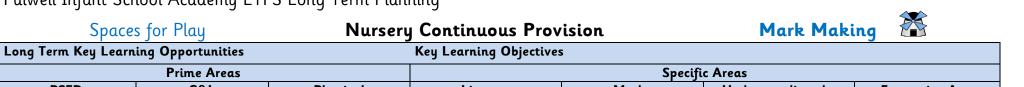
## Fulwell Infant School Academy EYFS Long Term Planning



| DCED  |   |  |   |                     |  |  |   |   |   |                   |       |   |   | -          | •               |            |
|---|---|--|---|---------------------|--|--|---|---|---|-------------------|-------|---|---|------------|-----------------|------------|
| PSED  | C&L   |  | Physical  |                     | Literacy   |  | Maths   |   |   | Understanding the |       |   | Expressive Arts   |            |                 |            |
|   |   |  |   |                     |  |  |   |   |   |                   | World |   |   |            |                 |            |
| Thrive as they develop self-<br>assurance<br>(PSED7 B-3Y)<br>Select and uses activities and<br>resources, with hep when<br>needed. This helps them to<br>achieve a goal they have chosen,<br>or one which is suggested to<br>them.<br>(PSED 1 3-4Y)<br>Show resilience and perseverance<br>in the face of challenge<br>(PSED16 CIR) | Develop pretend play<br>(C&L B-3Y)<br>Use talk to organise<br>themselves and their play<br>(C&L13 3-4Y)<br>Articulate their ideas and<br>thoughts in well-formed<br>sentences/Develop social<br>phrases<br>(C&L18&22 CIR) |  | Develop manipulation and<br>control<br>(PD22 B-3Y)<br>Use a comfortable grip with<br>good control when holding<br>pens and pencils<br>(PD11 3-4Y)<br>Develop the foundations of a<br>handwriting style which is<br>fast, accurate and efficient<br>(PD27 CIR) |                     | Add some marks to their drawings,<br>which they give meaning to/Make<br>marks on their picture to stand for<br>their name<br>(L15&15 B-3Y)<br>Use some of their print and letter<br>knowledge in their early writing/Write<br>some or all of their name/Write some<br>letters accurately<br>(L4, 5&6 3-4Y)<br>Form lower-case and capital letters<br>correctly/Spell words by identifying<br>the sounds and then writing the<br>sounds with letters  |  | Count in everyday contexts<br>(M6 B-3Y)<br>Experiment with their own<br>symbols and marks as well<br>as numerals<br>(M7 3-4Y)<br>Link the number symbol<br>(numeral) with its cardinal<br>number value<br>(M23 CIR) |   | Make connections between the<br>features of their family and othe<br>families<br>(UTW5 B-3Y)<br>Show interest in different<br>occupations<br>(UTW5 3-4Y)<br>Talk about members of their<br>immediate family and<br>community/Name and describe<br>people who are familiar to them<br>(UTW14&15 CIR) |                   |       | erent<br>of their<br>and<br>describe<br>to them | feelings through making marks<br>(EAD10&12 B-3Y)<br>Create closed shapes with continuous<br>lines, and begin to use shapes to<br>represent objects/Draw with<br>increasing complexity and detail<br>(EAD7&8 3-4Y)<br>Return to and build on their previous<br>learning, refining ideas and<br>developing their ability to represent |            |                 |            |
| PMW DE  | PMW D   | E LC   | PMW   | OLE                 | (1<br>PM   | L13&14 CIR)<br>W OLE   | PM  | w | OLE   | PMW               | DE    | LC  | OLE   | (EA<br>PMW | D20&25 Ci<br>DE | (R)<br>OLE |
| Possible Resource Enhancements throughout the year  |   |  |   | Permanent Resources |  |  |   |   | Area and resource organisation  |                   |       |   |   |            |                 |            |
| Post Office/ Shops<br>Schools<br>Restaurants/Café<br>Chalet   |   |  |   |                     |  | Selection of paper<br>Books<br>Alphabet strips<br>Letter cards<br>Stencils<br>Letter fans<br>Name cards<br>Envelopes, Post-its<br>Tape, glue, scissors |   |   |   |                   |       |   |   |            |                 |            |
| What children's interests are Intended experience<br>(Including PFA outcomes)   |   |  |   | The Adult's Role    |  |  |   |   |   | Language          |       |   |   |            |                 |            |
| Write, draw, cut, stick, copy, pretend,<br>colour, Stamp, chat, role play, snip,<br>scribble.<br>Make cards, lists, letters, books,<br>invitations, solve mysteries, pictures,<br>stories, write songs, label things.   |   | <ul> <li>Experiencing the properties of natural and man-made materials</li> <li>Creating imaginative and real life scenarios</li> <li>Developing fine motor control</li> <li>Using appropriate tools safely</li> <li>Making marks, patterns and imprints</li> <li>Writing for purpose</li> <li>Letters</li> <li>Numbers</li> </ul> |   |                     | The adult as co-constructor of learning       The adult as facilitator         • discusses ideas       • shares thinking         • makes new possibilities evident       • shares responsibilities with the child         • instigates new opportunities for learning       • asks open questions         • extends and builds on learning and interests       • models and imitates         • supports children in making links in learning       • plays alongside         • models new skills and techniques       • listens attentively         • listens attentively       • observer |  |   |   |   |                   |       | child   | Vocabulary:<br>Capital letters, full stops, finger<br>spaces, sentences, letters, digraphs,<br>tricky words, spelling, marks,<br>shapes, patterns.<br>Write, draw, cut, stick, copy,<br>pretend, colour, Stamp, chat, role<br>play, snip, scribble.<br>Key Questions:<br>Can you write a?<br>What does it say?<br>What are you?     |            |                 |            |
|   |   |  |   |                     | <ul> <li>records professionally</li> <li>interprets skilfully</li> </ul>   |  |   |   |   |                   |       |   | Can you add any more?<br>Where does it start / end?<br>What /Who is it for?   |            |                 |            |