



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Starry night!	Winter!	growing!	Sunshine and sunflowers!	Summer holidays and hot environment!
PSED Managing Self Self regulation Making relationships	<u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules					
Managing Self Self regulation Making relationships	Early learning Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow	<u>SCARF: Valuing Difference</u> I'm special you're special Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect	<u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	<u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Healthy eating: Fruit kebabs/making a fruit smoothie	<u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness



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	<p>instructions involving several ideas or actions.</p> <p>* Controlling own feelings and behaviours</p> <p>*Applying personalised strategies to return to a state of calm</p> <p>*Being able to curb impulsive behaviours</p> <p>*Being able to concentrate on a task</p> <p>*Being able to ignore distractions</p> <p>*Behaving in ways that are pro-social</p> <p>*Planning *Thinking before acting</p> <p>*Delaying gratification</p> <p>Persisting in the face of difficulty.</p>	<p>Independence: putting own socks and shoes on</p>				
Communication and Language	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p>	<p>Tell me a story!</p> <p>NELI interventions</p> <p>Discovering Passions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p>	<p>Tell me why!</p> <p>NELI interventions</p> <p>Using language well</p> <p>Ask's how and why questions...</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention – talk it!</p> <p>Ask questions to find out more and to check</p>	<p>Explain to me!</p> <p>NELI</p> <p>Reciting poems and songs</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Articulate a life cycle</p> <p>I can listen to and engage in and talk about selected non-fiction</p> <p>I can articulate my ideas and thoughts into well-formed sentences</p>	<p>Can you recount an event?</p> <p>NELI</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can listen to, engage in and talk about non-fiction</p> <p>Using the iPad to take a photograph</p>	<p>Tell me about differences?</p> <p>NELI</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can talk about similarities and differences between things in the past and now (seasides)</p> <p>I can talk about the experiences I have had at different points in</p>



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	<p>Show an interest in the lives of other people</p> <p>Follow instructions (settling in, putting my things away)</p> <p>NELI intervention</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p>they understand what has been said to them.</p> <p>I can describe events (Chinese New Year)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>I ask questions to find out more</p>	<p>I can describe events in some detail: farm trip, frog life cycle</p>	<p>the school year (end of year video)</p>
<p>Physical development</p> <p>Fine motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor</p> <p>Weekly Cosmic Kids Yoga Lesson</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them</p> <p>Real PE</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation</p> <p>Real PE: Games</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p> <p>Real PE: Dance</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>Real PE: Gymnastics</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> <p>Real PE: movements</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Real PE: Athletics</p>



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<p>Literacy</p> <p>Comprehension</p> <p>- Developing a passion for reading</p> <p>Children will visit the library weekly</p> <p>Word Reading</p>	<p>I can show a preference for a book, song or rhyme.</p> <p>Phonics: Anima phonics</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p> <p>Phonics: Anima phonics</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p> <p>Phonics: Anima phonics</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> <p>Phonics: Anima phonics</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p> <p>Phonics: Anima phonics</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Phonics: Anima phonics</p>
<p>Maths</p>	<p>X2 weeks: baseline/getting to know you</p> <p>Matching</p> <p>Sorting</p> <p>Comparing amounts</p> <p>Compare size/mass/capacity</p> <p>Exploring patterns</p>	<p>Representing and comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and triangles & Spatial awareness</p> <p>The number 4/ The number 5</p> <p>One more one less</p> <p>Comparing shapes</p> <p>Night and day (routines/time)</p>	<p>Zero and comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Mass and capacity</p> <p>Learning about 6,7 and 8</p> <p>Pairs and combining groups to 10</p> <p>Length and height</p>	<p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10 (2 weeks)</p> <p>3D shape</p> <p>Consolidation (respond to what they need more support with)</p>	<p>Building numbers beyond 10</p> <p>Counting patterns/spatial reasoning</p> <p>Adding more x2 weeks</p> <p>Taking away x2 weeks</p>	<p>Doubles</p> <p>Sharing and grouping</p> <p>Odd and Even</p> <p>Spatial reasoning</p> <p>Deepening understanding x2 weeks</p> <p>Patterns</p> <p>Consolidation</p>
<p>Understanding the world</p> <p>RE / Festivals</p> <p>Our RE Curriculum enables children to</p>	<ul style="list-style-type: none"> ○ Identifying their family. Commenting on photos of their family; naming who 	<ul style="list-style-type: none"> ○ Guy Fawkes: compare and contrast character from stories, including 	<ul style="list-style-type: none"> ○ Use images, video clips, shared texts and other resources to bring the wider 	<ul style="list-style-type: none"> ○ Similarities and differences between countries/environments/Africa/Animals using Handa's Hen ○ Maps of our journey to school/looking on Google Earth: features of local 	<ul style="list-style-type: none"> ○ Growth & Change: frog life cycle ○ I can show care and concern for 	<ul style="list-style-type: none"> ○ Materials: Floating / Sinking – boat building



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<p>develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness</p>	<p>they can see and of what relation they are to them. I can describe people who are familiar to me</p> <ul style="list-style-type: none"> ○ Show interest in the lives of other people who are familiar to me ○ I can recognise that people have different beliefs and celebrate special times in different ways ○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe 	<p>figures from the past: looking at clothes</p> <ul style="list-style-type: none"> ○ I can talk about significant events in my own experience ○ I can talk about why things happen: making bread ○ I can recognise and describe special times or events for family or friends 	<p>world into the classroom.</p> <p>Listen to what children say about what they see</p> <ul style="list-style-type: none"> ○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ○ Celebrate Chinese New year ○ Recognising that people have different beliefs ○ Respecting difference Talk about lives of people around us 	<p>environment, maps of local area</p> <p>comparing places on Google Earth: how are they similar/different?</p>	<p>living things in the environment</p> <ul style="list-style-type: none"> ○ I can start to develop an understanding of growth, decay and changes over time ○ I can talk about some of the things I have observed such as plants, animals, natural and found objects 	<p>Metallic / non-metallic objects</p> <ul style="list-style-type: none"> ○ Seasides long ago – Magic Grandad compare and contrast past and present ○ Share non-fiction texts that offer an insight into contrasting environments. ○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. ○ I can draw information from a simple map
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	people who are familiar to them. <ul style="list-style-type: none"> ○ I can show an interest in different occupations and ways of life 					
Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops</p>					

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing,</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing</p>



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<p>forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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