

EYFS Long term Plan 2023-24



Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning and gives children the broad range of knowledge and skills that provide the right foundation for future progress through Year 1 and beyond.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

Communication and Language							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening Attention and Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow the 1/2/3 instructions given by the class teacher (as part of routine)</p> <p>Listen to and identify sounds in the environments</p> <p>Listen to and hear initial sounds in familiar words</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds from RWI and begin to use them in mark making and writing.</p> <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand why and what questions</p>	<p>To ask questions to find out more</p> <p>To think of and write a short, simple sentence</p> <p>Listening to and hearing sounds in CVC and CVCC words</p> <p>To start to make connections between ideas and vocabulary</p> <p>To begin to ask questions about familiar aspects of</p>	<p>To understand questions such as who, what, where, when, why and how</p> <p>To listen to stories and is beginning to anticipate what may happen next.</p> <p>To link vocabulary they have heard before with new learning</p> <p>Express their ideas and feelings about their experiences.</p>	<p>Identifying sounds, including phonemes and other digraphs</p> <p>With support, check written work by matching it against known sounds and making any changes where necessary.</p> <p>To talk confidently about why things happen using</p>	<p>To have conversations with adults and peers with back and forth exchanges</p> <p>To know a range of facts and use these in conversations</p>	<p>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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>

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	<p>Listen to familiar stories</p> <p>To talk about themselves and others.</p> <p>To sing songs.</p>	<p>To respond to instructions with more than one step.</p>	<p>their environment and their learning.</p>		<p>new vocabulary learnt.</p>		
Speaking	<p>Answer the register</p> <p>To talk in front of a small group</p> <p>To talk to class teacher and LSWs</p> <p>To learn new vocabulary</p> <p>To join in nurse rhymes and songs</p>	<p>To answer questions in front of whole class.</p> <p>To talk to different adults from around the school</p> <p>To use new vocabulary throughout the day</p> <p>To describe familiar texts with detail and using full sentences</p>	<p>To talk in sentences using conjunctions e.g. and, because</p> <p>To share their ideas, especially where they are linked to other learning and knowledge.</p> <p>To share fiction books with others</p>	<p>To share their work with the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To share non-fiction books with others</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>To engage in meaningful conversations with others</p>	<p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> <p>To join in with stories, poems and rhymes</p> <p>Express their ideas about new learning and experiences in different areas of learning.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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.</p>
	Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG

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<p>Reading: Word Reading</p>	<p>Recognise their name: Coat Hooks, drawer and self-registration</p> <p>ELS</p>	<p>Develop knowledge of more words and phonic sounds in the classroom and beyond</p> <p>ELS</p>	<p>Continue to develop knowledge of sounds and words used in the classroom and beyond</p> <p>ELS</p>	<p>Actively find words for reading and to help with writing etc.</p> <p>ELS</p>	<p>Actively find words for reading and to help with writing etc.</p> <p>ELS</p>	<p>Actively find words for reading and to help with writing etc.</p> <p>ELS</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Reading: Comprehension</p>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories through puppets, small world play etc.</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>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>

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Writing	Strengthening gross motor control (for example using climbing equipment, large ball skills,) Increasing fine motor control (pinching, squeezing, ready for scissor control, good and correct pencil grip)	To begin to use anticlockwise movement and retrace vertical lines. To know how to make anticlockwise movement and retrace vertical lines.	To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop	To form lowercase letters correctly and begin to former capital letters To write sentences using finger spaces To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught harder to read and spell words correctly To begin to read their work back	To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell more taught harder to read and spell words correctly To read their work back and check it makes sense	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.
	To know which hand to write with.	To write their name	To spell words using taught sounds				
	To copy their name	To begin to write CVC words using taught sounds and correct letter formation	To spell some taught tricky words correctly				
	To give meanings to the marks they make						
	To copy taught letters	To write words and labels using taught sounds					
	To write initial sounds Beginning to form recognizable letters which are formed mostly correctly.	To begin to write captions using taught sounds					
Mathematics							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG

