

EYFS LONG TERM PLAN-Butterflies



	Block 1	Block 2	Block 3
	Rising 2's	2 years	Rising 3's
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.		

EYFS LONG TERM PLAN-Butterflies



	BLOCK 1	BLOCK 2	BLOCK 3
	Rising 2's	2 years	Rising 3's
Linked texts to help children to secure and think more deeply about knowledge.	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... 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	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
WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge.	Sensory room Christmas party	Walks through the school community Visit to the Secret garden Wellie waddle Mystery story teller Visit by the Fire engine/ firefighters	Ride on a train Stephenson railway / parents Animal Zoo visitors (Petting) Rising sun country park

EYFS LONG TERM PLAN-Butterflies



	BLOCK 1	BLOCK 2	BLOCK 3
	Rising 2's	2 years	Rising 3's
Assessment & Observation Opportunities	Baseline Observations and Visit Assessment NT Communication Toolbox Screener	2 year check when needed Baseline Observations and Mid Term Assessments Communication Toolbox Screener	Baseline Observations and End of year Assessments NT Communication Toolbox Screener Transfer form
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. 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 / 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) Sensory Room 1-1 Scaffolded play with Key person Developing links with outside agencies, S & L, Health Visitors, SENCO, Portage, Supporting Parent Targeted Interventions Individual play and Learning plans	1-2 Story time (over and over) Sensory room 1-1 scaffolded play with key person Developing links with outside agencies, S&L, Health visitors, SENCO, Portage / supporting parents. Targeted Interventions Individual play and learning plans	Individual Play and Learning Plans Sensory Room 1-1 scaffolded play with key person Targeted interventions Small group times Visual time tables, communication in print. Now and Next boards

EYFS LONG TERM PLAN-Butterflies



	Objects of reference to support routine transitions ie) nappy for nappy changing, coat for outside	Photo of objects to support routine	
--	--	-------------------------------------	--

EYFS LONG TERM PLAN-Butterflies



	BLOCK 1	BLOCK 2	BLOCK 3
	Autumn- Winter	Winter-Spring	Spring-Summer
How will we use our enhanced continuous provision to support learning through independent inquiry.	- Domestic role play- enhance around children's interests- real objects, dolls/ blankets, teddies. - Puppets, Song Bag - Small world sets of people and Dolls house - Wooden train track/trains or cars and garage - Playdough and tools, - Mark making tools- chinks, large crayons, paints and large brushes, large paper, clip boards and pencils - Acrylic Dabbers, pva glue, spreaders, collage materials, glue sticks. - Wooden blocks, construction kits and loose parts, cardboard boxes - 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 - Wooden Tools and work bench - Sound making resources - Seasonal resources Autumn tuff tray, pumpkins, leaves, conkers - Pickler triangle, Rocker - Large balls - Containers of different sizes - Sit on chunky wheeled vehicles - Drainpipes- water wall	- Home from home role play (real items, foods, cereal packets) - Small world building, carpark, farm and vehicles - - Range of simple mechanisms including screw top lids. Very simple construction kits - Paper books - Envelopes, card, scissors, cellotape - 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 - Seasonal resources, winter tuff tray, artic animals, ice/snow - Planting tools, gardening tools - Jugs and funnels for water area.	- Home from home role play plastic knives, that cut forks and spoons - Dinosaurs and volcano - Sea creatures - Additional sensory materials (shaving foam, gloop, - Additional malleable materials (clay) - Felt tip pens, dry wipe boards and markers - Accessible paints to mix, pour and choose. - Pipettes and large meat basting pipettes - Seasonal resources (petals, leaves, - Dressing up clothes simple fastenings straw hats, caps, scarfs and capes - Seasonal resources Summer tuff tray, flowers, herbs, scissors - Holiday resources, tent,

