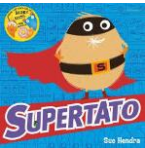


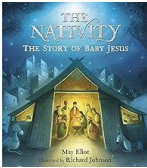
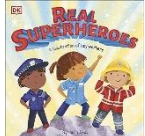
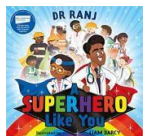



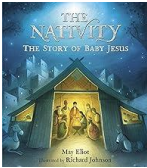
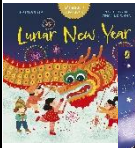
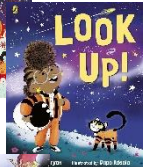
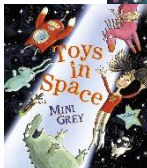
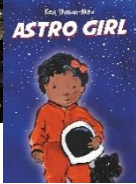
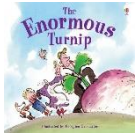

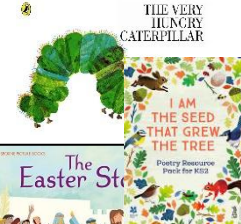




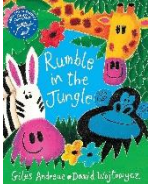

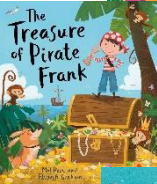
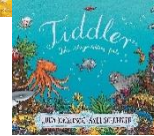


# EYFS Long Term Curriculum Plan Reception



Journeying to Excellence Through  
Faith and Learning

# EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Superheroes</b>	<b>Celebrations</b>	<b>Space</b>	<b>Life Cycles</b>	<b>Wild Animals</b>	<b>Water</b>
<i>N.B: These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>						
<b>Enrichment</b>	Fire Station	Father Christmas	World Book Day & Chinese New Year Food Tasting	Butterflies	Zoo	Pirate Day/ Trip to the Beach
<b>Key Texts</b>	     	   	   	    	  	  
<b>Literacy</b>	<b>Communication &amp; Language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction and role play, where children share their ideas with supported and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					

	<p><b>Phonics</b> <i>Following the RWI scheme of work.</i></p> <p><b>Word Reading</b> <i>Re read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</i></p>	<p>Phonic Sounds: RWI Set 1 Whole class</p> <p>Word reading: Hear general sound discrimination. Hear and recognise initial sounds and be able to orally blend and segment.</p>	<p>Phonic Sounds: RWI Set 1 Differentiated groups</p> <p>Word reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common expectation words from Set 1 – RWI.</p>	<p>Phonic Sounds: RWI Set 1 Differentiated groups</p> <p>Word reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common expectation words from Set 1 – RWI.</p>	<p>Phonic Sounds: RWI Set 1 Differentiated groups</p> <p>Word reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and read all of common exception words from Set 1 - RWI</p>	<p>Phonic Sounds: RWI Set 1 Differentiated groups</p> <p>Word reading: Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and begin to read some of set 2 red words - RWI</p>	<p>Phonic Sounds: RWI Set 1 Differentiated groups</p> <p>Word reading: Reading simple sentences with fluency. Re-read what they have written to check that I makes sense. Reading CVCC and CCVC words confidently. Read most red words from Set 2 – RWI.</p>
	<p><b>Comprehension skill development</b></p>	<p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories. Respond to 'who', 'where', 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about</p>	<p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influence by experience of books</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a</p>	<p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction,</p>	<p>Play influenced by experience of books – act out stories through role play activities using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in a text in the correct</p>

		<p>difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>(small world, role play).</p>	<p>simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p>	<p>nonfiction, poetry). Make inferences to answer a question beginning, 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books – gestures and actions use to act out a story, event or rhyme.</p>	<p>sequence, using own words and include new vocabulary. When prompted, say whether they liked or dislike a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
	<p><b><u>Emergent Writing</u></b> See Appendix A for examples of typical writing progression</p>	<p>Develop listening and speaking skills in a range or contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p>	<p>Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p>	<p>Use appropriate letters for initial sounds</p>	<p>Built words using known letter-sound correspondences in own writing.</p>	<p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p>	<p>Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</p>
	<p><b><u>Compositional skills</u></b></p>	<p>Use talk to organise describe events and experiences</p>	<p>Use talk to link ideas, clarify thinking and feelings.</p>	<p>Orally compose a simple sentence and hold it in memory before</p>	<p>Orally compose a simple sentence/caption and hold it in memory before</p>	<p>Write a simple sentence/ caption which may include a full stop.</p>	<p>Write a simple narrative in short sentences with known letter-sound</p>

