

Swansfield Park Early Years Long Term Plan Learning Objectives (What we want children to learn)

To ensure that our children meet or exceed age related expectations and to prepare children for the next phase of education the following objectives will provide a focus for teaching and learning with EYFS classrooms.

The Characteristics of Effective Learning are ingrained throughout all experiences.

The Northumberland School Readiness Passport 'Steps to School Readiness Checker' will be completed for each child in the month of their birthday and half birthday. This summative assessment will record whether the child is on track to achieve a GLD at the end of Reception.

Cohort	First Term	Second Term	Third Term
Pre 2 Year Curriculum			<ul style="list-style-type: none"> • Play happily near other children. • Eat a fruit snack or feed myself with a spoon and lift a cup with two hands. • Recognise and name my favourite people in photographs • Ask for things I want by name • Use 2 words together. • Explore simple sensory provocations within the Cherry Class setting
2 Year Olds	<ul style="list-style-type: none"> • Take my coat off. • Use the furniture in the setting independently (chairs, tables, sofa etc.) • Have a bond with familiar adults (key person) • Seek comfort from an adult when needed. • Explore new environments when a familiar adult is 	<ul style="list-style-type: none"> • Take my shoes and socks off. • Listen to and enjoy familiar stories and rhymes, joining in with actions when given. • Understand 'who', 'what' and 'where' when given visual prompts. • Use simple sentences containing 3 words. • Replicate real life experiences in 	<ul style="list-style-type: none"> • Listen and attend in interactive small group adult led activities. • Fill in gaps in familiar songs and rhymes. • Climb simple climbing equipment in the indoor and outdoor provision. • Show pride when achieving something. • Pretend without an object, substituting objects that do not represent the real thing.

	nearby. <ul style="list-style-type: none"> Shows curiosity, asking what objects or people are called. Concentrate on an activity of own choice. Interact with an adult within activity of own choice Hold a writing tool to 'scribble' marks. 	pretend play. <ul style="list-style-type: none"> Run avoiding large obstacles. Take part in an adult directed task for short 1:1 activities. Join in with other children's play for short periods. Begin to take part in short, interactive class activities in the Cherry Class setting Hold a writing tool to mark make lines and circles. 	<ul style="list-style-type: none"> Aware of when pants are wet and know what a toilet/potty is used for. Hold a pencil to draw a circle, cross and other special marks. Eat using a spoon and fork.
3 Year Olds	<ul style="list-style-type: none"> Keep a steady beat by tapping knees to music. Follow instructions containing 3 key words. Ask a variety of questions using 'who', 'what' and 'where'. Talk about what they are doing in the here and now. Use less familiar themes in pretend play. Move freely in a range of ways. Wait their turn when an adult is there to remind them. Snip with scissors. Talk to others during play. Fill in the missing words or phrases in well known 	<ul style="list-style-type: none"> Listen in a small group with visual support. Answer simple 'how' and 'why' questions. Use and and because to link sentences. Give characters a voice in pretend play. Tell an adult how they feel. Pull own pants up and down to go to the toilet themselves. Seek out other children to play and form friendships with. Demonstrate good manners (sometimes prompted) Clap out 3 syllable words. Use magnetic letters to copy own name (when only given the letters from their name). Answer simple questions about 	<ul style="list-style-type: none"> Listen to others in small group situations, even if the topic is not following their interest. Answer simple problem solving questions. Recount simple past events in the correct order. Play alongside other children who are engaged in the same pretend play theme. Draw a person with head and legs. Hop on one foot for a short length of time. Jump over low level obstacles. Keep play going by responding Recognise own name and know what sound it starts with. Copy the first letter of their name. Tell an adult what their marks 'say'. Use writing in own play.

