'The Ducklings' Outline Annual Plan for EYFS

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic suggestion **Happy Healthy Me!**	Topic suggestions **Celebrations**	Topic suggestions **Once Upon a Time…**	Topic suggestions **Animals and Pets**	Topic suggestions **Minibeasts**	Topic suggestions **Commotion in the Ocean**
Communication and language Children listen attentively in a range of situations Can follow instructions involving several ideas or actions Expresses his/herself effectively, showing awareness of listeners' needs	**Communication and language** Listens to stories, accurately anticipating key events Can follow instructions involving several ideas or actions Expresses his/herself effectively, showing awareness of listeners' needs	**Communication and language** Responds to what they hear with relevant comments, questions or actions Answer 'how' and 'why' questions about their experiences Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	**Communication and language** Responds to what they hear with relevant comments, questions or actions Answer 'how' and 'why' questions about their experiences Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	**Communication and language** Gives attention to what others say and respond appropriately, while engaged in another activity Answer 'how' and 'why' questions in response to stories and events Develop own narratives and explanations by connecting ideas or events	**Communication and language** Gives attention to what others say and respond appropriately, while engaged in another activity Answer 'how' and 'why' questions in response to stories and events Develop own narratives and explanations by connecting ideas or events
Physical development Show good control and co-ordination in large and small movements Hold a pencil effectively for writing	**Physical development** Show good control and co-ordination in large and small movements Hold a pencil effectively for writing	**Physical development** Moves confidently in a range of ways, safely negotiating space Hold a pencil effectively for writing	**Physical development** Moves confidently in a range of ways, safely negotiating space Handle equipment and tools effectively	**Physical development** Moves confidently in a range of ways, safely negotiating space Handle equipment and tools effectively	**Physical development** Moves confidently in a range of ways, safely negotiating space Handle equipment and tools effectively
Personal, social and emotional development Play co-operatively, taking turns with others Confident to try new activities, and say why they like some activities more than others Talks about how they and others show feelings Manage their own basic hygiene and personal	**Personal, social and emotional development** Play co-operatively, taking turns with others Form Positive relationships with adults and other children Confident to speak in a familiar group and talk about their ideas Talk about their own and others behaviour, and its	**Personal, social and emotional development** Take account of one another's ideas about how to organise their activity Form Positive relationships with adults and other children Confident to speak in a familiar group and talk about their ideas	**Personal, social and emotional development** Take account of one another's ideas about how to organise their activity Chooses the resources they need for their chosen activities Work as part of a group or class, and understand and follow the rules	**Personal, social and emotional development** Show sensitivity to others' needs and feelings Chooses the resources they need for their chosen activities They adjust their behaviour to different situations, take changes in their stride	**Personal, social and emotional development** Show sensitivity to others' needs and feelings They say when they do and don't need help They adjust their behaviour to different situations, take changes in their stride

needs successfully, including dressing and going to toilet	consequences, and know that some behaviour is unacceptable Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet Knows the importance for good health of physical exercise, and a healthy diet	Work as part of a group or class, and understand and follow the rules Knows the importance for good health of physical exercise, and a healthy diet	Talks about how to keep healthy and safe	Talks about how to keep healthy and safe	Talks about how to keep healthy and safe
Literacy Use phonic knowledge to decode regular words and read them aloud accurately Uses their phonic knowledge to write words in ways which match their spoken sounds	**Literacy** Use phonic knowledge to decode regular words and read them aloud accurately Uses their phonic knowledge to write words in ways which match their spoken sounds	**Literacy** Can read some irregular common words Can write some irregular common words When writing, some words are spelt correctly and others are phonetically plausible	**Literacy** Read and understand simple sentences When writing, some words are spelt correctly and others are phonetically plausible	**Literacy** Read and understand simple sentences Writes simple sentences which can be read by themselves and others	**Literacy** Demonstrate understanding when talking with others about what they have read Writes simple sentences which can be read by themselves and others
Mathematics Count reliably with numbers from 1 – 20 Recognises, creates and describes patterns	**Mathematics** Count reliably with numbers from 1 – 20 Place numbers 1-20 in order Uses everyday language to talk about size, weight, capacity, position, distance, time and money	**Mathematics** Place numbers 1-20 in order Say which number is one more or one less than a given number to 20 Uses everyday language to talk about size, weight, capacity, position, distance, time and money	**Mathematics** Using quantities and objects, they add 2 single-digit numbers and count on to find the answer Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer Explores characteristics of everyday objects and shapes and use mathematical language to describe them	**Mathematics** Using quantities and objects, they add 2 single-digit numbers and count on to find the answer Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer Solve problems, including doubling and halving and sharing Compares quantities and objects and use to solve problems	**Mathematics** Solve problems, including doubling and halving and sharing Compares quantities and objects and use to solve problems Explores characteristics of everyday objects and shapes and use mathematical language to describe them
Understanding the world	**Understanding the world**	**Understanding the world**	**Understanding the world**	**Understanding the world**	**Understanding the world**

Talks about past and present events in their own lives and in the lives of family members Knows about similarities and differences in relation to places, objects, materials and living things Recognises that a range of technology is used in places such as homes and schools	Knows about similarities and differences among families, communities and traditions Knows about similarities and differences in relation to places, objects, materials and living things Recognises that a range of technology is used in places such as homes and schools	Knows other children don't always enjoy the same things, and are sensitive to this Selects and uses technology for particular purposes	Knows about similarities and differences between themselves and others Makes observations of plants and animals Explain why some things occur, and talk about changes Selects and uses technology for particular purposes	Makes observations of plants and animals Explain why some things occur, and talk about changes Selects and uses technology for particular purposes	Talks about the features of their own immediate environment and how environments may vary from one another Knows about similarities and differences in relation to places, objects, materials and living things Selects and uses technology for particular purposes
Expressive arts and design Sings songs and experiments with ways of changing them Use what they have learnt about media and materials in original ways, thinking about uses and purposes	**Expressive arts and design** Sings songs and experiments with ways of changing them Makes music and experiments with ways of changing it Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	**Expressive arts and design** Makes music and experiments with ways of changing it Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	**Expressive arts and design** Dances and experiment with ways of changing them Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	**Expressive arts and design** Safely use and explore a variety of materials, tools and techniques Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	**Expressive arts and design** Experiment with colour, design, texture, form and function Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

This is an outline plan only, to be used for tracking purposes. Provision for specific ELGs will vary from cohort to cohort and within cohorts to meet the needs of individual children. Similarly, the topics suggested are ideas only and will mainly follow the children's interests.