



Long Term Plan
Year: Early Years Foundation Stage

Many statements apply on an ongoing basis throughout the Reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Helping Hands	Let's Go!	It's Alive!	Spectacular Seas	Fun on the Farm
	DM Statements	DM Statements	DM Statements	DM Statements	DM Statements	Early Learning Goal
Religious Education	<p><i>I am Special</i> Understand that they are unique and special. To know they are loved, valued and made by God.</p> <p><i>Harvest</i> Understand why we say thank you to God at harvest time and talk about him being creator.</p>	<p><i>Special People</i> Explore Christian values through their own actions and the actions of others.</p> <p>Highlight the role of significant/ special people in children's lives.</p> <p>Emphasise the ways in which Jesus was a special person.</p>	<p><i>Special Places</i> Understand that a place can be considered as a special/holy place to where believers go to worship.</p>	<p><i>Stories Jesus Heard/Creation</i> Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p> <p><i>Easter</i> Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of</p>	<p><i>Stories Jesus Told</i> Explore the stories that Jesus told and know that he told them to teach us about God.</p>	<p><i>Special Times</i> Develop an understanding of special/holy times increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.</p> <p>Introduce children to the story of Pentecost and God as Holy Spirit.</p>

				Jesus' death and resurrection.		
<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p>	<p>Develop social phases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe events in some detail.</p>	<p>Articulate their ideas and thoughts in well formed sentences.</p> <p>Learn new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction books.</p>	<p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Learn new vocabulary and use it throughout the day.</p> <p>Use new vocabulary.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story once they have developed a deep familiarity with text; some as exact repetition and in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p><u>Listening, Attention & Understanding</u></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-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u></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</p>

						<p>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>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Know and talk about the different factors that support their overall health and wellbeing;</p> <ul style="list-style-type: none"> -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian <p>Think about the perspectives of others.</p> <p>Manage own needs and be able to compromise with others.</p>	<p><u>Self Regulation</u></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 activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Manage Self</u></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</p>			

					<p>importance of healthy food choices.</p> <p><u>Building Relationships</u> 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>Physical Development</p> <p><i>Objectives related to PE will be supplemented by weekly PE sessions conducted by Junior Jam during PPA</i></p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus</p>	<p><u>Gross Motor Skills</u> 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, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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>

		• mealtimes		accuracy when engaging in activities that involve a ball.	indoors and outside, alone and in a group.	Begin to show accuracy and care when drawing.
<p>Literacy</p> <p><i>Objectives will directly link to the child's regular RWInc assessment results throughout the Reception year</i></p>	<p>Read individual letters by saying the sounds for them</p> <p>RWI: Read single letter Set 1 sounds.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>RWI: Read all Set 1 sounds and blend sounds into words orally.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>RWI: Blend sounds to read words and read short ditty stories.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read familiar books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>RWI: Read Red books.</p>	<p>Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Write simple sentences with a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Write short sentences with words with known letter-sound correspondence and a capital letter and full stop.</p> <p>RWI: Read Green books and some Set 2 sounds.</p>	<p><u>Comprehension</u></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><u>Word Reading</u></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><u>Writing</u> 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><i>RW:</i> Read Green/Purple books & most Set 2 sounds.</p>
<p>Mathematics</p> <p><i>Structure of objectives follows WRM/ Power Maths and is enhanced by NCETM</i></p>	<p>Count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5.</p> <p>Begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice, and understand that even if the order or arrangement changes, the number stays the same.</p>	<p>Begin to find one more and one less than a number within 5 using a first, then, now structure and a five frame.</p> <p>Share objects into two groups using a part-whole model to represent the groups and bonds to 5.</p> <p>Use positional and directional language to describe where an object is.</p>	<p>Count to 10 and represent numbers using concrete and pictorial representations.</p> <p>Find more or less than a number up to 10.</p> <p>Explore the concept of addition by combining two groups of objects using the part-whole model.</p> <p>Begin to understand</p>	<p>Consolidate number bonds to 10 using a ten frame and whole-part model.</p> <p>Begin to work in a systematic way and recognise the commutative law of addition.</p> <p>Work with subtraction number bonds, following the 'missing part' structure.</p> <p>Recognise, extend,</p>	<p>Explore addition and subtraction through counting on and counting back. Use a number track to practise counting the number of jumps required to move on or back.</p> <p>Work with numbers 10 to 20 applying previously learnt concepts such as comparing, representing and finding one more and one less.</p>	<p>Begin to look at the patterns of doubles, halves and odd and even numbers.</p> <p>Talk about the attributes of 2D and 3D shapes and recognise that a shape can have other shapes within it.</p> <p>Explore volume and capacity comparing two or more items using the vocabulary of measure and compare containers visually.</p> <p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number</p>