	<p>stories or rhymes.</p> <ul style="list-style-type: none"> • Give meaning to marks made. • Talk about favourite characters in a story. • Clap out compound words. • Recite number names (not always in the correct order). • Share items between others (not equally). 	<p>a story.</p> <ul style="list-style-type: none"> • Verbally count to 10 with some correspondence with objects. • Compare sets of 1-4 items by subitising. • Add or subtract small groups of items practically. 	<ul style="list-style-type: none"> • Know that print carries meaning. • Listen to stories from beginning to end and answer questions based on the story. • Orally blend 3 syllable words. • Count up to 5 accurately using 1:1 correspondence. • Non-verbally make a small collection of items. • Know that different things can be counted.
<p>4 Year Olds</p> <p>(Purple = spring born and summer born children. Blue = autumn born children, who are more likely to exceed the ELG by the end of Reception).</p>	<ul style="list-style-type: none"> • Follow directions when not focused on another task. • Understand and follow instructions containing words related to time. • Answer simple problem solving questions. • Can play imaginatively with themes they have not had direct experience of. • Pretend using gestures, mime and unrealistic objects. • Use a variety of tenses when speaking (not always correctly). • Pretend with different children, taking on different roles. • Draw a person with head, 	<ul style="list-style-type: none"> • Listen in larger groups) when distractions are minimised). • Understand more complex instructions. • Offer reasons when answering how and why questions. • Link sentences. • Repeat new vocabulary correctly. • Use gesture and expression in imaginative play. • Hold a pencil using a dynamic tripod grasp. • Cut out shapes, following curved lines. • Use a range of everyday tools effectively. • Transition confidently to new activities or environments. • Regulate own emotions using 	<ul style="list-style-type: none"> • Listen to instructions without having to stop what they are doing. • Understand more complicated instructions containing several parts. • Provide detail when recounting recent events or experiences. • Sticks to the topic of conversation during discussions. • Explain own understanding. • Asks appropriate questions of others. • Recognise the majority of letter graphemes and know the sounds they make. • Read CVC words. • Hold a sentence and repeat it back to an adult. • Write CVC words. • Use vocabulary and speech which is influenced by their experiences of books.

	<p>body, legs and sometimes arms.</p> <ul style="list-style-type: none"> • Run smoothly, changing speed and negotiating space successfully. • Travel over, under, around and through equipment with confidence. • Use word to negotiate rather than actions. • Understand that own actions affect others. • Ask adults for help when needed. • Usually clean and dry during the day. • Wash and dry own hands. • Understand how to take turns and share. • Initiate conversations with others and listen to what they say. • See the letters from their own name in other words. • Continue a rhyming string. • Hear the initial sound in a word. • Forms some recognisable letters. • Retell familiar stories. • Recount objects to confirm amount. 	<p>strategies they know.</p> <ul style="list-style-type: none"> • Choose the necessary equipment needed to approach a task. • Dress and undress independently. • Eat using a knife and fork. • Have friends they have chosen themselves. • Initiate conversations with familiar adults. • Orally blend CVC words. • Recognise some letter graphemes and know the sounds they make. • Can read some CVC words. • Represent some sounds in the correct order when writing words. • Answer questions related to characters and events in a familiar story. • Recognise and find 2D and 3D shapes' circle, square, triangle, star, oblong, cube, cuboid, cylinder. • Accurately count a given set of objects to 5 when in a random order. • Compare sets of objects both different and the same sizes by matching. 	<ul style="list-style-type: none"> • Recognise and find 2D and 3D shapes' circle, square, triangle, oblong, semi-circle, cube, cuboid, cylinder, sphere and cone. • Solve number problems by adding two numbers together. • Share up to 6 objects between 2 or more people.
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	<ul style="list-style-type: none">○ Rote counts to 20.○ Find 2D and 3D shapes; circle, triangle, square, oblong, star, cube, cuboid.● Share up to 4 objects between 2 people, dealing 1 for 1.	<ul style="list-style-type: none">● Instantly recognised collections of up to 4.	
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Swansfield Park Primary School Early Years Long Term Plan Curriculum Offer (How it will be delivered)			
This is our offer to our children which details how teaching and learning opportunities will deliver the core skills detailed in the long term plan. It reflects our agreed pedagogy for outstanding teaching and learning within Early Years.			
Cohort	First Term	Second Term	Third Term
2 Year Olds	<ul style="list-style-type: none"> • Adult interactions • 1:1 time with key person each day • Continuous provision within an inspirational learning environment offering objects/activities of interest to engage children and allow them to develop and pursue interests • Practitioner modelling during children's play and small group/1:1 activities • Daily opportunity to experience song and story 	<ul style="list-style-type: none"> • Adult interactions • Regular 'chatty bag' time • Daily stories and rhymes re-visited over and over again during play and small group/ class / 1:1 activities. (Integrating Blanks level of questioning) • Practitioner modelling • Home area role play • Indoor/outdoor gross motor play • Continuous provision within an inspirational learning environment offering simple provocations to engage children and allow them to develop and pursue interests and begin to collaborate • A range of appealing opportunities to mark make 	<ul style="list-style-type: none"> • Adult interactions • Daily group/ class interactive activities, including 'chatty bag' time. • Daily singing of core songs/rhymes. • Daily interactive story sessions (Integrating Blanks level of questioning level 1) • Home area role play • Practitioner modelling • Indoor/outdoor gross motor play • Continuous provision within an inspirational learning environment offering simple provocations to engage children and allow them to develop imagination, pursue interests and begin to collaborate • Cookery activities • A range of appealing opportunities to mark make
3 Year Olds	<ul style="list-style-type: none"> • Adult interactions • Regular 'Soundabout' 	<ul style="list-style-type: none"> • Adult interactions • Regular 'Soundabout' sessions 	<ul style="list-style-type: none"> • Adult interactions • Regular 'Soundabout' sessions