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<p>Number and Numerical Patterns</p>	<p>Counting 5, 6 and 7 The counting sequence stays the same</p> <p>The last number counted tells us how many are in a set</p> <p>As you count the quantity increases</p> <p>Each object is counted once and once only</p> <p>Count items on a number track</p> <p>The count of objects can begin with any object in a set and the total remains the same.</p> <p>It remains the same even if objects are moved around as long as no objects are added or removed.</p> <p>It remains the same regardless of the size or type of the objects.</p>	<p>Counting 10 practising and consolidating the skills used in term 1.</p> <p>Problem Solving</p>	<p>Composition of and calculating within the amounts 2 to 6 Subitise</p> <p>Partition a number of objects</p> <p>Combine objects to find a total</p> <p>Find ways to make...</p> <p>Find totals by combining groups</p> <p>Find one more than</p> <p>Find one less than</p> <p>Take away from a number</p> <p>Find hidden numbers and empty sets</p> <p>Problem Solving</p>	<p>Comparing numbers Identify groups that are the same, have more or fewer using comparative language.</p> <p>Identify numbers that are more and that are less</p> <p>Compare numbers</p> <p>Order numbers</p> <p>Composition of and calculating within 7 and 8 (see term 3)</p> <p>Problem solving</p> <p>Awareness of sequences within a day, of events (in stories and songs)....</p>	<p>Composition of and calculating within the amounts 9 and 10 (see term 3)</p> <p>Equal Groups Repeated addition to find doubles</p> <p>Repeated addition to find even numbers</p> <p>Solve problems involving evens and doubles</p> <p>Combine equal groups to find totals</p> <p>Solve problems involving combining groups</p>	<p>Distributing equally Sharing into equal groups</p> <p>Into more than 2 groups</p> <p>Distribute by grouping equally</p> <p>Problem solving</p> <p>Securing and using number facts : Number stories for combining groups, counting on, hidden numbers</p> <p>Number stories for taking away, fewer than and hidden numbers</p> <p>Problem solving</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p>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 doubling facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts</p>
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	Problem Solving						and how quantities can be distributed equally.
Shape Space and Measure	<p>Awareness of 3D space through physical activities</p> <p>Use positional language such as above/ below</p> <p>Awareness of 3D world using building bricks and small world toys</p> <p>Awareness of 3D shapes using words such as flat, straight, curved</p> <p>Matching 3D shapes in the environment and sorting objects by size.</p>	<p>Awareness of size, length, language of longer and shorter, heavier than and lighter than, capacity and volume using empty and full containers.</p>	<p>Awareness of patterns, repeating patterns and continuing patterns in 3D and 2D objects, in movement and sound and then in numbers</p>	<p>Awareness of first, then next</p> <p>Awareness of 2D shapes and of combining 2D shapes to make other shapes (including puzzles and pictures)</p> <p>Awareness of decomposing 2D shapes into other shapes.</p>	<p>Revisit: 3 D shape Length Position Pattern Weight Ordinal numbers (first, second .etc.)</p>	<p>Revisit: Capacity Sequencing time 2D shapes Money</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>

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Personal, Social and Emotional Development							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Self Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To be able to follow the 1/2/3 instructions given by the class teacher (as part of routine)</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p> <p>Understand more about Respect for ourselves and each other....</p> <p>To know and demonstrate friendly behaviour.</p>	<p>To focus during longer whole class lessons</p> <p>To follow two step instructions</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p> <p>With the help of the teacher and key worker, set a target and reflect on progress throughout</p>	<p>To control their emotions using a range of techniques</p> <p>Through JIGSAW PSHE: use ways and ideas they have talked about to manage situation</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>
Managing Self	<p>To wash hands independently</p>	<p>Around the theme of 'Respect for ourselves, each other and our environment...develop</p>	<p>To begin to show resilience and perseverance in</p>	<p>To develop independence when dressing and undressing for</p>	<p>To identify and name healthy foods</p>	<p>To understand the importance of healthy food choices</p>	<p>Be confident to try new activities and show independence,</p>

