Long Term Plan - EYFS (Reception) Curriculum										
	Autumn Term		Spring Term		Summer Term					
D. will	People Who Help Us Autumn	Festivals and Celebrations (Halloween, Bonfire night, Remembrance Day, Christmas)	Winter	Growing/Planting Easter/Spring	Magical/Mythical (castles, princesses, dragons, wizards etc) Transition					
Possible Theme/Texts	The Little Red Hen The Enormous Turnip	Room on the Broom Winnie the Witch	We're going on a Bear Hunt (create our own winter version) When will it be spring?	Jack and the Beanstalk The Very Hungry Caterpillar Handa's Surprise	In the castle Cinderella How to catch a dragon (Caryl Hart)					
	Note - These may change depending on children's personal interests									
Communication and Language  Listening, Attention and Understanding	Understand how to listen carefully and why listening is important Engage in story time Use familiar story language in their own stories Listen to and talk about stories to build familiarity and understanding Predict what will happen next in a story being read to them. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives  Describe events in some detail  Develop social phrases  Engage in non-fiction books  Understand 'why' questions		Use talk to help work our problems and organise thinking and activities explain how things work and why they might happen Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Give their own explanations and instructions					
Speaking	Understand a question or instruct such as 'get your coat and wait at Use talk to organise themselves a engage in non-fiction books Respond appropriately to others Be able to wait their turn to spea	tion that has more than 2 parts, the door' nd their play.	Begin to listen to longer stories that last more than one session Complete instructions that include first, after, last		nes and sonas navina attention to how they sound					
	Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound Use new vocabulary throughout the day Learn rhymes, poems and songs									
Personal, Social and Emotional Development  Self-regulation Managing Self Building Relationships	Build constructive and respectful relationships Express their feelings and consider the feelings of others, regulate behaviour accordingly Recognise cause and effect of actions Show empathy and respect other people's feelings Negotiate with others and work together Care for others in their class Begin to manage their own basic hygiene and personal needs, including dressing, going to the toilet Know about common illnesses and how to prevent them - good hand nose and mouth hygiene		Think about the perspectives of others Identify and moderate their own feelings socially and emotionally Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Know which are healthy and unhealthy foods and the dangers of too much unhealthy foods		See themselves as a valuable individual Show resilience and perseverance in the face of challenge					
Physical Development	Understand the work common medical practitioners do  Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes, personal hygiene) Know and talk about the different factors that support their overall health and wellbeing (toothbrushing, being a safe pedestrian) Develop fine motor skills - holding a pencil correctly, using scissors etc. Use one handed tools - smaller and more complex activities for this - cutting, sticking, drawing. Develop fundamental skills - running, skipping, hopping, jumping		Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, sensible amounts of 'screen time'. having a good sleep routine) 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 Cut along straight lines, zig zags and curves with greater accuracy.		Develop the foundations of a handwriting style which is fast, accurate and efficient.  Combine different movements with ease and fluency					

Literacy Reading  Writing	Read individual letters by saying the sounds for them Blend sounds into words so that they can read simple CVC words made up of known letter-sound correspondences Read common exception words from Phase 2 Read simple captions using phase 2 sounds and common exception words taught Understand what a letter, a word and a sentence is  Sit for longer periods listening to a variety of types of stories Engage in extended conversations about stories, learning new vocabulary Retell stories using their own words and recently introduced vocabulary Begin to anticipate key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role play	Read some letter groups (digraphs) that each represent one sound and say sounds for them Read common exception words from Phase 3 Read simple phrases and sentences using phase 3 sounds and common exception words taught Be aware there are different types of books for different purposes	Recognise and read digraphs, trigraphs on their own and in context Read a simple instruction and follow in the environment independently. Have a love of reading and want to continue Name some of their favourite stories and share them. Become aware of nonsense/alien words Read common exception words from Phase 4 Re-read what they have written to check it makes sense Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	
