

EYFS Long term planning

Continuous Provision Graphic area

Long Term Learning Opportunities		Key Early Learning Goals		
PSE	CAL	PD	MATHS	LITERACY
<p>Interested in others' play and starting to join in. Can express their feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Welcomes and values praise for what they have done. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Can describe self in positive terms and talk about abilities. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p>	<p>Listens to others one to one or in small groups, when conversation interests them. Focusing attention Maintains attention, concentrates and sits quietly during appropriate activity. Understands use of objects (e.g. "What do we use to cut things?") Listens and responds to ideas expressed by others in conversation or discussion. Uses a range of tenses (e.g. play, playing, will play, played). Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>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. Holds pencil near point between first two fingers and thumb and use it with good control. Can copy some letters, e.g. letters from their name Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed. Understands that equipment and tools have to be used safely.</p>	<p>Beginning to represent numbers using fingers, marks on paper or pictures</p>	<p>Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint.</p>
			<p>UW</p> <p>Shows interest in the lives of people who are familiar to them. Can talk about some of the things they have observed Looks closely at similarities, differences, patterns and change Knows how to operate simple equipment</p>	<p>EAD</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things Realises tools can be used for a purpose. Manipulates materials to achieve a planned effect Chooses particular colours to use for a purpose.</p>