EYFS LONG TERM PLAN-Butterflies



	BLOCK 1	BLOCK 2	BLOCK 3
General Themes	Autumn- Winter	Winter- Spring	Spring-Summer
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.	Listen to a simple story and talk about the picture and what has happened Use over 50 words like milk car and mammy Starts to put short sentences together with 2-3 words such as bye bye daddy, more milk Ask simple questions (what that, who that?) Understands between 200-500 words Understands simple questions and instructions, who, what, where (where's 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	Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions Use simple words to denote the passage of time and space. Attempt pronouns, plurals and prepositions. (me, him, she, in, on, under) Follow instructions with at least two information carrying words/phrases. Build and respond to four or five word phrases and sentences. Join in with longer phrases in familiar rhymes and songs Initiate interactions or respond to others during play, linking up with those who share their interests and play preferences Actively seek adults to help with tasks around the setting Talk in very simple terms about how they are feeling and the feelings of others. Participate in domestic role play with some words and short phrases.	Listen to longer story and talk about what happened and why Attempt pronouns, plurals and prepositions. Say and understands 200-500 words Sing lots of different songs and rhymes Uses sentences of 4-6 words Express their point of view Engage in conversations with others Use talk to organize them and their play Recognize how other people feel, try and help others when they are sad
Story time	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	That's not my penguin chick, bunny On the farm (Campbell and Alex Sheffle) No more nappies, Prince potty, Princess potty,	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,
Rhymes And songs	Wheels on the bus, Twinkle Twinkle Humpty Dumpty sat on the wall, Baa, baa black sheep,	Incy Wincy spider, Hickory Dickory Dock., Round and Round the garden like a teddy bear Old Macdonald had a farm	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

EYFS LONG TERM PLAN-Butterflies



Which words and phrases do we want children to recall and understand by the end of this block?	Mam, Dad, there ,now, no, yes , gone, more, bye bye Use up to 50 words	<u>My</u> turn, <u>your</u> turn, now, then, next, yours, mine, milk, cup, potty All gone, shoes on, coat on, mammy come, more milk, over there, blue car, Katie's coat on, me do it Put 2,3,words together	Later, then, when, next, who Use speech sounds p,b,m,w Pronounce l/r/w/y f/th s/sh/ch/dz/j/Me, him, she in on under multi syllabic words : such as banana comput-er Link 5 word together
--	--	--	---

BLOCK 1

BLOCK 2

BLOCK 3

EYFS LONG TERM PLAN-Butterflies



General Themes			
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?	Manage staged separation from carer(s). Form secure relationships with key person; seek him or her on entry. Cooperate with care giving experiences Enjoy playing alone and alongside others Express needs and asks an adult for help when needed	Greet key person and other members of the group on arrival. Separate confidently from carer. Anticipate routines through very simple statements and questions. Be involved in daily routines and tasks Help an adult with a task. Be curious and ask questions Use simple eating and drinking equipment independently. Develop and articulate snack preferences. Show confidence in choosing resources and persevere when carrying out a chosen activity Help with nappy changing routines, show an interest in toileting	Show interest in playing with others Use their own ideas in play and take notice of other peoples responses Actively seek adults to help with tasks around the setting. Show empathy using knowledge of what they would find comforting (offering a dummy to a child who s upset) Show awareness of others' feelings (by offering a comfort object to a child or sharing excitement Use key words to label emotions Show an interest in toilet training, alerting adults for support and demonstrating involvement with changing routines begin to show effortful control (eg. Waiting for a turn, resisting impulse to grab)
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

BLOCK 1

BLOCK 2

BLOCK 3

EYFS LONG TERM PLAN-Butterflies



General Themes			
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?	Move independently Feed themselves independently 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 Drink from a 2 handled sippy cup	Squeeze, thump and flatten dough. Fill and empty containers with water and sand, using cups, scoops, spoons and spades. Increasingly attempt more risky play such as climbing with adult support. Run at speed in open spaces. Squeeze inside small spaces. Jump with two feet together Attempt to kick a large ball. Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows. Drink from a straw	Ride a tricycle independently Use the toilet independently Kick, throw and catch a large ball Jump/off a platform (with both feet together) Hold Scissors and use them to snip paper Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks Put on their own coat Put on their own socks and shoes Explore different materials and tools (tears paper, prints, grasps, holds and explores clay, finger paint, spoons, brushes and shells) 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 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. Jump from a higher to a lower level holding adult hands. Climb and jump more daringly. Pour accurately with buckets large jugs or watering cans into large containers. Drink from a beaker
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

EYFS LONG TERM PLAN-Butterflies

