

EYFS Long Term Planning: Reception 2021-22

		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</p> <p>C - Caring</p> <p>A - Achievement</p> <p>R - Resilience</p> <p>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.</p> <p>Name major internal body parts – heart, blood, lungs, stomach (tummy) and brain.</p> <p>Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair).</p> <p>Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.</p> <p>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	Self Regulation SR	<p>Self portraits, family photos, own birthdays, likes and dislikes (foods, stories etc)</p> <p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs</p>					
		ELG	<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 an activity, and show an ability to follow instructions involving several ideas and actions.</p>					
		Managing Self MS	<p>Discussions of school rules, hand washing and toilet routines in place, healthy foods and healthy choices, feelings display – colour monster story</p>					
			<p>Expressing their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p>					
		ELG	<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 importance of healthy food options</p>					
		Building Relationships BR	<p>Modelling sharing of activities and resources, creating friendship bracelets, cards, positive notes to our friends, discuss differences in celebrations (xmas/Eid)</p>					
			<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p>					
	ELG	<p>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 others needs.</p>						
	Physical Development	Gross Motor Skills GM	Gymnastics focus PE	Dance focus PE	Basic skills focus PE	Gymnastic focus PE	Dance focus PE	Games focus PE
			<p>Ball skills</p>					
<p>Refine skills in rolling, crawling, walking, jumping, running, hopping, skipping and climbing progressing towards a more fluent style of moving with developing control and grace.</p> <p>Develop overall body strength (including core muscles), coordination, balance and agility and combine different movements.</p>								
ELG		<p>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>						
	Fine Motor Skills FM	<p>Fine motor activities are offered across a range of provision activities</p> <p>Pencils for drawing and writing, paintbrushes, small tools, scissors, knives and forks</p>						

		ELG	Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small of tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.					
	Communication and Language	Listening, Attention & Understanding LAU	Understand how to listen carefully and why listening is important. Learns new vocabulary, and use this through the day. Ask questions to find out more and check the understanding of this. Engage in story time through listening and talking about them and show understanding.					
		ELG	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 conversation when engaged in back and forth exchanges with their teacher and peers					
		Speaking	Articulate their ideas and thoughts in well-formed sentences Connect one idea of action to another using a range of conjunctions. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases					
		ELG	Participate in small group, class and one to one discussions, offering their own ideas using recently introduced vocabulary. Offer explanation for why things might happen, making use of recently introduced vocabulary, from stories, non-fiction, rhymes 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.					
SPECIFIC AREAS	Literacy		Core books It's Okay to be Different Only One You Colour Monster You Choose Fox's Socks Spinderella	Core books Pumpkin Soup Room on the Broom Cave Baby Stickman The Christmas Story	Core books The Little Red Hen Little Red Riding Hood Gingerbread Man 3 Billy Goats Gruff The Troll Mr Wolf's Pancakes Into the Forest	Core books Little Baa Rhyming Rabbit Oliver's Vegetables Broad Bean Story (Non-fiction) Spring/flowers/ growing (NF text)	Core books Tiddler Sharing a Shell The Jolly Postman The Snail and the Whale The Storm Whale The Chocolate Journey	Core books The Great Pet Sale What the Ladybird at the Seaside/Heard/Next/ On Holiday A Squash and a Squeeze Superworm
		Word Reading						
		ELG	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.					

	Phonics	Teach Phase 2 Graphemes (s,a,t,p, i,n,m,d, g,o,c,k, ck,e,u,r, h,b,f,l)	Teach Phase 2 Graphemes (ff,ll,ss,j, v,w,x,y, z,zz,qu,ch, sh,th,ng,nk)	Teach Phase 3 Graphemes (ai,ee,igh,oa, oo,oo,ar,or, ur,ow,oi,ear, air,er words with double letters: dd,mm,tt,bb, rr,gg,pp,ff	Review Phase 3 Grapheme Tricky words Review all taught so far	Teach Phase 4 (CVCC, CCVC, CCVCC, CCCVC,CCCVCC)	Teach Phase 4 (CVCC, CCVC, CCVCC, CCCVC,CCCVCC)
	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 Zig zag books 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 Diary – recounts Consolidate letter formation Practice writing captions and sentences Spell 2 syllable words Spelling HFW Spelling tricky words	Labels for role play Letters to post Writing tricky words: she, she, we, me, be was, who they, all, are my, her Practice writing captions and sentences	Animal fact file Maps Practice writing captions and sentences
	ELG	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letters or letters. Write simple phrases and sentences that can be read by others.					
	Comprehension ELG	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 and poems and during role-play.					