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	<p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the classroom environment, and be happy to work in all spaces.</p> <p>To use the toilet independently and manage their own basic hygiene and personal care.</p>	<p>class rules and understand the need to have rules</p> <p>Put on coats, socks and shoes independently</p> <p>To have confidence to try new activities</p>	<p>the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up Velcro and buckles</p>	<p>activities such as P.E and outdoor wet play and putting on the dry suits</p>	<p>To manage own basic needs independently</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Building Relationships</p>	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all the class teachers and support workers</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p> <p>To make 'good choices'</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p> <p>To hear and listen to other children about their lives</p>	<p>To work as a group</p> <p>Develop relationships with other adults around the school</p> <p>To hear and listen about other children in the world (contrasting localities)</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>Physical development</p>							

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross Motor Skills	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p> <p>To use counting to help to stay in time with the music when copying and creating actions</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p> <p>To explore movement using a prop with control and coordination</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a team</p> <p>To learn to play against an opponent</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead out</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p>

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	<p>using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>and control the size of letters</p> <p>To use tap and pin</p>	<p>To paint using thinner paintbrushes</p> <p>To use a hammer, saw and screwdriver</p>	<p>To copy letters using a lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
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Understanding of The world							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Past and present	<p>To know about my own life story</p> <p>To know how I have changed</p>	<p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and</p>	<p>To talk about the lives of the people around us.</p> <p>To know the jobs that my parents/ carers do</p> <p>To know some similarities and differences</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (from a contrasting locality)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (from a contrasting locality further from my world)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>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</p>

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		<p>what has been read in class (Christmas)</p>	<p>between things in the past and now, drawing on experiences and what has been read in class (from my Forest)</p>				<p>experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>People, Culture and Communities</p>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p>	<p>To talk about the Christmas Story and how it is celebrated</p> <p>To know about features of the immediate environment.</p>	<p>To know that people in other countries speak different languages (French as the main MFL with other greetings added from around the world)</p> <p>To know that there are many countries around the world</p> <p>To know that people around the world have different religions</p>	<p>To know that Christians celebrate Easter</p> <p>To know about people who help us within the local community,</p>	<p>To know that simple symbols are used to identify features on a map</p> <p>To look at maps from our locality and maps from a contrasting locality, looking for similarities and differences</p>	<p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts, religious learning and languages learning</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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. and (where appropriate) map</p>

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<p>The natural world</p>	<p>To ask questions about the natural environment.</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the difference between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>	<p>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 season and changing states of matter.</p>
<p>Technology</p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p>	<p>To access, understand and interact with a range of technology within the environment</p>	<p>To use the IWB, changing games and programmes</p> <p>To begin to give reasons why we</p>	<p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find</p>	<p>To learn about e-safety</p> <p>To use the BeeBots and program them to</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still</p>

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		To use the iPad to take pictures	To draw pictures on IWB, changing colour and pen size	need to stay safe online	and retrieve information	go forwards and backwards To type their name using a laptop	expected that children will be introduced to appropriate technology and use it within their provision.
	Expressive Arts and Design						
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 1	Summer 2	ELG
Creating with Materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non - statutory measures (spoons, cups) To</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non - statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood To</p>	<p>To use natural objects to make a piece of art</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To use some cooking techniques</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

EYFS Long term Plan 2023-24



	use some cooking techniques (spreading, cutting) – Sandwiches		know the names of tools		(spreading, cutting, threading, coring, mixing, grating, adding flavours		
Being imaginative and expressive	<p>To sing and perform nursery rhymes</p> <p>To join in with group singing</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a simple part in the Christmas play</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with musical learning including moving in time to music, singing, dancing and appraising music.</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To learn dance routines</p> <p>To act out well known stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To listen to poems and create their own</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>