

Early Years Foundation Stage: Objective Led Long Term Planning 2020-21



Rainhill St Ann's CE Primary School

Together, we aim high; with God's love we can fly.

RAINHILL ST ANN'S CE PRIMARY SCHOOL
Early Years Foundation Stage
Long Term Planning: Objective Led Planning - Reception 2020-21

Prime Areas of EYFS Curriculum

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	Personal Social and Emotional Development (PSED)	Physical Development (PD)	Communication and language (C&L)
Autumn Term (A)	<ul style="list-style-type: none"> ✓ Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. ✓ Initiates play, offering cues to peers to join them. ✓ Can select and use activities and resources with help. ✓ Welcomes and values praise for what they have done. 	<ul style="list-style-type: none"> ✓ Moves freely and with pleasure and confidence in a range of ways, such as; slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ✓ Mounts stairs, steps or climbing equipment using alternate feet. ✓ Walks downstairs, two feet to each step while carrying a small object. ✓ Can stand momentarily on one foot when shown. ✓ Can tell adults when hungry or tired or when they want to rest or play. ✓ Observes the effects of activity on their bodies. ✓ Understands that equipment and tools have to be used safely. ✓ Can usually manage washing and drying hands. ✓ Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> ✓ Listens to others one to one or in small groups, when conversation interests them. ✓ Listens to stories with increasing attention and recall. ✓ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ✓ Understands use of objects (e.g. "What do we use to cut things?") ✓ Is able to follow directions (if not intently focused on own choice of activity).
Autumn	<ul style="list-style-type: none"> ✓ Aware of own feelings, and 	<ul style="list-style-type: none"> ✓ Runs skilfully and negotiates space 	<ul style="list-style-type: none"> ✓ Focusing attention – still listen

<p>Term (B)</p>	<p>knows that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> ✓ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ✓ Keeps play going by responding to what others are saying or doing. ✓ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. ✓ Enjoys responsibility of carrying out small tasks. 	<p>successfully, adjusting speed or direction to avoid obstacles.</p> <ul style="list-style-type: none"> ✓ Draws lines and circles using gross motor movements. ✓ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ✓ Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ✓ Can copy some letters, e.g. letters from their name. ✓ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. ✓ Shows a preference for a dominant hand. 	<p>or do, but can shift own attention.</p> <ul style="list-style-type: none"> ✓ Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. ✓ Responds to simple instructions, e.g. to get or put away an object. ✓ Beginning to understand 'why' and 'how' questions.
<p>Spring Term (A)</p>	<ul style="list-style-type: none"> ✓ Shows confidence in asking adults for help. ✓ Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ✓ Is more outgoing towards unfamiliar people and more confident in new social situations. ✓ Confident to talk to other children when playing, and will communicate freely about own home and community. 	<ul style="list-style-type: none"> ✓ Can catch a large ball. ✓ Holds a pencil near point between first two fingers and thumb and uses it with good control. ✓ Experiments with different ways of moving. ✓ Jumps off an object and lands appropriately. ✓ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ✓ Travels with confidence and skill around, under, over and through balancing and climbing equipment. ✓ Eats a healthy range of foodstuffs and understands need for variety in food. 	<ul style="list-style-type: none"> ✓ Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). ✓ Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). ✓ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ✓ Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. ✓ Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>

		<ul style="list-style-type: none"> ✓ Usually dry and clean during the day. 	
Spring Term (B)	<ul style="list-style-type: none"> ✓ Can usually adapt behaviour to different events, social situations and changes in routine. ✓ Aware of the boundaries set, and of behavioural expectations in the setting. ✓ Initiates conversations, attends to and takes account of what others say. 	<ul style="list-style-type: none"> ✓ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ✓ Uses simple tools to effect changes to materials. ✓ Handles tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> ✓ Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). ✓ Uses intonation, rhythm and phrasing to make the meaning clear to others. ✓ Uses vocabulary focused on objects and people that are of particular importance to them. ✓ Builds up vocabulary that reflects the breadth of their experiences. ✓ Uses language to imagine and recreate roles and experiences in play situations. ✓ Links statements and sticks to a main theme or intention. ✓ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ✓ Introduces a storyline or narrative into their play.
Summer Term (A)	<ul style="list-style-type: none"> ✓ Explains own knowledge and understanding, and asks appropriate questions of others. ✓ Takes steps to resolve conflicts finding a compromise ✓ Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> ✓ Begins to use anticlockwise movement and retrace vertical lines. ✓ Begins to form recognisable letters. ✓ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. ✓ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<ul style="list-style-type: none"> ✓ Maintains attention, concentrates and sits quietly during appropriate activity. ✓ Two-channelled attention – can listen and do for short span. ✓ Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense

