

EYFS LONG TERM PLAN—Playgroup



	Block 1	Block 2	Block 3
Characteristics of Effective Learning	<p>Playing and Exploring: children investigate and experience things, and ‘have a go’</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Creatively: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <p>Statutory framework for the EYFS</p>		
Overarching Principles	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>		

EYFS LONG TERM PLAN—Playgroup



	BLOCK 1	BLOCK 2	BLOCK 3
	Me	My Family	My Friends
<p>Linked texts to help children to secure and think more deeply about knowledge.</p>	<p>Tap tap, bang bang Tip Tip Toot Toot Beep Beep, Chugga chugga Plinka Plonker Shake Shake (Emma Gargia) Hug Polar bear polar bear what do you hear</p>	<p>That's not my... penguin chick, bunny On the farm (Campbell and Alex Sheffle) No more nappies Prince potty Princess potty Eric Carle First rhymes Busy Town Busy park</p>	<p>Postman bear Foxes socks The tickle book Dear zoo Brown bear brown bear what do you see? Calm down monkey Big book of nursery rhymes No more dummies Getting dressed</p>
<p>WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge.</p>	<p>Sensory room Visit to Littley Bay with parents/Christmas treat</p>	<p>Walks through the school community Visit to the Secret garden Wellie waddle Mystery story teller Visit by the Fire engine/ firefighters</p>	<p>Ride on a train Stephenson railway / parents Animal Zoo visitors (Petting)</p>

EYFS LONG TERM PLAN—Playgroup



	BLOCK 1	BLOCK 2	BLOCK 3
	Me	My Family	My Friends
Assessment & Observation Opportunities	2 year check when needed Baseline Observations and Visit Assessment NT Communication Toolbox Screener	2 year check when needed Baseline Observations and Mid Term Assessments NT Communication Toolbox Screener	2 year check when needed Baseline Observations and End of year Assessments NT Communication Toolbox Screener
Strategies to involve families in our learning. Seesaw App School web site Twitter feed Shared Library	Settling in / Transition visits Home/ school information Packs Seesaw app / Observations Share planning /Play plans/Parent Drop in sessions	Weekly rhyme time songs (Sharing words and music on Seesaw) Fridge words (Key Vocab) Tailored 1-1 support for parents regarding potty /toilet training. Seesaw app shared parent/Key worker observations Share planning /Play plans/Parent Drop in sessions Sign posting to and making links with professional partners on their behalf	Weekly rhyme time songs (Sharing words and music on Seesaw) Fridge words (Key Vocab) Tailored 1-1 support for parents regarding potty /toilet training. Seesaw app shared parent /Key worker observations Share planning /Play plans/Parent Drop in sessions Sign posting to and making links with professional partners on their behalf
Strategies to support our vulnerable children and deepen their knowledge	1-1 story time (Over and Over) Speech and Language support Sensory Room 1-1 Scaffolded play with Key worker Small group activities	Small group focus reading /rhyme time session with Makaton. Developing links with outside agencies, S&L, Health visitors, SENCO, Portage / supporting parents. Visual time tables, communication in print. Toy Lending library's (jbooks,jigsaw, shape sorters)	Individual Play and Learning Plans Targeted interventions Parent support group Visual time tables, communication in print. Now and next boards Opportunities to work 1-1 with their key workers

EYFS LONG TERM PLAN—Playgroup



	BLOCK 1	BLOCK 2	BLOCK 3
	Me	My Family	My Friends
<p>How will we use our enhanced continuous provision to support learning through independent inquiry.</p>	<ul style="list-style-type: none"> • Domestic role play • Small world sets of people, animals • Wooden train track/trains • Range of malleable material • Wooden blocks, construction kits and loose parts • Rotating collections of board books story string & Over Over stories • Mud kitchen, water and sand with a range of tools • Transporting equipment such as bags, baskets, trolleys, boxes, wheel barrows • Wooden Tools and work bench • Sound making resources • Seasonal resources • Physical/sensory room/ steps • Large balls • Containers of different sizes • Sit on chunky wheeled vehicles • Drainpipes 	<ul style="list-style-type: none"> • Home from home role play (real items, foods, cereal packets) • Small world building, carpark, farm and vehicles --chunky figures • Range of simple mechanisms including screw top lids. Very simple construction kits • Paper books • Large cardboard boxes • Mud kitchen-small parts/ utensils • Till and shopping baskets, real food packets and tins • Simple clothes for dressing dolls, baby bath, high chair and potty • Outdoor sound wall • Crates, planks, wooden boxes and wheels • Small balls • Paint rollers, large emulsion brushes • Spoons of different sizes • Ride on toys with pedals 	<ul style="list-style-type: none"> • Home from home role play plastic knives, that cut forks and spoons • Dinosaurs and volcano • Additional sensory materials (shaving foam, glup, • Additional malleable materials (clay) • Playdough station • Pipettes and large meat basting pipettes • Seasonal resources (petals, leaves, • Dressing up clothes simple fastenings straw hats, caps, scarfs and capes • Large balls •

