numbers from 1-20 • Using quantities and objects they add and subtract tow single digit numbers • Count on or back to find the answer • Use every day language to talk about money • Use every day language to talk about size • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Forming sets - colour, size, shape • Counting back and in within 50 • Conservation of number 1-20 same number looking different • One more or on less within 20 • Ordinal number 1st to 10th • Counting on or back within 20 not starting at the same number • Manipulatives to record data • More difficult rhythm patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from • Naming a describe 2-d shapes, rectangle, square, circle, triangle • Ordering lengths • Coin 1p to 50p • Number patterns Literacy • Use phonic knowledge</p>
<p>Literacy - taught alongside the T4W Literacy planning</p>	<p>Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • match their spoken sounds • Write some irregular common words • When writing some words</p>

Phonics - taught alongside the Year 1
phonics planning
Understanding the World

EAD

PSE

Communication and Language

PD

are spelt correctly and others are phonetically plausible.

Oa, ar - her, mum, but, will • Ur, er, oi - all, that, this, then • Ow, igh, ear - are, then, them • Air, ure - so, do, for now • Re-cap oa, ar, ur, we, oi, ow - some, come, down, look • Recap- igh, ear, air, ure - like, out, with, see
Know that other children don't always enjoy the same things and are sensitive to this • Know about the similarities and differences between themselves • Know about the similarities and differences in relation to places, objects, materials and living things. • Talk about the features of the own immediate environment and how environments might vary from one another • Recognise that a range of technology is used in places such as home and school • Select and use technologies for a particular purpose
Experiment with colour, design, texture, form and function • Make music and experiment with ways of changing it • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology • Represent their own ideas, thoughts and feelings through music • Represent their own ideas, thoughts and feelings through role play
play co-operatively, taking turns with others • take into account one other's ideas about how to organise their activities • show sensitivity to others needs and feelings • form positive relationships with adults and other children • confident to try new activities and say why they like some activities more than others • Confident to speak in a familiar group and talk about their ideas • Choose resources they need for their chosen activity • Say when they do or don't need help. • Talks about how they and others show feelings • Talk about their own and others behaviours and its consequences, and know that some behaviour is unacceptable
Listen attentively in a range of situations • Respond to what they hear with relevant comments, questions or actions • Follow instructions involving several ideas or actions • Answer how and why questions about their experiences • Express themselves effectively showing awareness of listeners • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop own narrative and explanations by connecting ideas and events
Moves confidently in a range of ways, safely negotiating spaces • Handle equipment and tools effectively, including pencils for writing • Knows the importance for good health of physical exercise, and a healthy diet • Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Spring 2 2019

Spring 2 1019

Maths - Taught within maths mastery lessons. Maths Meetings and Continuous Provision.

Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Forming sets - colour, size, shape • Counting back and in within 50 • Conservation of number 1-20 same number looking different • One more or on less within 20 • Ordinal number 1st to 10th • Counting on or back within 20 not starting at the same number • Manipulatives to record data • More difficult rhythm patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from • Naming a describe 2-d shapes, rectangle, square, circle, triangle • What's my shape • Ordering lengths • Vocab - tall, thin, wide, narrow, bigger • Vocab - once, twice • Coin 1p to 50p
• Number patterns □ Use every day language to talk about money
Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Forming sets - colour, size, shape • Counting back and in within 50 • Conservation of number 1-20 same number looking different • One more or on less within 20 • Ordinal number 1st to 10th • Counting on or back within 20 not starting at the same number • Manipulatives to record data • More difficult rhythm patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from • Naming a describe 2-d shapes,

Literacy - taught alongside the T4W
Literacy planning

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Understanding the World

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PSE

Communication and Language

PD

rectangle, square, circle, triangle • What's my shape • Ordering lengths •
Vocab - tall, thin, wide, narrow, bigger • Vocab - once, twice • Coin 1p to 50p
• Number patterns

Read and understand simple sentences • Use phonic knowledge to decode
regular words and read them aloud accurately • Read some common
irregular words • match their spoken sounds • Write some irregular common
words • When writing some words are spelt correctly and others are
phonetically plausible.