Maths	Number	Getting to know you! Just like me! Number and place value numbers to 5 Sorting Comparing groups Changing within 5 Time – my day	It's me, 123 Light and Dark Number and place value numbers to 5 Sorting Comparing groups Changing within 5 Time – my day	Alive in 5! Growing 6,7,8 Numbers to 5 Numbers to 10 Addition to 10 Shape and space	Building 9 and 10 Consolidation Numbers to 5 Numbers to 10 Addition to 10 Shape and space	To 20 and beyond First, then, now Exploring patterns Change Numbers to 20 Numerical patterns Capacity and Volume	Find my pattern On the Move Exploring patterns Change Numbers to 20 Numerical patterns Measure. Height/length Weight	
	ELG	Have a deep understanding of numbers 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 number bonds to 10, including double facts						
	Numerical Patterns	Cardinal numbers	What do I notice? Developing an awareness of number	What do I notice? Composition of number	What do I notice? Thinking together	Doubling Halving	Odds and evens	
	ELG	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 and Present	Compare pictures of ourselves as a baby and how we are now. Toys children play with now compared to toys from the past. Clothes children wear now compared to clothes worn in the past.	Look at images in the Nativity story and think about differences and similarities. Clothing, transport and attitudes towards others.	Storytelling. Looking at how stories have changed over time. What do they tell us? Read different versions of the same stories		Looking at how people travelled in the past, present and what this could look like in the future. Discussion around what were purposes for travel? What jobs do/did people do for work in our local area? Links to post office workers, farmers and factory workers etc		
	ELG	Talk about the lives of the 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. Understands the past through settings, characters and events encountered in books, read in class and story-telling.						
	People, Culture & communities	Harvest – Autumn Families Ourselves and different parts of	Festivals and Celebrations Hindu Diwali, Festival of Light	Chinese New Year Shrove Tuesday	Mother's Day Easter	St George's Day Father's Day	Transition into Class One	

		the body Our friends – similarities and differences Walk around our school grounds Discussing the local area	Bonfire Night – Firework Party Christianity – Christmas Nativity Eid – compare differences and similarities to Christmas				
	ELG	Describe their immediate environment using knowledge from 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 read in class. 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.					
	The Natural World	Autumn and changes this brings Using digital devices to take photographs Exploring our senses	Weather changes. Observe the weather over time Dark/light/Colour	Winter Materials Water/ice Exploring the forest compare to local area	Spring and the changes it brings Lifecycle of a frog Growing – garden centre	Post office role play Journey of a letter Journey of Chocolate. Looking at where in the world chocolate comes from and it's journey to England Transport Travel. Destinations	Pet shop Mini-beasts - Curiosity cube Maps and the local area. Where do we live?
	ELG	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. Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter					
Expressive Arts and Design	Creating with Materials	Process Art Self Portraits - Pencil Colour mixing (Paint- primary and secondary colours)	Process Art Firework pictures Christmas crafts Decorating the 'Childrens' Christmas Tree' (Collage)	Process Art Baking - Gingerbread Men (Creating with ingredients)	Process Art Flowers and Colour mixing (Paint) Spring senses collage	Process Art Designing a chocolate wrapper (Coloured Pencil)	Process Art Representations of mini beasts (Clay)
	ELG	Safely use and explore a variety of materials, tools and techniques and 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.					

		Being imaginative & Expressive	Self-portraits using mirrors – focusing on facial detail Learning new songs Acting out stories with puppets	Work in the construction area to build structures for small world play Develop our DT skills; designing our models with a vision in mind Act out the Nativity with our friends	Drama and role play Linking sounds to actions and retelling stories independently	Using percussion instruments to support our learning experiences	Use instruments to make music and focus on tempo, rhythm and beat	Represent our own ideas, thoughts and feelings through design and technology activities
		ELG	Invent, adapt and recount narratives with their peers and their teacher Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate – try to move in time with music.					