



# EYFS 2021 Long Term Plan – 2 Year Offer

	Block One	Block Two	Block Three
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> – Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience.</p> <p><b>Creating and thinking critically:</b> – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
<b>Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>		

	Block 1	Block 2	Block 3
	<b>Me</b>	<b>My Family</b>	<b>My Friends</b>
<b>Linked Texts to help children to secure and think more deeply about knowledge.</b>	<ul style="list-style-type: none"> <li>• Brown Bear, Brown Bear, What do you see?</li> <li>• Polar Bear, Polar Bear, What do you hear?</li> <li>• That’s not my.....</li> <li>• Dear Zoo</li> <li>• Spot the Dog series</li> <li>• 10 in the bed</li> <li>• Toddle Waddle</li> <li>• Oh Dear</li> <li>• Meg &amp; Mog series</li> <li>• Hide &amp; Seek Pig</li> <li>• Rabbit Naps</li> <li>• Peter Rabbit 1,2,3</li> <li>• Foxes Socks</li> <li>• Old McDonald</li> <li>• Ten in the Bed</li> <li>• Little Peter Rabbit</li> </ul>	<ul style="list-style-type: none"> <li>• Twinkle Twinkle Little Star</li> <li>• Jaspers Beanstalk</li> <li>• Little Rabbit Foo Foo</li> <li>• Walking through the Jungle</li> <li>• PANTS</li> <li>• We’re going on a Bear Hunt</li> <li>• The Very Hungry Caterpillar</li> <li>• Eric Carle First Rhymes</li> <li>• A Potty For Me</li> <li>• Feelings Lift The Flap Book</li> <li>• Kindness Lift The Flap Book</li> <li>• The Feelings Book</li> <li>• Hands Are Not For Hitting</li> <li>• Getting Dressed</li> <li>• Hippo Has a Hat</li> <li>• Cook it!</li> <li>• Rain</li> <li>• Doing the Washing</li> <li>• Busy Town / Busy Park</li> </ul>	<ul style="list-style-type: none"> <li>• Big book of nursery rhymes</li> <li>• Words are not for hurting</li> <li>• Owl babies</li> <li>• A Potty for me</li> <li>• Colour monster</li> <li>• I want my potty</li> <li>• Giraffes can’t dance</li> <li>• Calm down monkey</li> <li>• A Friend Like You</li> <li>• What the Ladybird heard</li> <li>• 3 Little Pigs</li> </ul>

<b>WOW Moments &amp; Enrichment Opportunities inc Visits, Visitors &amp; special experiences to secure children's knowledge.</b>	Walks through the school community Visit to the woodland area Tasty Tuesday with 30hr Physical Fridays with 30hr Harvest Festival performance with Nursery  Music Sessions with Victoria	Regular visits to the Woodlands Regular walks around the school grounds and local streets. A walk to the shops to buy snack ingredients. Visit to Library Bus	Trip out on a bus/coach with families Regular walks to the shop to buy ingredients Walk around the local area Visit to Library Bus
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	Block 1	Block 2	Block 3
<b>General Themes</b>	<b>Me</b>	<b>My Family</b>	<b>My Friends</b>
<b>Assessment &amp; Observation Opportunities</b>	2 Year Checks as required Baseline Observations and Assessment NT Communication Toolbox Screener	2 Year Checks as required Mid Year assessment	2 Year Checks as required End of year assessment
<b>Strategies to involve families in our learning.</b>  Twitter Seesaw Email links Library Time (Covid dependent) Homework choices grid. Class webpages on website.	Home / School Learning Packs Weekly Music Sessions	Share key nursery rhymes with families to sing at home Share key words for families to use  Individual Support for Parents with Toilet Training Share images of the range of experiences in the setting and ask parents to share images of experiences from home	Share key nursery rhymes with families to sing at home Share key words for families to use Support parents with toilet training Music with parents Cooking with parents Parents evenings
<b>Strategies to support our vulnerable pupils</b>	<ul style="list-style-type: none"> <li>• One to one story times</li> <li>• Speech and language support</li> <li>• Additional resources</li> <li>• Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for one to one story time and narrated play for children with their key workers</li> <li>• Lending library of picture books / story sacks for home reinforcement.</li> <li>• Singing Stories</li> <li>• Short outings with transport for parents and children</li> <li>• together – farm visit?</li> <li>• Signposting to and making links with professional partners on behalf of families.</li> </ul>	Opportunities for one to one story time for children <ul style="list-style-type: none"> <li>• Small group work</li> <li>• Additional support for communication and language</li> <li>• Makaton</li> <li>• Visual timetables</li> </ul>
<b>How we will use our enhanced continuous provision to support our learning through independent enquiry.</b>	<ul style="list-style-type: none"> <li>• Domestic role play</li> <li>• small world sets of people, animals and vehicles</li> <li>• range of malleable materials</li> <li>• wooden blocks, construction kits and loose parts</li> <li>• rotating collections of picture books</li> <li>• transporting equipment such as bags, baskets, trolleys, boxes, wheel barrows</li> <li>• mud, water and sand with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic role play</li> <li>• Small world sets of people, animals and vehicles</li> <li>• range of malleable materials</li> <li>• wooden blocks, construction kits and loose parts</li> <li>• rotating collections of books</li> <li>• transporting equipment such as bags, baskets, trolleys,</li> <li>• boxes, wheel barrows</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic role play</li> <li>• Small world sets of people, animals and vehicles</li> <li>• Range of malleable materials</li> <li>• Wooden blocks, construction kits and loose parts</li> <li>• Rotating collections of books</li> <li>• Transporting equipment such as bags, baskets, trolleys, boxes, wheel barrows</li> <li>• Mud, water and sand with a range of tools</li> </ul>