	<p>Develop an understanding of the language more and fewer by comparing groups of up to 5 objects presented in different ways, understanding groups of objects can have the same amount even if they look different.</p> <p>Begin to describe and compare 2D and 3D shapes and explore their properties.</p>	<p>Suggest how to sort objects into two or more groups using size, colour, shape or characteristics.</p>	<p>subtraction as the difference between two amounts.</p> <p>Explore the measures of length, height and weight. Compare two or more items using the vocabulary of measure and begin to use non-standard measures to measure then compare items.</p>	<p>create and explain simple repeating patterns considering patterns not just in pictures but in the everyday environment and using sounds, words and actions.</p>	<p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p>	<p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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>Understanding the World</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country</p>	<p>Explore the natural world around them- <i>seasonal change, trees (colour changes) growing plants, life cycles of butterflies and tadpoles</i></p>	<p>Understand that some places are special to members of their community- <i>Rev Sheelagh visit, Church, Mosque visits</i></p>	<p>Recognise some environments that are different to the one in which they live.</p> <p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society</p>

	<p>familiar to them.- <i>name simple body parts</i></p> <p>Comment on images of familiar situations in the past. - <i>Looking at homes using Peepo</i></p> <p>Figures from the past- <i>Queen Elizabeth II</i></p>	<p>effect of changing seasons on the natural world around them- <i>seasonal walks, simple weather changes,</i></p> <p>Figures from the past- <i>Florence Nightingale</i></p>	<p>and life in other countries- <i>China, Kenya</i></p>	<p>Describe what they see, hear, and feel whilst outside.</p>	<p>Compare and contrast characters in stories, including figures from the past. - <i>Grace Darling</i></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><u>People, Culture and Communities</u> 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><u>The Natural World</u> Explore the natural world around</p>
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						<p>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>Expressive Arts and Design</p> <p><i>Objectives related to music will be supplemented by weekly sessions with a specialist teacher or using the Charanga music scheme throughout the Reception year.</i></p>	<p>Develop storylines in their pretend play.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Watch and talk about dance and performance art, expressing their ideas and responses.</p>	<p><u>Creating with Materials</u></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</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives</p>

Music Sessions						<p>and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
	<p><i>Charanga Unit Me!</i></p> <p>The children will learn and sing popular nursery rhymes and action songs. They will listen to different styles of music, take their first steps in improvisation and begin to discover how the interrelated dimensions of music effect the mood of the music.</p>	<p><i>Music teacher: Changes</i></p> <p>An introduction to myself and music lessons, incorporating songs and music games that focus on both the changes around them in Autumn and changes in music (start/stop, fast/slow, high/low). The main focus is to get children enjoying music, feeling the pulse and maximising participation.</p>	<p><i>Charanga Unit Everyone!</i></p> <p>Different styles of music will be listened to and discussed. They will continue to learn and sing popular nursery rhymes and action songs. The children will perform improvisations and will learn music to play within a song.</p>	<p><i>Music teacher: Colours</i></p> <p>The children will use colours as a base for their musical learning this half term. They will look at how different colours make them feel and how different colours can be represented in music. They will also use coloured circles as an introduction to graphic scores, using them to represent</p>	<p><i>Charanga Unit Big Bear Funk</i></p> <p>Reception children will be listening and appraising funk music in this unit. They will be re-enforcing the work completed already this year on the interrelated dimensions of music. The children will sing, improvise and play instruments, learning the names of some of the more common percussion instruments used in the classroom.</p>	<p><i>Music teacher: Who's Been Eating My Porridge?</i></p> <p>This unit will use traditional tales, such as The Three Billy Goats Gruff, Jack and the Beanstalk and Goldilocks, to teach musical skills this term. The children will build on the knowledge already acquired this year with pitch matching within a small range, using their thinking voice and opposites such as fast/slow, high/low.</p>

				different pitches and different sized coloured circles representing different		
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