

EYFS LONG TERM PLAN - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																								
<i>Theme</i>	<i>Seasons</i>	<i>Let's Celebrate!</i>	<i>Arctic and Cold Places</i>	<i>Let's Explore!</i>	<i>Growing and Planting</i>	<i>Farms and Feathers</i>																																																																								
Texts	Tree, Seasons Come and Seasons Go by Patricia Hegarty A stroll through the seasons by Kay Barnham	Rama and Sita by Jay Anika The Christmas Story DK	Poles Apart by Jeanne Willis My First Arctic Encyclopaedia by Simon Holland	The Treasure of Pirate Frank by Elspeth Graham The Big Picture Atlas by Emily Bone	Oliver's Vegetables by Vivian French My Bean Diary by Rhonda Jenkins	Little Red Hen by Ronne Randall Eggs and Chicks by Fiona Patchett																																																																								
Reading and writing	<table border="1"> <thead> <tr> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1 s a t p</td> <td></td> </tr> <tr> <td>Week 2 i e m d</td> <td></td> </tr> <tr> <td>Week 3 g o c k</td> <td>is</td> </tr> <tr> <td>Week 4 c k e u r</td> <td>i</td> </tr> <tr> <td>Week 5 h b j l</td> <td>the</td> </tr> </tbody> </table> <p>Develop routines for phonics and reading sessions.</p> <p>Modelled blending sessions daily.</p> <p>Name reading in snack, creative, writing, voting and register times.</p> <p>Learn and signify small sections of text.</p> <p>Making predictions.</p> <p>Writing Dough Disco and strength activities for those that still need it.</p> <p>Daily name writing on registration.</p> <p>Modelled drawing with CVC labelling. Basic control and letter formation.</p> <p>Introduction to letter formation sessions.</p> <p>Labelling all artwork with name.</p> <p>Specific activities Labelling/name writing</p>	Phase 2 graphemes	New tricky words	Week 1 s a t p		Week 2 i e m d		Week 3 g o c k	is	Week 4 c k e u r	i	Week 5 h b j l	the	<table border="1"> <thead> <tr> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1 g h w j</td> <td>put* put* put* as</td> </tr> <tr> <td>Week 2 i n k j</td> <td>did not see her</td> </tr> <tr> <td>Week 3 e o g e</td> <td>go no to into</td> </tr> <tr> <td>Week 4 ck th ng sh</td> <td>she push* he of</td> </tr> <tr> <td>Week 5</td> <td>* words with s /t/ added at the end (cats) and words ending s /t/ (kiss) and with s /t/ added at the end (bags) we me be</td> </tr> </tbody> </table> <p>Daily CVC activity for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs.</p> <p>Basic Who, what, where, when Qs for comprehension.</p> <p>Independent decodable books in the environment</p> <p>Learning and role-playing stories from other cultures. Comparing to stories we already know. Good Vs bad.</p> <p>Writing Focused strength activities for those that need it.</p> <p>Daily name writing. Correct formation focus.</p> <p>Weekly modelled drawing and writing sessions. Word level.</p> <p>Weekly letter formation session.</p> <p>1:1 CVC labelling task weekly.</p> <p>Specific activities Christmas lists/Describing characters</p>	Phase 2 graphemes	New tricky words	Week 1 g h w j	put* put* put* as	Week 2 i n k j	did not see her	Week 3 e o g e	go no to into	Week 4 ck th ng sh	she push* he of	Week 5	* words with s /t/ added at the end (cats) and words ending s /t/ (kiss) and with s /t/ added at the end (bags) we me be	<table border="1"> <thead> <tr> <th>Phase 3 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1 ai ee igh oo</td> <td></td> </tr> <tr> <td>Week 2 oo oo or or</td> <td>was just they</td> </tr> <tr> <td>Week 3 ar oo oi ee</td> <td>my by all</td> </tr> <tr> <td>Week 4 ai or</td> <td>are sure pure</td> </tr> <tr> <td>Week 5</td> <td>words with double letters: dd mm tt bb rr gg pp ff longer words</td> </tr> </tbody> </table> <p>Daily independent reading of basic sentences. More complex sentences daily supported reading.