			Understand that thoughts and stories can be written down.	attempting to write it.	attempting to write it.		correspondences may include a capital letter and full stop.
	<u>Spelling development</u>	Orally segment sounds in simple words. Begin to write initial sounds. Write their name copying it from a name card or try to write it from memory.	Orally spell VC and CVC words by identifying the sounds. Writing initial and end sound and begin to write more sounds in a sequence. Write own name.	Continues to write sounds in sequence, spelling VC and CVC words independently using Set 1 sounds. Beginning to spell some Set 1 red words such as I and the.	Write VC, CVC and CVCC words independently using Set 1 (Set 2 if appropriate). Spelling more Set 1 read words independently such as you, my, of, are. Beginning to make phonetically plausible attempts when writing more complex unknown words.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g CCVCC. Spell irregular common (tricky) words e.g. he, she, we, be, me, independently.
	<u>Handwriting development</u>	Know that print carries meaning and in English, is read from left to right and top to bottom. Draw lines and circles	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominate hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clean ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include space between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
<u>Maths unit overview</u> <i>Planning is based from the Power Maths scheme of work</i>		Numbers to 10 Sorting Comparing groups within 10 (identical and non-identical) One more/ one less 3D and 2D shapes Number bonds to 5 Prepositional language		Numbers to 15 Comparing groups within 10 (more/fewer) Addition to 10 Number bonds to 10 Length, height, weight and distance Subtraction Repeating patters		Adding and subtracting by counting on and counting back Doubling/halving Odds and Evens Composing and decomposing shapes Volume and Capacity Sorting into 2 groups Money	



						Time	
<u>RE</u> Following the Come & See scheme of work		Domestic Church: Myself Baptism/Confirmation Welcome	Advent/Christmas: Birthday	Local Church: Celebrating	Eucharist: Gathering Lent/ Easter: Growing	Pentecost: Serving Reconciliation: Friends	Universal Church: Our World
RSE		Theme 1: Created and Loved by God Me, my body and my health Emotional well-being Life cycles		Theme 2: Created to Love others Personal relationships Keeping safer		Theme 3: Created to Live in Community Living in the wider world Diversity Aspirations	
<u>Physical Development</u>  PE sessions are delivered by MUFC		By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
		Through access to continuous provision, children will have daily access to fine motor and gross motor activities and will:					
		<ul style="list-style-type: none"><li>• 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, sports and swimming.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone or in a group. Develop overall body strength, balance, co-ordination and agility.</li><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li></ul>					
		In addition to this, children receive a dedicated PE slot weekly based around the development the fundamental movement skills and focus on the following each half term:					
		Moving forward/backward Crawling	Running, jumping and balancing	Finding space, hopping and skipping	Throwing overarm, underarm and catching	Throwing to targets, rolling and dribbling	Kicking, striking with ½ hands
Understan ding of the World	<u>Geography</u>	Different types of homes My route to school The local area How do I get to school	similarities and differences between celebrations from different religious and cultural communities	Planets Comparing life on earth and in outerspace.	Seasons - spring	Jungles around the world Wild animals and their habitats	Comparing other beaches to British beaches Map work

		Local Maps – creating a map of the local area Looking at where our different families are from around the world					Looking at different parts of the Earth- land and sea
	<u>History</u>	Discussing memories from time with our families	Similarities and differences from past to now – The Nativity	Space landings When was the first Rocket built?	What happened on Good Friday and Easter Sunday?	Endangered animals and why are they endangered? What can we do to help?	Past and present seaside fronts in the UK Who are pirates? How did they travel Do Pirates exist today?
	<u>Science</u>	Seasonal changes Begin to discuss their similarities and differences Nocturnal animals Hibernation	Seasonal changes Winter clothing- looking after our bodies Melting/ ice investigations Floating/Sinking	Earth and other planets Can we breathe in space? How do we get to space? Who works in space? Forces – push and pull Magnets	Naming and classification Different ways of moving Habitats Life cycles Seasonal changes	Seasonal changes Food chains Plant & animal growth Which animals live in the wild?	Seasonal changes What animals live in the sea? What do they eat? Food chains
Expressive arts and design	<u>Creative Art</u>	<p>Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work.</p> <p>Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. Developing continuously in the skills for planned and unplanned experiences with: Painting, 3D modelling, messy lay, cutting, printing, textiles/materials, colour, mark-making/drawing.</p> <p>In addition specific skills and/or experiences will be planned:</p>					
	<u>Planned experiences</u>	Birthday cards using process art/printing Self-portraits Magical Land- Artist study	Firework prints Christmas card/craft Salt dough tree decoration Pumpkin Sculpture – Artist Study	Junk model rockets Shaving foam rockets Starry night painting – Artist Study	Symmetrical butterflies Daffodil/sunflower observational drawing Sunflower – Artist Study	Animal collages Animal painting Colourful animals paintings- Artist Study	Sea scape painting collage Seaside weaving Junk model boats Seas creature craft

