



# EYFS Reception Long Term Plan

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<b><u>Core Texts</u></b>	<b><u>Outside Inside</u></b> The Gruffalo The Lion Inside	<b><u>Knowing Yourself</u></b> The Colour Monster Perfectly Norman	<b><u>Talents &amp; Powers</u></b> Supertato Winnie the Witch	<b><u>Sowing a Seed</u></b> Jack and the Beanstalk The Little Red Hen	<b><u>Strength of Mind</u></b> Elmer Giraffes Can't Dance	<b><u>Family &amp; Friends</u></b> Handa's Surprise Owl Babies
<b><u>Literacy</u></b>	Enjoys sharing books with an adult Pays attention and respond to the pictures or the words Has favourite books Repeats words and phrases from familiar stories Makes comments and shares their own ideas. Enjoys drawing freely	Asks questions about the book Develops play around favourite stories using props Notices some print (e.g. first letter of their name/ door number /familiar logo Add some marks to their drawings, which they give meaning to.	Understands the key concepts about print: •print has meaning •page sequencing Develops their phonological awareness, so that they can count or clap syllables in a word Makes marks on their picture to stand for their name	Understands the key concepts about print: •the names of the different parts of a book Develops their phonological awareness, so that they can spot and suggest rhymes Uses some of their print and letter knowledge in their early writing. Engages in extended conversations about stories, learning new vocabulary	Understands the key concepts about print: •print can have different purposes Continues to develop their phonological awareness, so that they can spot and suggest rhymes Learns new story vocabulary	Understands the key concepts about print: •we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can recognise words with the same initial sound Write some or all of their name Write some letters accurately
<b><u>Phonics</u></b>	Phonological Awareness Stage 1 - Non-speech Sounds/ Environmental Sounds	Phonological Awareness Stage 1 Speech Sounds/ Speech Detection	Phonological Awareness Stage 2 – Syllable Awareness	Phonological Awareness Stage 3 – Onset & Rime	Phonological Awareness Stage 4 – Rhyme Detection Begin RWI	Phonological Awareness Stage 5 – Initial Sounds
<b><u>Maths</u></b>	Number Songs Colours Match Sort	Compare Amounts Weight Capacity Simple Patterns	Number 1 Circles Number 2 Number 3	Triangles Length Height	Number 4 Squares & Rectangles Number 5 Consolidation of Number	1 More / 1 Less Time Positional Language Shapes
<b><u>Communication and Language</u></b>	Enjoys listening to longer stories and can remember much of what happens Pays attention to more than one thing at a time, which can be difficult Uses a wider range of vocabulary Understands a question or instruction that has two parts		Uses longer sentences of four to six words. Knows many rhymes Is able to talk about familiar books Develops their communication, but may continue to have problems with irregular tenses and plurals Develops their pronunciation but may have problems saying some sounds/ multisyllabic words		Understands simple 'why' questions Sings a large repertoire of songs Is able to tell a long story Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Starts a conversation with an adult or a friend and continue it for many turns Uses talk to organise themselves and their play	