	<ul style="list-style-type: none"> <li>• sound making resources</li> <li>• seasonal resources</li> <li>• Containers of different sizes</li> <li>• Heuristic play materials</li> <li>• Pixie Village</li> <li>• Happy Land characters</li> <li>• Chunky wheeled vehicles</li> </ul>	<ul style="list-style-type: none"> <li>• mud, water and sand with a range of tools</li> <li>• sound making resources</li> <li>• seasonal resources</li> <li>•</li> <li>• Home from home role play resources (real Items)</li> <li>• Knives that cut</li> <li>• Range of simple mechanisms including screw top lids, Very simple construction kits e.g. Mega Blocks, Stickle Bricks</li> <li>• Small world buildings and vehicles with chunky figures</li> <li>• Small world park</li> <li>• Large cardboard boxes</li> <li>• Mud kitchen utensils</li> <li>• Till and shopping baskets, real food packets</li> <li>• Simple clothes for dressing dolls, baby bath, high chair and potty</li> <li>• Ride on toys with pedals</li> <li>• Crates and wheels outdoors</li> <li>• Paint rollers, large emulsion brushes</li> <li>• Footballs</li> <li>• Sound making toys</li> </ul>	<ul style="list-style-type: none"> <li>• Sound making resources</li> <li>• Seasonal resources</li> <li>• Home from Home role play resources (Real Items)</li> <li>• Knives that cut</li> <li>• Additional malleable resources</li> <li>• Playdough station</li> </ul>
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	Block 1	Block 2	Block 3
General Themes	Me	My Family	My Friends
Communication and Language Listening & Attention Speaking	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and engaging <b>them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>		
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, Helicopter Stories, Poetry Basket Rhymes, EYFS productions, and weekly interventions.</p> <p><b>Daily story time</b></p>	<p>Make needs known by gesture, sounds and words. Watch or play alongside an adult. Process or produce one word naming vocabulary during play Engage with books as an adult reads one to one by joint attention to the illustrations. Maintain attention through a very short rhyme.</p>	<p>Join in by repeating words and phrases as an adult narrates play. Seek an adult to share a story. Say the last word in lines of a simple rhyme. Ask two or three word questions about play and routines. Locate features in book illustrations. Develop book preference and seek adults to read them. Name resources and build two word and three word level phrases about them.</p>	<p>Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions Use simple words to denote the passage of time, time and space. Attempt pronouns, plurals and prepositions. Follow instructions with at least two information carrying words/phrases. Build and respond to four or five word I phrases and sentences. Join in with longer phrases in familiar rhymes and songs.</p>

