

WGPS Termly Planner – EYFS

Year Reception - All objectives are taken from the Early Years Foundation Stage Framework. Teacher will cover pre-40month objectives if needed.

RED 40-60months GREEN End of year Early Learning Goal

Subject Area	<u>Autumn</u> All about me People who help us/Superheroes Festive Time	<u>Spring</u> Pole to Pole/Big Blue Into the Woods Springtime	<u>Summer</u> Once upon a time – Fairy tales Wild Wisborough - Minibeasts /Amazing Africa Summertime
Trips & Visits	Police/Fireman visit	Bird World/Theatre/Sealife Lambing Live	Allotments Beach
Special Events	Harvest Grandparents day Nativity	Forest School Class Assembly	Bike week Sports day Swimming
Key text	Owl Babies - Martin Waddell The tiger who came to tea - Judith Kerr The Colour Monster – Anna Llenas	Blue Penguin - Petr Horacek Rainbow Fish - Marcus Pfister Commotion in the Ocean – Giles Andreae We're going on a bear hunt – Michael Rosen	Traditional tales Handa's Surprise – Eileen Browne Mad about minibeasts – Giles Andreae Yucky Worms – Vivian French
English	Hears and says the initial sound in words.	Links sounds to letters, naming and sounding	Begins to read words and simple sentences.

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	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p>	<p>the letters of the alphabet</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
Maths	<p>Recognises numerals 1 to 5.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and</p>	<p>Orders two or three items by length or height.</p> <p>Uses familiar objects and common shapes to</p>	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects they</p>

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	<p>mathematical terms to describe shapes.</p> <p>Can describe their relative position such as 'behind' or 'next to'</p> <p>Orders two items by weight or capacity.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects</p> <p>Beginning to use everyday language related to money</p> <p>Orders and sequences familiar events.</p>	<p>create and</p> <p>recreate patterns and build models.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Estimates how many objects they can see and checks by</p> <p>counting them.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Says the number that is one more than a given number.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Uses everyday language related to time.</p> <p>Measures short periods of time in simple ways.</p> <p>Records, using marks that they can interpret</p>	<p>add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

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		and explain. Orders two items by weight or capacity. Begins to identify own mathematical problems based on own interests and fascinations	
Communication and Language Development	Introduces a storyline or narrative into their play. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Responds to instructions involving a two-part sequence. Understands humour. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events Children express themselves effectively, showing awareness of listeners' needs.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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<p>Physical Development</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Uses simple tools to effect changes to materials</p> <p>Begins to form recognisable letters.</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Experiments with different ways of moving.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Personal, social and emotional development</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other</p>	<p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

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	<p style="text-align: center;">children.</p> <p style="text-align: center;">Confident to speak to others about own needs, wants, interests and opinions.</p> <p style="text-align: center;">Understands that own actions affect other people.</p> <p style="text-align: center;">Can describe self in positive terms and talk about abilities.</p>	<p style="text-align: center;">activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p style="text-align: center;">Children are confident to try new activities, and say why they like some activities more than others.</p>	<p style="text-align: center;">They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p style="text-align: center;">Understanding the World</p>	<p style="text-align: center;">Looks closely at similarities, differences, patterns and change.</p> <p style="text-align: center;">Completes a simple program on a computer.</p> <p style="text-align: center;">Uses ICT hardware to interact with age-appropriate computer software.</p> <p style="text-align: center;">Enjoys joining in with family customs and routines.</p>	<p style="text-align: center;">Completes a simple program on a computer.</p> <p style="text-align: center;">Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p style="text-align: center;">They talk about the features of their own immediate environment and how environments might vary from each other.</p> <p style="text-align: center;">They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p style="text-align: center;">Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p style="text-align: center;">Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>
<p style="text-align: center;">Expressive Arts</p>	<p style="text-align: center;">Uses simple tools and techniques</p>	<p style="text-align: center;">Selects tools and techniques needed to shape, assemble and join materials they are</p>	<p style="text-align: center;">Children sing songs, make music and dance, and experiment with ways of changing them.</p>

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and Design	<p>competently and appropriately.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Create simple representations of events, people and objects.</p>	<p>using.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Chooses particular colours to use for a purpose. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Experiments to create different textures.</p> <p>Explores what happens when they mix colours.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>