<p><b><u>Personal, Social and Emotional Development</u></b></p>	<p>Select and use activities and resources, with help when needed, to help them achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Increasingly follow rules</p> <p>Talk about their feelings using words like happy &amp; sad</p> <p>Is increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands</p>	<p>Becomes more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Plays with one or more other children, extending and elaborating play ideas</p> <p>Follows rules, understanding why they are important</p> <p>Develop appropriate ways of being assertive</p> <p>Talk about their feelings using words like happy, sad, angry or worried</p> <p>Is independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands</p>	<p>Shows more confidence in new social situations.</p> <p>Finds solutions to conflicts and rivalries</p> <p>Remembers rules without needing an adult to remind them</p> <p>Talk with others to solve conflicts</p> <p>Understand gradually how others might be feeling</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<p><b><u>Physical Development</u></b></p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed: hold out their arms when helping to put on their coat</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use a comfortable grip when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed: putting coats/ jumpers on independently and doing up zips.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip, with good control, when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed: fasten/ unfasten buttons, poppers and zips</p>
<p><b><u>Understanding the World</u></b></p>	<p><b>Topic books used for context:</b></p> <p>The Gruffalo The Lion Inside The Colour Monster Perfectly Norman</p> <p>Uses all their senses in hands-on exploration of natural materials</p> <p>Begins to make sense of their own life-story and family's history.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials</p> <p>Develops positive attitudes about the differences between people</p> <p>Additional points of interest:</p> <ul style="list-style-type: none"> <li>Guy Fawkes Night (5<sup>th</sup> Nov)</li> </ul>	<p><b>Topic books used for context:</b></p> <p>Supertato Winnie the Witch Jack and the Beanstalk The Little Red Hen</p> <p>Explores collections of materials with similar and/or different properties</p> <p>Understands their own life-story and family's history</p> <p>Shows an interest in different occupations</p> <p>Plants seeds and care for growing plants</p> <p>Talks about the changes they notice</p> <p>Continues developing positive attitudes about the differences between people</p> <p>Additional points of interest:</p> <ul style="list-style-type: none"> <li>Chinese New Year (10<sup>th</sup> Feb)</li> <li>Shrove Tuesday (13<sup>th</sup> Feb)</li> </ul>	<p><b>Topic books used for context:</b></p> <p>Elmer Giraffes Can't Dance Handa's Surprise Owl Babies</p> <p>Talks about what they see, using a wide vocabulary.</p> <p>Explore how things work</p> <p>Understands the key features of the life cycle of a plant and an animal</p> <p>Explore and talk about different forces they can feel</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Additional points of interest:</p> <ul style="list-style-type: none"> <li>World Ocean's Day (8<sup>th</sup> June)</li> <li>King's Official Birthday (15<sup>th</sup> June)</li> </ul>

	<ul style="list-style-type: none"> <li>• Remembrance Day (11th)</li> <li>• Diwali (12<sup>th</sup> – 16th Nov)</li> <li>• Hanukah (7<sup>th</sup> – 15<sup>th</sup> Dec)</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Valentines Day (14<sup>th</sup> Feb)</li> <li>• World Book Day (7<sup>th</sup> March)</li> <li>• Mother’s Day (10<sup>th</sup> March)</li> <li>• Holi Festival (24<sup>th</sup> – 25<sup>th</sup> March)</li> <li>• Easter – Good Friday (29<sup>th</sup> March) / Easter Sunday (31<sup>st</sup> March) / Easter Monday (1<sup>st</sup> April)</li> </ul>	<ul style="list-style-type: none"> <li>• Father’s Day (16<sup>th</sup> June)</li> <li>• Al-Hijra - Muslim new year (7<sup>th</sup> July)</li> </ul>
<p><b><u>Expressive Arts and Design</u></b></p>	<p><b>Topic books used for context:</b>  The Gruffalo  The Lion Inside  The Colour Monster  Perfectly Norman</p> <p>Takes part in simple pretend play, using an object to represent something else even though they are not similar  Explores different materials freely, to develop their ideas about how to use them and what to make  Creates closed shapes with continuous lines, and begin to use these shapes to represent objects  Explores colour and colour-mixing  Listens with increased attention to sounds  Remembers and sing entire songs  Explores instruments / experiments with sounds</p>	<p><b>Topic books used for context:</b>  Supertato  Winnie the Witch  Jack and the Beanstalk  The Little Red Hen</p> <p>Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc  Develops their own ideas and then decide which materials to use to express them.  Draws with increasing complexity and detail, such as representing a face with a circle and including details.  Begins to show different emotions in their drawings and paintings: happy / sad  Responds to what they have heard, expressing their thoughts and feelings  Sings the pitch of a tone sung by another person (‘pitch match’)  Play instruments with increasing control</p>	<p><b>Topic books used for context:</b>  Elmer  Giraffes Can’t Dance  Handa’s Surprise  Owl Babies</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park  Join different materials and explore different textures.  Use drawing to represent ideas like movement or loud noises.  Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs  Creates their own songs or improvise a song around one they know  Uses instruments to express their feelings and ideas</p>