

EYFS Long Term Planning: Reception 2019-20

Learning and Development		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Marvellous Me	Festivals/Celebrations	Traditional Tales	Spring has Sprung	Journey's/Travel	Mini beasts/Animals	
<p>S - Safety C - Caring A - Achievement R - Resilience F - Friendship</p>		<p>Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health. Name major internal body parts – heart, blood, lungs, stomach (tummy) and brain. Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair). Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility. Know some strategies for dealing with sadness (what to do or who to talk to for help).</p>						
PRIME AREAS	Personal, Social and Emotional Development	<p>Making relationships MR</p>	<p>MR- Demonstrates friendly behaviour and forming friendships with children. Keeps play going. SCSA- Selects and use resources with help. Can describe self in positive terms. MFB- Aware of boundaries set and behavioural expectations in the setting.</p>	<p>MR- Initiating conversation. SCSA- Confident to try new activities. MFB- They work as part of a group and understand and follow the rules.</p>	<p>MR- They show sensitivity to the needs and feelings of others. SCSA-Confident to speak in familiar group and say ideas. MFB- Understands that own actions affect other people.</p>	<p>MR- explains own knowledge and understanding. SCSA- They say when they do/don't need help. MFB- They know some behaviour is unacceptable</p>	<p>MR- takes steps to resolve conflicts. SCSA- Choose their resources they need for their chosen activities. MFB- Beginning to be able to negotiate.</p>	<p>MR-takes account of others ideas. SCSA- Can describe self in positive terms. MFB- They adjust their behaviour.</p>
	Physical Development	<p>Moving & Handling MH</p>	<p>MH- focus upon negotiating space safely when racing playing games... Travels with confidence, under over, through... - Shows a preference for a dominant hand; pencil grip and using one handed tools. HSC- able to toilet and dress mostly independently. -Talk about ways to stay healthy.</p>	<p>MH- Handles tools and malleable materials safely. - Experiments with different ways of moving. HSC- Show understanding for the need for safety when tackling new challenges</p>	<p>MH- Uses a pencil and holds it effectively to form recognisable letters. - Uses simple tools to effect changes to materials. HSC- Children talk about ways to stay safe.</p>	<p>MH- Shows increasing control over an object. HSC- Manage own basic hygiene.</p>	<p>MH- experiments with different ways of moving. HSC- Practices some appropriate safety measures without direct supervision.</p>	<p>MH- show good control in large and small scale movements. HSC- Know the importance of good health and exercise.</p>
	Communication and Language	<p>Listening & attention</p>	<p>Maintains attention, concentrates and sit quietly during appropriate activity. Two-channelled attention – can listen and do for a short span. Wellcomm Screening and groups. Being attentive whilst in a group situation. Listening and responding to sounds, own name, rhymes, stories, conversations. Anticipating words, phrases, events. Answering simple questions (who, what, where). Understanding humour.</p>					

		<p>Recalling stories. Following directions. Using language to make friends, to share ideas and experiences, to give explanations, to ask questions, to pretend and imagine. Developing vocabulary, use of sentences, tenses.</p> <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>					
	Understanding	<p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>					
	Speaking	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>					
SPECIFIC AREAS	Literacy	<p>Core books It's Okay to be Different You Choose Owl Babies (Mummy always comes back) Fox's Socks Smartest Giant in Town Spinderella</p>	<p>Core books Pumpkin Soup Room on the Broom Cave Baby Stickman The Christmas Story</p>	<p>Core books The Little Red Hen Rosie's Walk The Gingerbread man 3 Billy Goats Gruff The Troll Mr Wolf's Pancakes Into the Forest</p>	<p>Core books The Very Hungry Caterpillar Little Baa Rhyming Rabbit Oliver's Vegetables</p>	<p>Core books Tiddler Sharing a Shell The Jolly Postman The Snail and the Whale The Storm Whale Jack and the Flumflum Tree - Is the Isle of Blowynose a real place?</p>	<p>Core books What the Ladybird Heard/Next A Squash and a Squeeze Superworm</p>
	Reading	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>					

