EYFS – Long Term Plan

Reception						
Class	**Autumn**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
R	What makes me special? All About Me	What do you celebrate? Celebrations	How do people help us? Superheroes	Why do ladybirds have spots? Minibeasts	Would you climb the beanstalk? Once upon a time	What lives in a rock pool? Sea, Sun and off to Year 1

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, eg lining up, mealtimes, personal hygiene. Key texts: Elmer The Lion Inside Jill Murphy stories.	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 foods. Link in to doctors and dentists. How do we look after ourselves? Key text: Supertato The Rainbow Fish	Identify and moderate their own feelings and emotions. Games – turn taking. Key text – What the ladybird heard. Right and wrong.	Growing up. Growth and change – Show independence and resilience in the face of challenge. Key texts: Traditional tales, Goldilocks, 3 Little Pigs.	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

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						friendships with peers. Show sensitivity to their own and others needs.
Communication & Language Listening Attention & Understanding Speaking	Learn and explore new vocabulary. Use new vocab throughout the day.	Claps out rhythms. Can comment on their favourite part of a story. Contribute to whole class discussions.	Hear rhyming words in texts. 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. Engage in non-fiction texts.	Developing vocabulary and the use of story language.	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 skills they need to successfully manage the school day, eg lining up,	Scissor skills, threading, dough disco.	Beginning to form letters correctly. Develop overall body strength,	Increasing pencil control. Use a range of tools such as pain	Can cut with increased accuracy. Show accuracy and care when forming	Children negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move

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	mealtimes, personal hygiene.	Shows a preference for a dominant hand.	balance and co-ordination. Hold a pencil correctly.	brushes, cutlery, pencils.	letters and drawing.	energetically, such as running, 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.	Read individual letters by saying the sound for them. Can hear rhyming words within a story. Name writing – correct letter formation and pencil grip, writing initial sounds and CVC words.	Read a simple phrase or sentence. Anticipate key events in a story. To continue a rhyming string. Write 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 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

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						phrases and sentences that can be read by others.
Maths Number Numerical Patterns	Baseline Counting 1:1	Matching and sorting numbers 1-10. Counting one more and one less. Compare numbers. Name 2D shapes.	Finding the total of 2 groups. Number facts with in 5. Subitise objects. Name 2D and 3D shapes.	Number facts within 10. Recall number facts. Doubling and sharing. Verbally count beyond 10. Count in 2's.	Subtraction and addition within 10. Doubling and sharing. Odd and even numbers.	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 People, Culture & Communities The Natural World	Talk about members of family. Things that make them special or unique.	Recognise that people have different beliefs. Recognise that people celebrate different things and in different ways.	Understand that some places are special to members of their community.	Explore the world around them. Draw animals, insects and plants.	Read texts from past and present. Key text: Peepo! Compare past pictures to their lives today.	Children talk about the lives of people around them and their roles in society. Know some similarities and differences between things in 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

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						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. Being Imaginative & Expressive	Draw themselves and family members. Learn Harvest songs.	Draw a celebration that is important to them. Learn Christmas songs. Learn nursery rhymes.	Create a superhero character of themselves using mixed materials.	Printing symmetrical insects such as butterflies or ladybirds.	Puppet and mask making to support traditional tales.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the 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.