EYFS LONG TERM PLAN—Playgroup



	BLOCK 1	BLOCK 2	BLOCK 3
General Themes	Me	My Family	My Friends
<p>Communication and Language</p> <p>Listening & Attention</p> <p>Speaking</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. EYFS Statutory Educational Programme</p>		
<p>What do we want children to know by the end of this block and what do we want children to do by the end of this block?</p> <p>The development of children’s spoken language underpins all seven areas of development.</p> <p>C&L is developed through high quality interactions, echoing back what they say with new vocabulary added, daily discussions, daily focus phonics, reading frequently to children and engaging them actively in stories, non, fiction, rhymes and poems, singing, speech and language interventions, rhyme time baskets Sensitive questioning that invites children to elaborate children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Make needs known by gestures, pointing and words.</p> <p>Watch or play alongside an adult.</p> <p>Process or produce one word naming vocabulary during play.</p> <p>Engage in board books as an adult reads by 1-1 joint attention to pictures.</p> <p>Maintain attention through a very short rhyme</p>	<p>Engage in simple dialogue when playing alongside an adult.</p> <p>Initiate verbal interactions</p> <p>Use simple words to denote the passage of time and space.</p> <p>Attempt pronouns, plurals and prepositions.</p> <p>Follow instructions with at least two information carrying words/phrases.</p> <p>Build and respond to four or five word phrases and sentences.</p> <p>Join in with longer phrases in familiar rhymes and songs</p> <p>Initiate interactions or respond to others during play, linking up with those who share their interests and play preferences</p> <p>Actively seek adults to help with tasks around the setting</p> <p>Talk in very simple terms about how they are feeling and the feelings of others.</p> <p>Participate in domestic role play with some words and short phrases.</p> <p>Name resources, building their use of two, three word level .</p>	<p>Engage in simple dialogue when playing alongside an adult.</p> <p>Initiate verbal interactions</p> <p>Use simple words to denote the passage of time and space.</p> <p>Attempt pronouns, plurals and prepositions.</p> <p>Follow instructions with at least two information carrying words/phrases.</p> <p>Join in with longer phrases in familiar rhymes and songs</p> <p>Build and respond to four or five word phrases and sentences.</p>
<p>Story time</p>	<p>Tap tap, bang bang, Tip Tip, Toot Toot, Beep Beep, Chugga chugga, Plinka Plonker, Shake Shake (Emma Gargia) Hug, Polar bear polar bear what do you hear, That’s not my bus, tractor</p>	<p>That’s not my penguin chick, bunny On the farm (Campbell and Alex Sheffle) No more nappies, Prince potty, Princess potty,</p>	<p>Postman bear, Foxes socks, The tickle book, Dear zoo, Brown bear brown bear what do you see, calm down monkey, Big book of nursery rhymes, No more dummies, Getting dressed,</p>
<p>Rhymes</p> <p>And songs</p>	<p>Wheels on the bus, Twinkle Twinkle Humpty Dumpty sat on the wall, Baa, baa black sheep,</p>	<p>Incy Wincy spider, Hickory Dickory Dock., Round and Round the garden like a teddy bear Old Macdonald had a farm</p>	<p>1,2,3,4,5 once I caught a fish alive, Teddy bear, teddy bear touch your toes ,Wheels on the bus, Row, row your boat Where driving in our car</p>
<p>Which words and phrases do we want children to recall and understand by the end of this block?</p>	<p>Mam, Dad, there ,now, no, yes , gone, more, bye bye</p> <p>Use up to 50 words</p>	<p><u>My</u> turn, <u>your</u> turn, now, then, next, yours, mine, milk, cup, potty</p> <p>All gone, shoes on, coat on, mammy come, more milk, over there, blue car, Katie’s coat on, me do it</p> <p>Put 2,3, words together</p>	<p>Later, then, when, next, who</p> <p>Use speech sounds p,b,m,w Pronounce l/r/w/ y</p> <p>f/th s/sh/ch/dz/j/Me, him, she in on under multi syllabic words : such as banana computer</p> <p>Link 5 word together</p>