	Phonics	Phase 1 Aspect 7 Oral blending/segmenting. Introduction of Letters and sounds phase 2.	Letters and sound phase 2. Oral blending and segmenting. Phase 3 consonant digraphs and vowel digraphs. Blending for reading and segmenting for writing.	Letters and sound phase 2. Blending for reading and segmenting for spelling. Letters and sound phase 3 Oral blending and segmenting. Phase 3 blending for reading and segmenting for spelling. Digraphs and trigraphs.	Letters and sounds phase 3 Oral blending and segmenting. Letters and sound phase 3 blending for reading and spelling for segmenting including digraphs and trigraphs. Phase 4 Practising grapheme recognition (for reading) and recall (for spelling). Teaching blending for reading CVCC and CCVC words	Phase 4 Practising grapheme recognition (for reading) and recall (for spelling). Teaching blending for reading CVCC and CCVC words. Practising reading and spelling words with adjacent consonants. Practising reading and writing and sentences. Introduce Phase 5 graphemes.	
	Writing	Name writing Simple labels Beginning to write CV, VC, CVC words using phoneme frames	Writing cards Lists invitations Beginning to write CV, VC, CVC words using phoneme frames	Story maps Repeated refrains Letter formation practice c, o, a, d, g, q, e i, l, t, f, j, u, y, r, n, m, h, b, p, k, s, v, w, x, z Spelling High Frequency words Practice writing captions and sentences Spell 2 syllable words Spelling tricky words	Labelling simple diagrams Consolidate letter formation Practice writing captions and sentences Spell 2 syllable words Spelling HFW Spelling tricky words	Leaflets - information Writing tricky words: she, she, we, me, be was, who they, all, are my, her Practice writing captions and sentences	Diary – recounts Practice writing captions and sentences
		<p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p> <p>Early Learning Goal</p>					

		Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible
		<p>To break the flow of speech into words. Give meaning to marks they make. To write own name and other things such as labels and captions. To continue a rhyming string.</p> <p>In addition to previous learning: Hear and say the initial sound in words. Link sounds to letters. Attempts to write short sentences in meaningful contexts.</p> <p>In addition to previous learning: Use clearly identifiable letters, representing some sounds correctly and in sequence.</p> <p>In addition to previous learning: Write words that match their spoken sounds. Write irregular common words. Write sentences that can be read by themselves and others.</p> <p>In addition to previous learning: Some words are spelt correctly and others are phonetically plausible. Spell phonically regular words of more than one syllable as many high frequency words. They use key features of narrative.</p>
Maths	<p>Number</p> <p>Shape, space and measure</p>	<p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p> <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

	White Rose Maths; Reception Mastery Approach	<p>Autumn Term: Baseline Numbers: counting and recognition Shape, space and measures: 2D shape Shape, space and measures: money Numbers: addition and subtraction</p> <p>Spring Term: Numbers: counting and recognition Shape, space and measures: size, weight and capacity Numbers: addition and subtraction Shape, space and measures: 3D shape Shape, space and measures: time</p> <p>Summer Term: Numbers: counting and recognition Numbers: addition and subtraction Numbers: doubling, halving and sharing Shape, space and measures: position and distance Consolidation/ assessments</p>					
Understanding the World	Harvest – Autumn Families Ourselves - parts of the body Our school	Festivals –, Hindu Diwali, Festival of Light Bonfire Night Christmas Eid	Valentines' Day Chinese New Year Mothers' Day Pancake Day Materials, clothes, ice/water	Hatching caterpillar eggs - caring for living creatures Lifecycles	Differing environments Ocean Jungle Desert/Polar. Hot/Cold Holiday destinations Transport Travel	Animal babies, growing Farm visit	
	People and communities	Enjoys joining in with family customs and routines. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Local Geography/History – Map pack. Historic England resources. Promote an awareness of a sense of belonging.					
	The World	To know about similarities and differences between themselves and others How our bodies move To describe how to stay healthy Changes from baby to child, adolescent, adult To explore the 5 senses	To explore colour, light and dark	To explore changes in materials when heated and cooled	Planting seeds – talking about growth Planting beans and cress Lifecycles of plants and other animals	To explore floating and sinking – predict, sort and talk about why	Exploring animals. How some are similar and different and how they are adapted to survive in their habitat To match adults animals and their babies

		<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Seasons. Weather - observation over time</p>					
	Technology	<p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Practise using features of technology such as keyboard, mouse to navigate Use of IWB/ Ipads/ websites and video e.g. Phonics Play, Top Marks Maths. Numberblocks. Historic England resources Increase awareness of keeping safe online</p>					
Expressive arts and design	Exploring and using media and materials	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>					
	Being imaginative	<p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
		Use of natural materials - Autumn resources for collage. Homes for small animals Role play home Autumn action songs & Theatre – puppets Art: Influenced by Picasso ‘Picasso’s People’	Paint colours, collage materials - bonfires, fireworks - Andy Goldsworthy Clay - Diwali lamps Van Gogh 'Starry night' Nativity - role play Christmas activities/ cards Christmas songs	Polar animals paintings and models, Choosing collage materials Interactive displays Arctic scene/polar animal.	Easter cards Spring/ songs Observational drawings	Transport Geography – local National and International Where have the children visited? Where do particular animals originate from? Using Globes/Maps Looking at UK in relation to other countries.	Animal puppets Animal songs Music Choosing songs from Charanga Scheme Saint Saens 'Carnival of the animals' Fast & slow sounds Art: Influenced by Matisse ‘The Snail’

--	--	--	--	--	--	--	--	--