Qu,ch,sh,ng - little, who, he, she • Ee,or,ar - one, all, we • Oi,ur,er - said,
are, the • Ow,igh - have, was, you • Air,ear - what, so, do Air, ear - what, so,
do • Re-cap - reading and writing sentences - where, they

Talk about past and present events in their own lives and the lives of their
family members • Know that other children don't always enjoy the same
things and are sensitive to this • Know about the similarities and
differences among families, communities and traditions • Know about the
similarities and differences in relation to places, objects, materials and
living things. • Make observations of animals and plants • Recognise that a
range of technology is used in places such as home and school • Select and
use technologies for a particular purpose

Sing songs and experiment with ways of changing them • Make music and
experiment with ways of changing it • Dance and experiment with ways of
changing it • Use what they have learnt about media and materials in
original ways, thinking about uses and purposes. • Represent their own
ideas, thoughts and feelings through art • Represent their own ideas,
thoughts and feelings through music • Represent their own ideas, thoughts
and feelings through dance • Represent their own ideas, thoughts and
feelings through role play • Represent their own ideas, thoughts and
feelings through stories

take into account one other's ideas about how to organise their activities •
show sensitivity to others needs and feelings • Confident to speak in a
familiar group and talk about their ideas • Choose resources they need for
their chosen activity • Talk about their own and others behaviours and its
consequences, and know that some behaviour is unacceptable • Adjust their
behaviour to different situations and take changes o routine in their stride.

Listen attentively in a range of situations • Listen to stories, accurately
anticipating key events • Follow instructions involving several ideas or
actions • Answer how and why questions in response to stories and events •
Express themselves effectively showing awareness of listeners • Develop
own narrative and explanations by connecting ideas and events

Moves confidently in a range of ways, safely negotiating spaces • Handle
equipment and tools effectively, including pencils for writing • Knows the
importance for good health of physical exercise, and a healthy diet •

Manage own basic hygiene and personal needs successfully, including
dressing and going to the toilet independently.

Summer 1 2019

Summer 1 2019

Maths - Taught within maths mastery
lessons. Maths Meetings and Continuous
Provision.

Solve problems including doubling, halving and sharing. • Use every day
language to talk about capacity • Use every day language to talk about
position • Use every day language to talk about distance • Compare
quantities and objects to solve problems • Recognise, create and describe
patterns • Explore characteristics of everyday objects and shapes and use
mathematical language to describe them. • Days of week (Adams family) •
Today is - tomorrow is - yesterday was • Months of year • Month is •
Season • Date • Venn diagram - same attributes and overlapping section •
Counting in 5s and 10s • Counting on and back within 100 • Subtraction
counting • One more and one less within 100 • Ordinal 1st to 10th • Counting
on and back within 20 starting at different numbers - vertical and
horizontal • Estimate and check by counting • More difficult rhythm
patterns - clapping • 2d shapes • Repeating patterns more difficult •
Comparing 2 or more lengths, weights, capacities • Introduce the clock,
numbers on clock, o'clock times • Day time and night time • Coin 1p to £2 •
1p = 100p • Addition and subtraction problems within 20 • Number patterns

Literacy - taught alongside the T4W
Literacy planning

Phonics - taught alongside the Year 1
phonics planning
Understanding the World

EAD

PSE

Communication and Language

PD

• Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, etc.

Read some common irregular words • Demonstrate understanding when talking with others about what they have read. • Write some irregular common words • Write simple sentences which can be read by themselves and others • When writing some words are spelt correctly and others are phonetically plausible.

Ai, ee, oa - CVCC, when, many • Ar, er, ur - CCVC, there, were • Ow, oi, ear - CVCC, children, here • Ng, air, igh - CCVC, people, because Qu, th - polysyllabic words, recap words • Revisit sounds • Assessment week

Know about the similarities and differences between themselves • Know about the similarities and differences in relation to places, objects, materials and living things. • Talk about the features of the own immediate environment and how environments might vary from one another • Explain why some things occur, and talk about changes • Recognise that a range of technology is used in places such as home and school • Select and use technologies for a particular purpose