</p> <p>Comparison of fiction and non-fiction.</p> <p>Understands that information can be found in non-fiction books. Looks through non-fiction books with interest.</p> <p>Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc</p> <p>Writing Daily CVC tasks involving new digraphs and revisits of old.</p> <p>Daily hand strength and home activities for those that need it.</p> <p>Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling.</p> <p>Weekly modelled drawing and letter formation session.</p> <p>1:1 writing task weekly.</p> <p>Specific activities</p>	Phase 3 graphemes	New tricky words	Week 1 ai ee igh oo		Week 2 oo oo or or	was just they	Week 3 ar oo oi ee	my by all	Week 4 ai or	are sure pure	Week 5	words with double letters: dd mm tt bb rr gg pp ff longer words	<table border="1"> <thead> <tr> <th>Phase 3 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Review all taught so far. Secure spelling</td> </tr> <tr> <td>Week 2</td> <td></td> </tr> <tr> <td>Week 3</td> <td></td> </tr> <tr> <td>Week 4</td> <td></td> </tr> <tr> <td>Week 5</td> <td></td> </tr> </tbody> </table> <p>Signify whole class text and begin to make simple innovations of places and character.</p> <p>Writing Daily word building task with frames and fans to support selecting correct sounds. Picture prompts to guide word choice.</p> <p>Sentence level tasks with word boxes to support all words being included in a sentence.</p> <p>Recording equipment for independent sentence building</p> <p>Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling.</p> <p>Weekly modelled drawing and letter formation session.</p> <p>1:1 writing task weekly.</p> <p>Specific activities Innovated story map & page Treasure map labelling</p>	Phase 3 graphemes	No new tricky words	Week 1	Review all taught so far. 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		Label story snippets with what they see	Non-fiction facts-Polar bear booklet Labelling polar animals Captions	Message in a bottle	Shopping lists Planting diary basic sentences Describing fruits/veg/flowers	
Maths – Mastering Number (NCETM)	Revision of numbers 1-5 1:1 Correspondence Counting to 5 Counting Rhymes and Songs Showing and making numbers using objects Language of Comparison	Subitise within 5 Patterns within 4 Use fingers to represent quantities 1:1 Correspondence/ know the last number counted is how many Counting rhymes and songs Cardinality of 5 Count beyond 5 Recognise numerals to 5 Numbers made with 1s Compose own numbers within 5 Explore parts and wholes Compare sets Language of comparison Compare by looking/subitising Compare equal sets Patterns AB ABB AAB	Subitise within 5 – Structured and random Patterns to 5 and more than 5 Patterns with small group and 1 more Match arrangements to fingers Verbal counting to 20 and beyond Counting objects Order numbers Composition of 5 missing/hidden parts Composition of 6 Numbers to 10 as 5 and some more Compare and use language to compare play comparison games Compare by matching equal sets Explore making unequal sets 2D and 3D shapes	Symmetrical Patters/Doubling Cardinality of numbers within 10 Counting pattern beyond 20 Odd and even numbers using the 'shape' of these Begin to link even to doubles Begin to explore composition within 10 Compare numbers and reason using its 'how many/ness'/position in the number system Positional and ordinal language	Familiar subitising patterns Subitising with number patterns Know when to count and when to subitise Verbal counting to 20 and beyond Counting from different starting points Composition of 10 Order sets of objects Height and length- ordering 3 objects by a set criteria	Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers Weight- ordering 3 objects by weight. Language of weight.
