

EYFS LONG TERM PLAN—Blossoms



	Block 1	Block 2	Block 3
	0-1 years	1-2 years	rising 2s
Characteristics of Effective Learning	Playing and Exploring: children investigate and experience things, and ‘have a go’ Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and Thinking Creatively: children have and develop their own ideas, make links between ideas, and develop strategies for doing things Statutory framework for the EYFS		
Overarching Principles	Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured Positive Relationships: children learn to be strong and independent through positive relationships 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. Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.		

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WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge.	Sensory room Visit to Round the twist with parents/Christmas Treat Parent stay and play Library trip	Walks through the school community Visit to the Secret garden Wellie waddle Parent stay and play	Parent stay and play Animal Zoo visitors (Petting) Trip to rising sun park

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Assessment & Observation Opportunities	Baseline Observations and Visit Assessment	Baseline Observations and Mid Term Assessments	Baseline Observations and End of year Assessments
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 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) 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) 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) Developing links with outside agencies, S&L, Health visitors, SENCO, Portage / supporting parents. Objects of reference/photos for communication Speech and Language support Sensory Room Scaffolded play with Key worker Transitional visits Toy Lending library's (books, jigsaw, shape sorters)	1-1 story time (Over and Over) Developing links with outside agencies, S&L, Health visitors, SENCO, Portage / supporting parents. Objects of reference/photos for communication Speech and Language support Sensory Room Scaffolded play with Key worker Transitional visits Toy Lending library's (books, jigsaw, shape sorters)	1-1 story time (Over and Over) Developing links with outside agencies, S&L, Health visitors, SENCO, Portage / supporting parents. Objects of reference/photos for communication Speech and Language support Sensory Room Scaffolded play with Key worker Transitional visits Toy Lending library's (books, jigsaw, shape sorters)

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How will we use our enhanced continuous provision to support learning through independent inquiry.	• Heuristic treasure case/basket with variety of real objects and textures • Range of malleable material • Wooden blocks, construction kits and loose parts/ cardboard boxes • Rotating collections of board books • Mirrors and wow metallic blocks • Sound making resources • Seasonal resources • Physical/soft play-ramp and step • Containers of different sizes • Walker • Crawling activity cube • Sensory bottles	• Domestic role play- enhance around children's interests • Small world sets around children's interests • Puppets • Range of malleable material • Wooden blocks, construction kits and loose parts/ cardboard boxes • Rotating collections of board books • water and sand with a range of tools • Transporting equipment such as bags, baskets, boxes, • Sound making resources • Seasonal resources • Physical/soft play-ramp and step • Containers of different sizes • Walker • Crawling activity cube	• Domestic role play- enhance around children's interests- real objects, dolls/blankets, teddies • Small world sets around children's interests • Range of malleable material- introduce play dough • Wooden blocks, construction kits and loose parts/ cardboard boxes • Rotating collections of board books • water and sand with a range of tools • Transporting equipment such as bags, baskets, boxes, • Seasonal resources • Physical/soft play-ramp and step • Containers of different sizes • Large mark making tools

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Communication and Language Listening & Attention Speaking	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		
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? The development of children's spoken language underpins all seven areas of development. 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.	Make sounds to themselves and other people Make noises to get an adult's attention Watch faces when others are talking to them Gets excited when they hear voices, show excitement by kicking, waving arms, making noises Smile/laugh when other people smile and laugh Watch or play alongside an adult. Get adults attention (if they want something they can't reach or shout, point or make noises) Often responds to things adults say (e.g you say arms up when taking jumper off and baby puts arms up) Ask for one object from a group of three by looking, pointing or giving it to an adult Make noises and join in with conversation	Make noise- babble a string of sounds like bababa Points and looks at practitioners to get their attention Uses gestures Start to understand bye bye and up Recognize the names of familiar objects like cup, teddy, mammy Look at practitioners when they speak or when they hear their name called Take turns in conversation- babbling back to an adult Say around 20 words (word they hear a lot e.g milk, bye bye, more, no) Understands some simple words and short phrases e.g coat on, dinner time, all gone Recognize and point to familiar objects when practitioner asks for them Enjoys games like peek a boo Enjoys toys that make a noise Explore their world, starting to enjoy simple pretend play (pretending to talk on the phone) Say word in their own way Look around when an adult asks questions or gives instructions (e.g. where's teddy?) Point out some of the pictures in a picture book Builds tower and knocks them over	Listen to a simple story and talk about the pictures and what happened Use over 50 words like, milk, car, mammy Starts to put short sentences together with two-three words such as more milk, bye bye daddy Ask simple questions (what that? Who that?) Understands between 200-500 words Understands simple questions and instructions, who, what, where, (wheres baby, go and get your coat?) Enjoys pretend play with toys (feeding dolly, pretending to drive a car) they make noises while they are playing

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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?	Holds up arms to be picked up and cuddled Distinguish between people, recognizing the look or sound of a close carer Draw others into social interaction through, calling, crying, smiling, laughing, babbling Share interest and attention by looking at where an adult is pointing/looking Use gaze to get an adult to look at what they are interested in Cooperate with care giving experiences (dressing/nappy changing) Explore confidently in the presence of a familiar practitioner Be fascinated by other children, watching them and interacting with them through (offering toys, reaching for objects)	Holds up arms to be picked up and cuddled Respond to their own name and enjoy finding nose, eyes, or tummy as part of an interactive game Communicate choices and preferences through pointing, reaching, pushing away Demonstrates growing self-confidence through playing freely and being involved with others Communicate a range of emotions through making sounds, facial expressions and moving their bodies Manage staged separation from carer(s). Form secure relationships with key worker; seek him or her on entry.	Cooperate with care giving experiences Demonstrate self confidence through playing freely and being involved with others

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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 special 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?	Lift head whilst lying on their front Push their chest up with straight arms Roll over from front to back then back to front Enjoy moving when indoors and outdoors Sit without support Begin to crawl in different ways and directions Pull themselves upright and bounce in preparation for walking Reach out for objects Pass things from one hand to the other Lets go of things and pass them to another person/drop them Move with ease and enjoyment Pull to stand from a sitting position and sit down Pick up small items with their first finger and thumb	Fits into spaces like tunnels, dens, large boxes and move around in them Kick roll and throw balls Build with a range of resources Begin to walk independently using appropriate props to support Walk independently Spin Roll Sit on a push along wheeled toy and make it move Clap and stamp to music	Move independently Feed themselves independently Build with a few blocks, knock over and rebuild Collect and move resources in baskets, bags or boxes. Fill containers with collections of little objects and tip out. Use very simple action and reaction toys. Squat and push a large ball away Drink from a 2 handled sippy cup