Make music and experiment with ways of changing it • Dance and experiment with ways of changing it • Safely use and explore a variety of materials, tools and techniques • Experiment with colour, design, texture, form and function • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology • Represent their own ideas, thoughts and feelings through art • Represent their own ideas, thoughts and feelings through role play • Represent their own ideas, thoughts and feelings through stories

play co-operatively, taking turns with others • take into account one other's ideas about how to organise their activities • show sensitivity to others needs and feelings • form positive relationships with adults and other children • confident to try new activities and say why they like some activities more than others • Choose resources they need for their chosen activity • Say when they do or don't need help. • Talks about how they and others show feelings • Talk about their own and others behaviours and its consequences, and know that some behaviour is unacceptable • Work as part of a group or class, and understand and follow rules

Listen attentively in a range of situations • Respond to what they hear with relevant comments, questions or actions • Gives their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future

Show good control and co-ordination in large and small scale movements • Moves confidently in a range of ways, safely negotiating spaces • Handle equipment and tools effectively, including pencils for writing • Knows the importance for good health of physical exercise, and a healthy diet • Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Summer 2 2019

Summer 2 2019

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Count reliably with numbers from 1-20 • Place numbers in order • Say which is one more or one less of a given number • Using quantities and objects they add and subtract tow single digit numbers • Count on or back to find the answer • Solve problems including doubling, halving and sharing • Use every day language to talk about weight • Use every day language to talk about capacity • Use every day language to talk about position • Use every day language to talk about distance • Use every day language to talk about time • Compare quantities and objects to solve problems • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Venn diagram - same attributes and overlapping section • Counting in 5s and 10s • Counting on and back within 100 • Subtraction counting •

Comparing 2 number within 100 - greater and less vocab • One more and one less within 100 • Identify and recognise a pair of objects is equal to a set or group of 2 objects • Ordinal 1st to 10th • Counting on and back within 20 starting at different numbers - vertical and horizontal • Estimate and check by counting • Describing 3d shapes - edge, face, vertex, vertices • More difficult rhythm patterns - clapping • 2d shapes • Repeating patterns more difficult • Comparing 2 or more lengths, weights, capacities • Introduce the clock, numbers on clock, o'clock times • Day time and night time • Coin 1p to £2 • 1p = 100p • Addition and subtraction problems within 20 • Number patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from

Literacy - taught alongside the T4W
Literacy planning

Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • Demonstrate understanding when talking with others about what they have read. • When writing some words are spelt correctly and others are phonetically plausible

Phonics - taught alongside the Year 1
phonics planning

Reading and spelling CVCC - said, have, any • Reading and spelling CCVCC - like, so, do, they • Reading and spelling polysyllabic words within sentences - some, come, other • Reading and spelling longer words and sentences - there, little, going • Reading and spelling longer words and sentences - one, out, why • Phase 3 re-cap - when, what • Phase 4 re-cap - re-cap

Understanding the World

Know that other children don't always enjoy the same things and are sensitive to this • Know about the similarities and differences among families, communities and traditions • Know about the similarities and differences in relation to places, objects, materials and living things. • Talk about the features of the own immediate environment and how environments might vary from one another • Make observations of animals and plants • Explain why some things occur, and talk about changes • Recognise that a range of technology is used in places such as home and school • Select and use technologies for a particular purpose

EAD

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PSE

play co-operatively, taking turns with others • take into account one other's ideas about how to organise their activities • show sensitivity to others needs and feelings • form positive relationships with adults and other children • confident to try new activities and say why they like some activities more than others • Confident to speak in a familiar group and talk about their ideas • Choose resources they need for their chosen activity • Say when they do or don't need help. • Talks about how they and others show feelings • Talk about their own and others behaviours and its consequences, and know that some behaviour is unacceptable • Work as part of a group or class, and understand and follow rules • Adjust their behaviour to different situations and take changes o routine in their stride.

Communication and Language

Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Gives their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer how and why questions about their experiences • Answer how and why questions in response to stories and events • Express themselves effectively showing awareness of listeners • Use past, present and future forms accurately

PD

when talking about events that have happened or are to happen in the future. • Develop own narrative and explanations by connecting ideas and events

Show good control and co-ordination in large and small scale movements • Moves confidently in a range of ways, safely negotiating spaces • Handle equipment and tools effectively, including pencils for writing • Knows the importance for good health of physical exercise, and a healthy diet • Talks about ways to keep healthy and safe • Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.