Willing	Write some or all of their name Write some letters accurately Spell words by identifying the sounds and then writing the sound with letter/s Use a tripod grip with fine mark marking tools and writing	Begin to write short sentences (with support) using known letter- sound correspondences. Begin to hold their own sentence and write it	Use correct pencil grip all the time.  Be able to write on a line  Writing starting to become more uniform in size  Form all lowercase and capital letters correctly  Write short sentences independently using known letter-sound correspondences  Use finger spaces, a capital letter at the beginning of a sentence and a full stop at the end of a piece of work.  See themselves as a writer	
Mathematics	WHITE ROSE MATHS  Just like me! - Match and Sort - Compare amounts - Compare size, mass and capacity - Exploring pattern  It's me 1, 2, 3! - Representing 1, 2 and 3 - Comparing 1, 2 and 3 - Composition of 1, 2 and 3 - Circles and triangles - Positional Language  Light and Dark - Representing numbers to 5 - One more and less - Shapes with 4 sides - Time	WHITE ROSE MATHS  Alive in 5! - Introducing zero - Comparing numbers to 5 - Composition of 4 and 5 - Compare Mass (2) - Compare Capacity (2)  Growing 6, 7, 8 - Composition of 6, 7 & 8 - Making Pairs - Combining 2 groups - Length and Height - Time  Building 9 & 10 - Composition of 9 & 10 - Comparing numbers to 10 - Bonds to 10 - 3D Shape - Pattern (2)	WHITE ROSE MATHS  To 20 and beyond - Building Numbers - Beyond 10 - Counting Patterns - Spatial Reasoning - Match, Rotate - Manipulate  First Then Now - Adding More - Taking Away - Spatial Reasoning - Compose and Decompose  Find my Pattern - Doubling - Sharing and Grouping - Even and Odd - Spatial Reasoning - Visualise and Build	
			On the Move - Patterns and Relationships - Spatial Reasoning - Mapping	

Understanding the world  Past and Present  People, Culture and Communities  The Natural World	Talk about members of their immediate family and community Name and describe people who are familiar to them Show interest in different occupations  Comment on images of familiar situations in the past Talk about the past and present events in their own lives.  Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways Experience and start to understand celebrations from different communities within our country  Be aware of different technologies in school and at home and know how these can be used safely.		Draw information from a simple map (Bear Hunt) Investigate and create simple maps of their local area Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live Look at difference countries in the world and talk about the differences seen in photos/books  Plant seeds and care for growing plants Understand the key features of the life cycle of a plant Start to be aware of how things grow and different parts of the plant. Understand the need to respect and care for the natural environment and all living things		Compare and contrast characters from stories, including figures from the past  Continue to develop positive attitudes about the differences between people.			
	Understand the effect of changing seasons on the natural world around them Talk about seasonal changes within the school and local environment - leaves on the trees Explore the natural world around them Describe what they see, hear and feel whilst outside							
Expressive arts and design  Creating with Materials  Being imaginative and Expressive	Explore and engage in music making and dance  Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them  To use their creations in the classroom areas  To make their own creations within the current theme in class		Explore and engage in music making and dance performing a solo for others to watch Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.		Explore and engage in music making and dance, performing solo or in groups To create complex stories during their small world play To make imaginative and complex 'small worlds' with blocks and construction kits To use their creations in the classroom areas To make their own creations within the current theme in class Use more complex equipment to create models			
PSHCE (Including RSE)	Relationships  Who is in my family?  Who do I look after?  What do I do that makes me feel happy?  What can other people do to make me feel good?	Keeping safe and looking after myself  Why do I have to be clear about knowing 'yes', 'no', 'I'll ask' and 'I'll tell"  People who help me Who can I ask if I need to know something?  Who can I go to if I am worried about something?	Feelings and Attitudes  • What do I have to do for myself now I am at school?	Mental Wellbeing How am I feeling? Do I know why?	Living in Our World  What are my responsibilities as a child in school (sharing, taking turns, manners etc.)?  How do I know I'm part of "Overfields Primary School?'  Life cycles How are other children similar/different to me?	My Body and My Health  Why are girls' and boys' bodies different?  What do we call the different parts of girls' and boys' bodies?  Why and when do I need to wash my hands?  How do I keep myself safe in the sun?		
Religious Education	Special Times Harvest and Christian beliefs about caring for our world	Special Times Diwali - the festival of light Special stories Why was Jesus' birth seen as special?	Special Books The Bible as a special book for Christians  Special Stories Stories Jesus told (e.g. The Lost Coin) Other stories from the Bible	Special Times Easter - new life and celebration	Special places Church visit  Belonging/Family Weddings- Christian and Hindu marriage ceremonies			