CL	Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play-responding to direct questions and play activities. Vocab- weather, season, spring, summer, autumn, winter	Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs. Vocab- Diwali, Christmas, celebration, Christian, Jesus, God, Religion	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses. Vocab- Arctic. Freezing, melt, Inuit, polar, South Pole, North Pole, explorer, before, now, Earth	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened. Vocab- pirate, Jolly Roger, hull, deck, mast, sail, volcano, swamp, old, new, past, present, map, direction, North, South, East, West	Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way. Vocab- grow, plant, seed, life cycle, flower, stem, petal, leaf, sunlight, farm/er	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery. Vocab- life cycle, baby, chick, adult, hen, cockerel, hatch, bake, rise, stir, clean, dirty, germs

<p>PD</p>	<p>PE- Multi skills- throwing</p> <p>Practice and refine movement skills they have already acquired</p> <p>Develop small motor skills to use tools independently and safely</p> <p>Attempt to manage own hygiene</p>	<p>PE- Invasion games</p> <p>Develop control when moving.</p> <p>Develop overall body strength, balance, co-ordination and agility</p> <p>Develop core strength</p> <p>Develop the skills to manage the school day- dressing and undressing, putting own shoes on.</p>	<p>PE- Athletics</p> <p>Develop core muscle strength and posture</p> <p>Combine different movements with ease</p> <p>Establish the correct pencil grip and posture for writing</p> <p>To be able to put on and take off own coat.</p>	<p>PE- Invasion games</p> <p>Confidently use small and large apparatus</p> <p>Talk about how I can keep healthy</p> <p>Develop ball skills by taking part on group balls skills</p> <p>Begin to about different ways I can be healthy and keep active</p>	<p>PE- Multi skills- throwing and catching</p> <p>Develop body strength</p> <p>Develop balance when using large equipment</p> <p>Develop confidence and accuracy when using a ball</p> <p>To be able to fasten own coat</p> <p>Develop coordination</p> <p>Develop handwriting style</p>	<p>PE- Multi skills- kicking and receiving</p> <p>Refine different ways of moving- hopping, skipping etc.</p> <p>Demonstrates overall body strength, balance, co-ordination and agility</p> <p>Negotiates space and obstacles safely, considering themselves and others</p> <p>Hold a pencil effectively, using tripod grip</p> <p>Use a range of small tools</p> <p>Talk about different ways I can be healthy and keep active</p>
<p>PSED</p>	<p>Being me in my world (Jigsaw)</p> <p>Selecting & using resources in their new classroom setting</p> <p>Getting used to new routines & rules</p> <p>Building relationships with adults & peers in the setting</p>	<p>Celebrating difference (Jigsaw)</p> <p>Continuing to develop friendships & relationships</p> <p>Exploring feelings</p> <p>Increasingly following rules and boundaries</p>	<p>Dreams & Goals (Jigsaw)</p> <p>Showing independence in selecting & using resources</p> <p>Identify the range of feelings and how others may feel</p> <p>Begin to take on challenges and show perseverance</p>	<p>Healthy me (Jigsaw)</p> <p>Begin to regulate their behaviour</p> <p>Show independence in managing their needs</p> <p>Begin to show resilience in the face of challenge</p>	<p>Relationships/Families (Jigsaw)</p> <p>Expressing & moderating feelings</p> <p>See themselves as valuable individuals (within a family unit)</p> <p>Finding solutions to conflicts</p> <p>Explain reasons for rules</p>	<p>Changing me (Jigsaw)</p> <p>Manage own basic hygiene</p> <p>Working cooperatively & taking turns with others</p> <p>Show understanding of others feelings & perspectives</p> <p>Give focused attention</p>
<p>EAD</p>	<p>Art- Portraits Explore the role of outlines to make features and thick and thin brushes for adding detail.</p> <p>Music- Me! Listening and responding to unfamiliar genres. Learn and perform a nursery rhyme. Learn to find a beat.</p> <p>Performance-Learn to signify parts of the class text.</p>	<p>DT- Diva lamps Use a variety of tools to sculpt a lamp and carve patterns. Mix paint with glue to make a glaze.</p> <p>Music- My Story! Listen and begin to appraise with simple sentence stems. Learn and perform a nursery rhyme. Name basic percussion instruments and use to find a simple beat. Perform.</p> <p>Performance- Learn a simple Bollywood dance and perform. Role play and retell the story of Rama and Sita with puppets.