EYFS LONG TERM PLAN—Playgroup



	BLOCK 1	BLOCK 2	BLOCK 3
General Themes	Me	My Family	My Friends
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead happy, healthy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention when necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
What do we want children to know by the end of this block and what do we want children to do by the end of this block?	<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</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 Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults</p>
Which words and phrases do we want children to recall and understand by the end of this block?	Need, want, mine, snack, foods, nappy	Big, little, high, low, soft, hard, round, long	Your turn, my turn ,now, then, next, yours, mine, happy, sad, angry, excited

EYFS LONG TERM PLAN—Playgroup



	BLOCK 1	BLOCK 2	BLOCK 3
General Themes	Me	My Family	My Friends
Physical Development	Physical activity is vital in children's all round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating game and providing opportunities for both indoors and outdoors, adults can support children's to develop their core strength, stability, balance and spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand and eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
What do we want children to know by the end of this block and what do we want children to do by the end of this block?	<p>Build with a few blocks, knock over and rebuilds</p> <p>Collect and move resources in baskets, bags or boxes.</p> <p>Fill containers with collections of little objects and tip out.</p> <p>Push chunky small world toy vehicles along a chosen route.</p> <p>Arrange sturdy small world animals and figures.</p> <p>Use very simple action and reaction toys.</p> <p>Squeeze and prod dough</p> <p>Bounce and nod in response to music.</p> <p>Push transporter toys and move ride on toys by pushing with feet.</p> <p>Squat and push a large ball away</p> <p>Drink from a 2 handled sippy cup</p>	<p>Explore very simple joints and mechanisms in everyday objects and construction kits.</p> <p>Squeeze, thump and flatten dough.</p> <p>Use small figures and vehicles with control in play, positioning and balancing.</p> <p>Fill and empty containers with water and sand, using cups, scoops, spoons and spades.</p> <p>Use hammering games with increasing accuracy.</p> <p>Increasingly attempt more risky play such as climbing with adult support.</p> <p>Tap and slap on the ground or on knees to accompany rhymes and songs.</p> <p>Run at speed in open spaces.</p> <p>Squeeze inside small spaces.</p> <p>Jump face to face with an adult holding hands.</p> <p>Attempt to kick a large ball.</p> <p>Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows.</p> <p>Move ride on toys on short journeys by pushing feet</p> <p>Drink from a straw</p>	<p>Wrestle with more challenging mechanisms such as screw lids and more complex construction kits.</p> <p>Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc</p> <p>Change the shape and texture of dough with hand actions to achieve an effect</p> <p>Use pressure to cut dough precisely with knives and cutters</p> <p>Use smaller figures and vehicles and build with blocks of various shapes and sizes.</p> <p>Combine malleable materials and loose parts, showing pleasure in effects created.</p> <p>Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip.</p> <p>Use hands to make sounds with very simple non-tuned percussion.</p> <p>Move across a simple adult designed obstacle course with adult narration and physical support where necessary.</p> <p>Commando crawl and slide on tummy under low barriers.</p> <p>Jump from a higher to a lower level holding adult hands.</p> <p>Begin to pedal a wheeled toy.</p> <p>Climb and jump more daringly.</p> <p>Pour accurately with buckets large jugs or watering cans into large containers.</p> <p>Kick a large ball, chase and collect</p> <p>Drink from a beaker</p>
Which words and phrases do we want children to recall and understand by the end of this block?	Full, empty, tip, pour, push, pull, car, van, lorry, tractor, squash, squeeze,	Happy, sad, angry, excited, coat, wellies, gloves, hat, shoes Kettle, table, cup, plate, bowl, straw, car, bus, top, road, track, wheels, big, small, fast, slow, push, go	Coat, hat, gloves, can you get your shoes? Can you get your coat? Big, little, high, low, under, over, up down soft, hard, round, long