	<p>sessions to develop early phonological awareness</p> <ul style="list-style-type: none"> • Daily group/ class interactive activities, including 'chatty bag' time. • Daily singing of core/seasonal/relevant songs and rhymes • Daily interactive story sessions (Integrating Blanks level of questioning Level 1 and 2) • Indoor/outdoor gross motor play • Continuous provision within an inspirational learning environment offering a range of provocations to engage children and allow them to develop imagination, build and use relevant vocabulary, pursue interests and collaborate • Intentional activity to develop and practise fine motor skills • Intentional activities and interactions to use number related language 	<p>to develop phonological awareness and phonic skills</p> <ul style="list-style-type: none"> • Daily group/ class interactive activities, including 'chatty bag' time. • Daily opportunities to develop early number skills • Daily singing of core/seasonal/relevant songs and rhymes • Daily interactive story sessions (Integrating Blanks level of questioning Level 1 and 2) • Indoor/outdoor gross motor play • Continuous provision within an inspirational learning environment offering a range of provocations to engage children and allow them to develop imagination, build friendships, develop characters within play, pursue interests and collaborate • Intentional activities and interactions to use number related language • Intentional activity to develop and practise fine motor skills 	<p>to develop phonological awareness and phonic skills</p> <ul style="list-style-type: none"> • Daily group/ class interactive activities, including 'chatty bag' time. • Daily opportunities to develop early number skills • Daily singing of core/seasonal/relevant songs and rhymes • Daily interactive story sessions (Integrating Blanks level of questioning Level 1 and 2) • Indoor/outdoor gross motor play • Continuous provision within an inspirational learning environment offering a range of provocations to engage children and allow them to develop imagination, build friendships, develop characters and narratives within play, pursue interests and collaborate • Intentional activity to develop and practise fine motor and early writing skills • Intentional activities and interactions to use and develop number and shape related language
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4 Year Olds	<ul style="list-style-type: none"> • Adult interactions • Regular 'Soundabout' or RWI sessions • Daily group/class interactive communication sessions • Daily singing and rhyming • Daily interactive story sessions integrating Blanks levels of questioning level 3 and 4) • Continuous provision within an inspirational learning environment offering a range of provocations to engage children and allow them to be imaginative, build and use vocabulary, pursue own interests, develop characters and narratives and collaborate with others • Indoor and outdoor gross motor play • Opportunities to be independent in own personal hygiene and management (toileting and dressing) • Daily opportunities to practise learnt skills • Intentional activity to develop and practise fine motor skills and handwriting • Message Centre activity to develop mark making and brave writing • Daily/regular number, counting or shape related sessions to practise and learn essential mathematical skills
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