EYFS – Long Term Plan

Reception						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder…	What makes me wonderful and unique?	How do the leaves change colour?	Can anyone be a superhero?	Who will I meet, down on the farm?	Are all God's creature special? (Marvellous Minibeasts)	What can I explore?

Area of Learning:	**Autumn**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** **ELG's**
PSED Self Regulation Managing Self Building Relationships	See themselves as a valuable individual. Express feelings and be aware of the feelings of others. Develop skills they need to successfully manage the school day and their own needs, eg lining up, mealtimes, personal hygiene.	Build constructive and respectful relationships. Explain the reasons for rules. Being able to concentrate on a task. Identifying talents. Understanding respect for others and our own behaviour.	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Healthy bodies. Link in to doctors and dentists. Think about the perspectives of others. How do we look after ourselves?	Identify and moderate their own feelings and emotions. Games – turn taking. Healthy foods.	Show independence and resilience in the face of challenge. Healthy foods.	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 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 instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show

EYFS – Long Term Plan

						sensitivity to their own and others needs.
Communication & Language Listening Attention & Understanding Speaking	Baseline Learn and explore new vocabulary. Use new vocab throughout the day. Hear rhyming words in texts. Learns rhymes, poems and songs *(focus on counting and number rhymes/days of the week songs)*	Claps out rhythms. Learn rhymes, poems and songs *(as part of Poetry Week)* Can comment on their favourite part of a story. Contribute to whole class discussions.	Can ask a question about something they have heard. Express their ideas and feelings using full sentences.	Can follow a two-part instruction. Use a range of tenses correctly. Engage in back and forth conversations.	Developing vocabulary and the use of story language. Engage in non-fiction texts.	Children 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers. Children participate in small groups, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduce vocabulary from stories, non fiction, rhymes and poems when appropriate. 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.
Physical Development Gross Motor Skills Fine Motor Skills	Develop control and finesse in a range of ball skills. Develop skills they need to successfully	Refine movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	Use core muscle strength to achieve good posture when sitting at a table or on the floor	Refine movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	Know and talk about contributing factors to a healthy lifestyle and body	Children negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running,

EYFS – Long Term Plan

	manage the school day, eg lining up, mealtimes, personal hygiene.	Progress towards a more fluent style of movement; focusing on control, use of space and grace. Scissor skills, threading, play doh. Shows a preference for a dominant hand.	Use apparatus with confidence and safely Know and talk about contributing factors to a healthy lifestyle and body Beginning to form letters correctly. Develop overall body strength, balance and co-ordination. Hold a pencil correctly.	Know and talk about contributing factors to a healthy lifestyle and body Increasing pencil control. Use a range of tools such as paint brushes, cutlery, pencils.	Develop accuracy when engaging with ball skills. Can cut with increased accuracy. Show accuracy and care when forming letters, numbers and drawing.	jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Literacy Comprehension Word Reading Writing	Baseline Read individual letters by saying the sound for them. Name writing – correct letter formation and pencil grip, writing initial sounds.	Blend sounds into words (CVC). Name writing – correct letter formation and pencil grip, writing initial sounds and CVC words.	Read some letter groups (digraphs). Read a simple phrase or sentence. Anticipate key events in a story. Read a few common exception words. Write captions.	Read a simple phrase or sentence including a few common exception words. Segment simple words and then write them.	Read some words with fluency. Write a simple sentence. Retell a familiar story in their own words.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes, poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic

EYFS – Long Term Plan

						knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Maths Number Numerical Patterns	Baseline Counting objects, actions and sounds. Focus on numbers to 6. Explore more/less. Repeated patterns.	Compare amounts. Explore zero. Explore addition and subtraction. Explore capacity, weight and length by comparing, estimating and ordering. Sorting shapes.	Focus on numbers to 10. Learn days of the week and seasons. Continue to explore addition and subtraction. Counting and sharing into equal groups.	Learn numbers to 15. Doubling and halving. Learning and sorting shapes (2D and 3). Complete and create repeating patterns.	Secure addition and subtraction facts (number bonds to 5 and 10). Explore numbers to 20. Money. Learn and talk about capacities, volumes, weights. Estimate, compare and order lengths.	Children have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some numbers to 10 including double facts. 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World Past & Present	Talk about members of family.	Recognise that people have different beliefs.	Understand that some places are special to members	Comment on images of familiar situations in the	Explore the world around them. Draw animals, insects and plants.	Children talk about the lives of people around them and their roles in society. Know some similarities and differences between things in