			rhymes, jokes.
Summer Term (B)	<ul style="list-style-type: none"> ✓ Confident to speak to others about own needs, wants, interests and opinions. ✓ Can describe self in positive terms and talk about abilities. ✓ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<ul style="list-style-type: none"> ✓ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ✓ Shows understanding of how to transport and store equipment safely. ✓ Practices some appropriate safety measure without direct supervision. ✓ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> ✓ Able to follow a story without pictures or props. ✓ Listens and responds to ideas expressed by others in conversation or discussion. ✓ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Specific Areas of EYFS Curriculum

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	Literacy (L)	Mathematics (M)	Understanding The World (UTW)	Expressive Arts & Design (EA&D)
Autumn Term (A)	<ul style="list-style-type: none"> ✓ Enjoys rhyming and rhythmic activities. ✓ Shows awareness of rhyme and alliteration. ✓ Recognises rhythm in spoken words. ✓ Listens to and joins in with stories and poems, one-to-one and also in small groups. ✓ Shows interest in illustrations and print in books and print in the environment. ✓ Recognises familiar 	<ul style="list-style-type: none"> ✓ Uses some number names and number language spontaneously. ✓ Uses some number names accurately in play. ✓ Recites numbers in order to 10. ✓ Knows that numbers identify how many objects are in a set. ✓ Shows an interest in numerals in the environment. ✓ Shows interest in 	<ul style="list-style-type: none"> ✓ Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. ✓ Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> ✓ Developing preferences for forms of expression. ✓ Uses movement to express feelings. ✓ Creates movement in response to music. ✓ Engages in imaginative role-play based on own first-hand experiences. ✓ Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

	<p>words and signs such as own name and advertising logos.</p> <ul style="list-style-type: none"> ✓ Knows information can be relayed in the form of print. ✓ Holds books the correct way up and turns pages. ✓ Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p>shapes in the environment.</p> <ul style="list-style-type: none"> ✓ Shows an interest in shape and space by playing with shapes or making arrangements with objects. ✓ Shows awareness of similarities of shapes in the environment. 		
Autumn Term (B)	<ul style="list-style-type: none"> ✓ Sometimes gives meaning to marks as they draw and paint. ✓ Ascribes meanings to marks that they see in different places. ✓ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ✓ Beginning to be aware of the way stories are structured. ✓ Looks at books independently. ✓ Handles books carefully. ✓ Hears and says the initial sound in words. 	<ul style="list-style-type: none"> ✓ Beginning to represent numbers using fingers, marks on paper or pictures. ✓ Sometimes matches numeral and quantity correctly. ✓ Shows curiosity about numbers by offering comments or asking questions. ✓ Shows an interest in representing numbers. ✓ Realises not only objects, but anything can be counted, including steps, claps or jumps. ✓ Recognise some numerals of personal significance. ✓ Recognises numerals 1 	<ul style="list-style-type: none"> ✓ Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. ✓ Knows that information can be retrieved from computers. ✓ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> ✓ Uses available resources to create props to support role-play. ✓ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. ✓ Enjoys joining in with dancing and ring games. ✓ Sings a few familiar songs. ✓ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. ✓ Beginning to be