<b>Poetry / Rhymes</b>	Twinkle Twinkle Little Star Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock	Im a little teapot Pussy Cat, Pussy Cat Hey Diddle Diddle 1,2,3,4,5 Once I caught a fish alive This Little Piggy Went to Market	Down they go Mary, Mary Quite Contrary The was an Old lady who lived in a shoe Star Light Star Bright
<b>What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?</b>	Make needs known by gesture, sounds and words. Watch or play alongside an adult. Process or produce one word naming vocabulary during play Engage with books as an adult reads one to one by joint attention to the illustrations. Maintain attention through a very short rhyme.	Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions Use simple words to denote the passage of time, time and space. Attempt pronouns, plurals and prepositions. Follow instructions with at least two information carrying words/phrases. Build and respond to four or five word and sentences. Join in with longer phrases in familiar rhymes and songs. Initiate interaction or respond to others during play, linking up with those who have similar play preferences. Actively seek adults to help with tasks around the setting. Show concern when another child is hurt or upset. Talk in very simple terms about the feelings of characters in stories Participate in domestic role play with some words and short phrases in role.	Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions Use simple words to denote the passage of time, time and space. Attempt pronouns, plurals and prepositions. Follow instructions with at least two information carrying words/phrases. Build and respond to four or five word I phrases and sentences. Join in with longer phrases in familiar rhymes and songs.
<b>Which words and phrases do we want children to recall and define by the end of this block?</b>	Mum, dad There, now, no, yes	Incy wincy spider, five little monkeys, humpty dumpty Your turn, my turn, now, then, next, yours, mine	Now, later, then, when, next

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>
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<b>Personal, Social and Emotional Development</b>	Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .		

	<p>Manage staged separation from carer(s).  Form secure relationships with key worker; seek him or her on entry  Follow simple routines with prompts and support.  Develop or demonstrate play preferences  Come willingly to share a finger snack with a favourite adult.  Show an interest in helping with nappy changing routines.</p>	<p>Greet key worker and other members of the group on arrival.  Separate confidently from carer.  Anticipate routines through very simple statements and questions.  Show awareness of others during parallel play by watching.  Help an adult with a task.  Use simple eating and drinking equipment independently.  Develop and articulate snack preferences.  Engage in a wider repertoire of play activities.  Participate in simple domestic role play, imitating routines and actions.  Help with nappy changing routines.</p>	<p>Initiate interaction or respond to others during play, linking up with those who have similar play preferences.  Actively seek adults to help with tasks around the setting.  Show concern when another child is hurt or upset.  Talk in very simple terms about the feelings of characters in stories  Participate in domestic role play with some words and short phrases in role.  Prepare snack showing basic control giving out plates, cups and passing food.  Show an early interest in toilet training, alerting adults for support and demonstrating involvement with changing routines  Work in partnership with an adult to put on and take off outdoor clothing.  Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults.</p>
<p><b>What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?</b></p>	<p>Manage staged separation from carer(s).  Form secure relationships with key worker; seek him or her on entry  Follow simple routines with prompts and support.  Develop or demonstrate play preferences  Come willingly to share a finger snack with a favourite adult.  Show an interest in helping with nappy changing routines.</p>	<p>Greet key worker and other members of the group on arrival. Separate confidently from carer.  Anticipate routines through very simple statements and questions.  Show awareness of others during parallel play by watching.  Help an adult with a task.  Use simple eating and drinking equipment independently.  Develop and articulate snack preferences.  Engage in a wider repertoire of play activities.  Participate in simple domestic role play, imitating routines and actions.  Help with nappy changing routines.</p>	<p>Initiate interaction or respond to others during play, linking up with those who have similar play preferences.  Actively seek adults to help with tasks around the setting.  Show concern when another child is hurt or upset.  Talk in very simple terms about the feelings of characters in stories  Participate in domestic role play with some words and short phrases in role.  Prepare snack showing basic control giving out plates, cups and passing food.  Show an early interest in toilet training, alerting adults for support and demonstrating involvement with changing routines  Work in partnership with an adult to put on and take off outdoor clothing.  Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults.</p>
<p><b>Which words and phrases do we want children to recall and define by the end of this block?</b></p>	<p>Need, want  Mine  Snack foods  Nappy, trousers, top</p>	<p>big, little, high, low  soft, hard, round, long</p>	<p>Your turn, my turn, now, then, next, yours, mine  Happy, sad, angry, excited</p>