EYFS – Long Term Plan

People, Culture & Communities The Natural World	Name and describe people that are familiar to them. Things that make them special or unique.	Recognise that people celebrate different things and in different ways. Describe what they see, here and feel whilst outside. Understand the effect of changing seasons.	of their community. Compare characters from stories, including figures from the past.	past (farming machinery). Draw information from a simple map. Describe what they see, here and feel whilst outside.	Describe what they see, here and feel whilst outside. Explore lifecycles (caterpillar to butterflies).	the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Children describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been reads in class. Explain some similarities and differences between life in this country and life in other countries, drawing knowledge from stories, non fiction texts and maps. Children explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts & Design Creating with materials.	Draw themselves and family members. Learn counting rhymes.	Learn Christmas songs *(nativity performance).*	Engage in music making and performance.	Create collaboratively to make large maps and use Beebots.	Printing symmetrical insects such as butterflies.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the

EYFS – Long Term Plan

Being Imaginative & Expressive	Listen attentively, move to and talk about music. Develop storylines in their pretend play.	Learn nursery rhymes *(Poetry week).* Express feelings and responses to music.				process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers/teacher. Sing a range of well known nursey rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with the music.

Reception		**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topics/themes		**Wonderful Me**	**Autumn**	**Superheroes**	**Down on the Farm**	**Marvellous Minibeasts**	**I am an Explorer**
Key texts		Elmer Whatever Next! My Friend Fred My Hair Marvellous Me Who Are You?	The Gruffalo Stick Man How to Catch a Star Seasons Come Seasons Go A Walk in the Woods Poems	Supertato The Rainbow Fish Ruby's Worry Lucia and the Luchadora Superheroes Don't Get Scared Superworm.	What the Ladybird Heard Goldilocks and the Three Bears We're Off to Meet a Mermaid The Story Machine	The Very Hungry Caterpillar Handa's Surprise Dear Zoo The Gigantic Turnip	Little Red Riding Hood The Three Little Pigs I really Want to Shout Non-fiction texts
Schemes of work to support EYFS curriculum	**Physical Dev/Gross motor skills *(PE)***	**Complete PE**	**Complete PE**	**Complete PE**	**Complete PE**	**Complete PE**	**Complete PE**
		Hands (ball skills)	Ourselves (dance)	Moving (gymnastics)	Jumping (locomotion)	Rackets, bats, balls and balloons (ball skills)	Games for Understanding
	Und the World/Past and Present The Natural World *(History Geography)*	**Kapow**	**Kapow**	**Kapow**	**Kapow**	**Kapow**	**Kapow**
			Adventures Through Time (History) Outdoor Adventures (Geography)		Peek into the Past (History) Exploring Maps (Geography)		

EYFS – Long Term Plan

	EAD ***(Art &Design D&T Music)***	Drawing - Marvellous Marks (Art) Seasonal Crafts/projects	Seasonal Crafts/projects Textiles – Book marks (D&T)	Seasonal Crafts/projects Structures – Junk Modelling (D&T)	Creation Station - Sculpture and 3D (Art) Seasonal Crafts/projects Cooking and Nutrition (D&T)	Let's Get Crafty - Craft and Design (Art) Seasonal Crafts/projects	Paint My World – Painting and Mixed Media (Art) Seasonal Crafts/projects Structures – Boats (D&T)
		Charanga	**Charanga**	**Charanga**	**Charanga**	**Charanga**	**Charanga**
		Me! (Music)	My Stories (Music)	Everyone (Music)	Our World (Music)	Big Bear Funk (Music)	Reflect, Rewind and Replay (Music)
	Und the World/People Culture and Communities ***(RE)***	**SAT RE**	**SAT RE**	**Other Faiths**	**SAT RE**	**Other Faiths**	**Other Faiths**
		Why is the word God so important to Christians? (RE)	Why do Christians perform nativity plays at Christmas? (RE)	(RE)	Why do Christians put a cross in an Easter garden? (RE)	(RE)	(RE)
	PSED ***(PSHE)***	**Jigsaw**	**Jigsaw**	**Jigsaw**	**Jigsaw**	**Jigsaw**	**Jigsaw**
		Being Me in My World – 'Who am I and how do I fit?'	Celebrating Difference – Respect for similarity and difference	Dream and Goals - Aspirations	Healthy Me – Being and keeping safe and healthy	Relationships – Building positive, healthy relationships	Changing Me – Coping positively with change