		<p>to 5.</p> <ul style="list-style-type: none"> ✓ Counts up to three or four objects by saying one number name for each item. ✓ Counts actions or objects which cannot be moved. 		<p>interested in and describe the texture of things.</p> <ul style="list-style-type: none"> ✓ Uses various construction materials.
Spring Term (A)	<ul style="list-style-type: none"> ✓ Suggests how the story might end. ✓ Listens to stories with increasing attention and recall. ✓ Describes main story settings, events and principal characters. ✓ Continues a rhyming string. ✓ Begins to break the flow of speech into words. 	<ul style="list-style-type: none"> ✓ Compares two groups of objects, saying when they have the same number. ✓ Shows an interest in number problems. ✓ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ✓ Counts objects to 10, and beginning to count beyond 10. ✓ Counts out up to six objects from a larger group. ✓ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. ✓ Counts an irregular arrangement of up to ten objects. 	<ul style="list-style-type: none"> ✓ Talks about why things happen and how things work. ✓ Shows interest in the lives of people who are familiar to them. ✓ Remembers and talks about significant events in their own experience. ✓ Recognises and describes special times or events for family or friends. ✓ Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> ✓ Beginning to move rhythmically. ✓ Imitates movement in response to music. ✓ Taps out simple repeated rhythms. ✓ Explores and learns how sounds can be changed. ✓ Explores colour and how colours can be changed. ✓ Sings to self and makes up simple songs. ✓ Makes up rhythms. ✓ Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. ✓ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ✓ Joins construction

				<p>pieces together to build and balance.</p> <ul style="list-style-type: none"> ✓ Realises tools can be used for a purpose.
Spring Term (B)	<ul style="list-style-type: none"> ✓ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. ✓ Enjoys an increasing range of books. ✓ Knows that information can be retrieved from books and computers. ✓ Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ✓ Links sounds to letters, naming and sounding the letters of the alphabet. ✓ Begins to read words and simple sentences. 	<ul style="list-style-type: none"> ✓ Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. ✓ Uses the language of 'more' and 'fewer' to compare two sets of objects. ✓ Finds the total number of items in two groups by counting all of them. ✓ Says the number that is one more than a given number. ✓ Finds one more or one less from a group of up to five objects, then ten objects. ✓ Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. ✓ Orders two or three items by length or height. ✓ Orders two items by weight or capacity. 	<ul style="list-style-type: none"> ✓ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. ✓ Shows interest in different occupations and ways of life. ✓ Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> ✓ Create simple representations of events, people and objects. ✓ Plays alongside other children who are engaged in the same theme. ✓ Plays cooperatively as part of a group to develop and act out a narrative. ✓ Begins to build a repertoire of songs and dances. ✓ Explores the different sounds of instruments. ✓ Explores what happens when they mix colours. ✓ Experiments to create different textures.
Summer Term (A)	<ul style="list-style-type: none"> ✓ Gives meaning to marks they make as 	<ul style="list-style-type: none"> ✓ Uses positional language. 	<ul style="list-style-type: none"> ✓ Developing an understanding of 	<ul style="list-style-type: none"> ✓ Initiates new combinations of

	<p>they draw, write and paint.</p> <ul style="list-style-type: none"> ✓ Can segment the sounds in simple words and blend them together. ✓ Links sounds to letters, naming and sounding the letters of the alphabet. ✓ Writes own name and other things such as labels, captions. 	<ul style="list-style-type: none"> ✓ Uses shapes appropriately for tasks. ✓ Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. ✓ Selects a particular named shape. ✓ Uses familiar objects and common shapes to create and recreate patterns and build models. ✓ Measures short periods of time in simple ways. ✓ Uses everyday language related to time. ✓ Beginning to use everyday language related to money. ✓ Orders and sequences familiar events. 	<p>growth, decay and changes over time.</p> <ul style="list-style-type: none"> ✓ Shows care and concern for living things and the environment. ✓ Looks closely at similarities, differences, patterns and change. 	<p>movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> ✓ Chooses particular colours to use for a purpose. ✓ Introduces a storyline or narrative into their play. ✓ Selects tools and techniques needed to shape, assemble and join materials they are using.
Summer Term (B)	<ul style="list-style-type: none"> ✓ Attempts to write short sentences in meaningful contexts. ✓ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> ✓ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. ✓ Estimates how many objects they can see and checks by counting them. ✓ In practical activities and discussion, 	<ul style="list-style-type: none"> ✓ Completes a simple program on a computer. ✓ Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> ✓ Understands that different media can be combined to create new effects. ✓ Manipulates materials to achieve a planned effect. ✓ Constructs with a purpose in mind, using a variety of resources. ✓ Uses simple tools and techniques competently and

beginning to use the vocabulary involved in adding and subtracting.

- ✓ Records, using marks that they can interpret and explain.
- ✓ Begins to identify own mathematical problems based on own interests and fascinations.

appropriately.

- ✓ Selects appropriate resources and adapts work where necessary.