

## Long Term Plan - EYFS (Reception) Curriculum

	Autumn Term		Spring Term		Summer Term
Possible Theme/Texts	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
	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  Speaking	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. Understand a question or instruction that has more than 2 parts, such as 'get your coat and wait at the door' Use talk to organise themselves and their play. engage in non-fiction books Respond appropriately to others Be able to wait their turn to speak		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 Begin to listen to longer stories that last more than one session Complete instructions that include first, after, last		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
	Learn new vocabulary Use new vocabulary throughout the day		Listen carefully to rhymes and songs, paying attention to how they sound 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 Understand the work common medical practitioners do		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	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



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		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		Compare and contrast characters from stories, including figures from the past  Continue to develop positive attitudes about the differences between people.
	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.		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		
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)	<u>Relationships</u> <ul style="list-style-type: none"><li>Who is in my family?</li><li>Who do I look after?</li><li>What do I do that makes me feel happy?</li><li>What can other people do to make me feel good?</li></ul>	<u>Keeping safe and looking after myself</u> <ul style="list-style-type: none"><li>Why do I have to be clear about knowing 'yes', 'no' , 'I'll ask' and 'I'll tell"</li></ul> <u>People who help me</u> <ul style="list-style-type: none"><li>Who can I ask if I need to know something?</li><li>Who can I go to if I am worried about something?</li></ul>	<u>Feelings and Attitudes</u> <ul style="list-style-type: none"><li>What do I have to do for myself now I am at school?</li></ul>	<u>Mental Wellbeing</u> How am I feeling? Do I know why?	<u>Living in Our World</u> <ul style="list-style-type: none"><li>What are my responsibilities as a child in school (sharing, taking turns, manners etc.)?</li><li>How do I know I'm part of "Overfields Primary School"?</li></ul> <u>Life cycles</u> <ul style="list-style-type: none"><li>How are other children similar/different to me?</li></ul>
Religious Education	<u>Special Times</u> Harvest and Christian beliefs about caring for our world	<u>Special Times</u> Diwali - the festival of light  <u>Special stories</u> Why was Jesus' birth seen as special?	<u>Special Books</u> The Bible as a special book for Christians  <u>Special Stories</u> Stories Jesus told (e.g. The Lost Coin) Other stories from the Bible	<u>Special Times</u> Easter - new life and celebration	<u>Special places</u> Church visit  <u>Belonging/Family</u> Weddings- Christian and Hindu marriage ceremonies