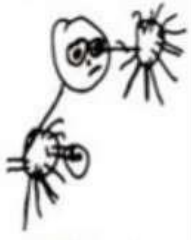

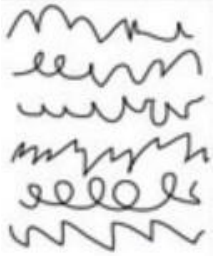

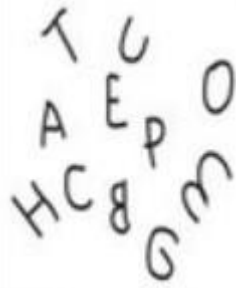

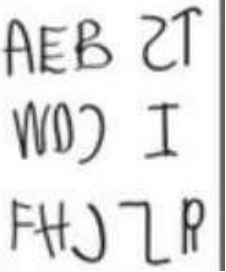
					Easter craft Easter cards		Landscape painting – Artist Study
	<u>Artist study</u> <i>Children to produce a piece of art work each half term based on an Artist Study</i>	Andy Goldsworthy	Yayoi Kusama	Vincent van Gogh	Claude Monet	Linda Israel	J M W Turner
	<u>Music</u>	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and response. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions.					
		Pat-a-cake 1,2,3,4,5 Once I caught... This old Man Five Little Ducks Name song Things for Fingers	I'm a Little Teapot The Grand Old Duke of York Ring o' 'Roses Hickory Dickory Dock The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If you're happy and you know it Head, Shoulders, Knees and Toes	Old Macdonald Incy Wincy Spider Baa Black Sheep Row, Row, Row your boat The Wheels on the Bus Hokey Cokey		
<u>Characteristics of Effective Learning</u> <i>See Appendix B for full details of CoEL</i>	The EYFS statutory framework outlines an expectation the practitioners reflect on the different ways in which children learn, the characteristics of effective learning from the bedrock of teaching understanding the world. These are: <ul style="list-style-type: none"><li>• Playing and exploring – children investigate and experience things, and 'have a go'</li><li>• Active learning – children concrete and keep on trying if they encounter difficulties, and enjoy achievements</li><li>• Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li></ul> It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.						

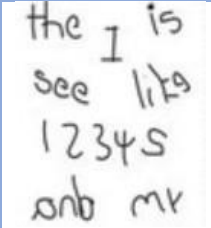
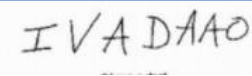
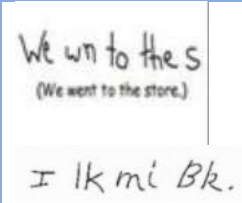

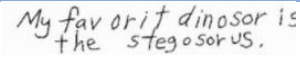
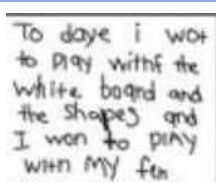
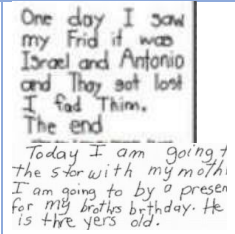
*NB – Festivals and Celebrations will be covered within the current topics where relevant and as part of whole school 'World Religions' themed days.*

*NB – Themes are not set, they are a possible starting point/line of enquiry and can change dependent on direction of learning within lessons and the children's interests and fascinations.*



## Appendix A: EYFS Writing Progression Map

Pre-Phonemic Stage						
Pictures	Random Scribbling	Scribble Writing	Symbols that represent letters	Random letters	Letter strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly

						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

## Appendix B: EYFS Characteristics of Effective Learning

## Characteristics of Effective Learning

<b>Playing and Exploring <i>Engagement</i></b>	<b>Active Learning <i>Motivation</i></b>	<b>Creating and Thinking Critically <i>Thinking</i></b>
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul>	Being involved and concentrating <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>	<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul>
<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>	Keeping on trying <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul>	<b>Making links</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>
<b>Being willing to 'have a go'</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>