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General Themes	Me	My Family	My Friends
<p><b>Physical development</b></p> <p>Children take part in a regular daily dash inline with the rest of the school who take part in the Daily Mile.  <b>RSE – Physical Health &amp; Fitness</b></p>	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, coordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye coordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>		
	<p>Build with a few blocks, knock over and rebuilds  Collect and move resources in baskets, bags or boxes.  Fill containers with collections of little objects and tip out.  Push chunky small world toy vehicles along a chosen route.  Arrange sturdy small world animals and figures.  Use very simple action and reaction toys.  Squeeze and prod dough  Bounce and nod in response to music.  Push transporter toys and move ride on toys by pushing with feet.  Squat and push a large ball away</p>	<p>Explore very simple joints and mechanisms in everyday objects and construction kits.  Squeeze, thump and flatten dough.  Use small figures and vehicles with control in play, positioning and balancing.  Fill and empty containers with water and sand, using cups, scoops, spoons and spades.  Use hammering games with increasing accuracy.  Increasingly attempt more risky play such as climbing with adult support.  Tap and slap on the ground or on knees to accompany rhymes and songs.  Run at speed in open spaces.  Squeeze inside small spaces.  Jump face to face with an adult holding hands.  Attempt to kick a large ball.  Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows.  Move ride on toys on short journeys by pushing feet.</p>	<p>Wrestle with more challenging mechanisms such as screw lids and more complex construction kits.  Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc  Change the shape and texture of dough with hand actions to achieve an effect  Use pressure to cut dough precisely with knives and cutters  Use smaller figures and vehicles and build with blocks of various shapes and sizes.  Combine malleable materials and loose parts, showing pleasure in effects created.  Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip.  Use hands to make sounds with very simple non-tuned percussion.  Move across a simple adult designed obstacle course with adult narration and physical support where necessary.  Commando crawl and slide on tummy under low barriers.  Jump from a higher to a lower level holding adult hands.  Begin to pedal a wheeled toy.  Climb and jump more daringly.  Pour accurately with buckets large jugs or watering cans into large containers.  Kick a large ball, chase and collect.</p>
<p><b>What do we want children to know by the end of this block and what do we want children to know how to do by the end of this</b></p>	<p>Build with a few blocks, knock over and rebuilds  Collect and move resources in baskets, bags or boxes.  Fill containers with collections of little objects and tip out.  Push chunky small world toy vehicles along a chosen route.  Arrange sturdy small world animals and figures.  Use very simple action and reaction toys.  Squeeze and prod dough  Bounce and nod in response to music.  Push transporter toys and move ride on toys by pushing</p>	<p>Explore very simple joints and mechanisms in everyday objects and construction kits.  Squeeze, thump and flatten dough.  Use small figures and vehicles with control in play, positioning and balancing.  Fill and empty containers with water and sand, using cups, scoops, spoons and spades.  Use hammering games with increasing accuracy.  Increasingly attempt more risky play such as climbing with adult support.</p>	<p>Wrestle with more challenging mechanisms such as screw lids and more complex construction kits.  Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc  Change the shape and texture of dough with hand actions to achieve an effect  Use pressure to cut dough precisely with knives and cutters  Use smaller figures and vehicles and build with blocks of various shapes and sizes.</p>

<p><b>block?</b></p>	<p>with feet. Squat and push a large ball away.</p>	<p>Tap and slap on the ground or on knees to accompany rhymes and songs. Run at speed in open spaces. Squeeze inside small spaces. Jump face to face with an adult holding hands. Attempt to kick a large ball. Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows. Move ride on toys on short journeys by pushing feet.</p>	<p>Combine malleable materials and loose parts, showing pleasure in effects created. Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip. Use hands to make sounds with very simple non-tuned percussion. Move across a simple adult designed obstacle course with adult narration and physical support where necessary. Commando crawl and slide on tummy under low barriers. Jump from a higher to a lower level holding adult hands. Begin to pedal a wheeled toy. Climb and jump more daringly. Pour accurately with buckets large jugs or watering cans into large containers. Kick a large ball, chase and collect.</p>
<p><b>Which words and phrases do we want children to recall and define by the end of this block?</b></p>	<p>Full, empty, tip, pour Push, pull, car, van, lorry, tractor Squash, squeeze</p>	<p>happy, sad, angry, excited coat, hat, gloves, shoes, wellies kettle, table, cup, plate, glass, knife fork, spoon car, bus, stop, road, track, wheels, big, small, fast, slow, push, go</p>	<p>Coat, hat, gloves, shoes, wellies. "Can you get your shoes?" Big, little, high, low, under, over, up, down Soft, hard, round, long</p>