</p>	<p>Art- Combining media to produce an arctic collage. Roll, tear, splatter, print, scrunch.</p> <p>Music- Everyone! Listen and appraise. Able to use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone. Perform.</p> <p>Performance- Signify key facts about polar bears.</p>	<p>DT- Large scale design projects using recycled materials. Able to select equipment, materials and techniques independently to make an end product after modelling.</p> <p>Music-Our World! Listen and appraise. Able to identify some instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start and stop. Basic rhythm and beat. Perform.</p> <p>Performance-Learn and perform song and actions of a sea shanty.</p>	<p>Art- Still life drawings. Selecting between crayon, pencil and paint for best effect. Using outlines. Taking account of object placement.</p> <p>Music- Big Bear Funk! Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat. Perform.</p> <p>Performance- Spring song-Jack Hartmann. Perform to parents.</p>	<p>DT- Baking bread. Basic food hygiene, measuring, weighing, scooping, mixing, kneading.</p> <p>Music- Reflect. Rewind. Replay! Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform.</p> <p>Performance- role play the Little Red Hen tale as a school production for parents.</p>

<p>UTW</p>	<p>RE- Christianity What is faith? Special places/people/objects.</p> <p>Science- The changing seasons throughout the book. How does the world change? Key aspects of each season (weather/trees and plants). Leaf sorting (classifying). Picture of outdoor area to compare over time. Each season.</p> <p>History- How things change across time. Baby-adult. Timeline of growth. Timeline of basic day activities.</p>	<p>RE-Christmas- What is Christmas? Compare to Diwali. (Christianity)</p> <p>Science- Light and dark. Making shadows. Different places to find light. Torches/dark tent/puppets (observing).</p> <p>Geography- Explore India. Compare weather, food, housing, wildlife to our experiences in the UK. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)</p>	<p>RE- Celebrations- How do people celebrate? (Hinduism) Compare to our celebrations.</p> <p>Science- Changing states. Melting of ice and how Arctic animals stay warm. Melting experiments (comparative/fair testing)</p> <p>Geography- North and South pole. Penguins and polar bear linked. Living in cold places. Comparison of lifestyles. Compare to our known environments.</p> <p>History- Ernest Shackleton as an explorer. Compare and sort basic equipment from then and now.</p>	<p>RE- Easter- What is Easter? (Christianity)</p> <p>Science- Floating and sinking boats. Materials. Testing for suitability. Making predictions and building boats (problem solving).</p> <p>Geography- Making maps and finding locations. School grounds treasure hunt. Recognising local features on a bird's eye view. Comparing Hull to a countryside location. Key differences.</p> <p>History- Mary Read as a pirate. Life for girls at the time. Compare familiar objects (toilet, clothes, vehicles etc).</p>	<p>RE- Story Time- What can we learn from stories? (Christianity, Hinduism, Islam, Sikhism)</p> <p>Science- The basic parts of a plant. How seeds are found in a fruit and how seeds are planted. Basic sun and water information. Watching and observing growth (observing over time). Basic health linked to fruit and vegetables.</p> <p>Geography- Farming land and how it is used to grow vegetables. Google Earth to show how land is used locally.</p>	<p>RE- Special Places- What makes places special? (Christianity, Islam, Judaism)</p> <p>Science - Life cycles of a chick and butterfly. Sorting animals in different ways.</p> <p>Geography- Farming land and how it is used to farm animals. Google Earth to show how land is used locally.</p>
<p>Trips, visits and experiences</p>	<p>Nature/Autumn walk (school grounds)</p> <p>Home challenge- make an Autumn collage</p>	<p>Diwali visitor/ themed day</p> <p>Vicar visit- Christingle service</p> <p>Home challenge- Make your family tree</p>	<p>Vicar visit- Easter</p> <p>Chinese New Year themed day</p> <p>Home challenge- Make an Arctic landscape</p>	<p>Environment walk</p> <p>Scrapstore DT challenge</p> <p>Home challenge- Make a pirate themed object</p>	<p>Nature walk</p> <p>Butterfly garden</p> <p>Visit to the fruit/veg shop</p> <p>Home challenge- Growing sun flowers from seed</p>	<p>Living Eggs</p> <p>Farm Visit</p> <p>Home challenge- Make a shoebox farm</p>