

Long term plan EYFS Reception

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
IGNITE (vision) Monday assemblies	Include everyone	Guarantee opportunities	Nurture aspirations	Inspire each other	Try everything	Enable independence
IGNITE (values) Monday assemblies	Every day is a new day	Be there for each other	Aim high	Do your best	Don't give up	Believe in yourself
British Values, RE, Themed days/weeks Tuesday assemblies	1 Welcome back 2 New beginnings and creation stories 3 Great Britain and National anthem 4 Navratri 1-11 Oct (Hinduism) 5 Space week 4-10 Oct 6 Yom Kippur 11-12 Oct (Judaism) 7 Anti-Slavery / Trafficking	8 Diwali 1 Nov (Sikhism / Hinduism) 9 Remembrance 10 Day of tolerance 11 Democracy 12 Mutual respect 13 Christmas 25 Dec (Christianity) 14 Hannukah 24 Dec (Judaism)	1 Welcome back 2 Rule of Law 3 Individual Liberty 4 Mutual Respect 5 Democracy 6 Safer Internet Day 7 Social Justice Day 20 Feb	8 Shrove Tuesday 28 Feb (Christianity) 9 Lent (OTB) (Christianity) 10 Nanakshahi 14 Mar (Sikhism) 11 World Poetry Day 21 Mar 12 Tolerance of different faiths and beliefs 13 Palm Sunday 9 April (Christianity)	1 Welcome back 2 Vaisakhi 13 Apr (Sikhism) 3 Buddha Day 6 May (Buddhism) 4 Passover 10-18 Apr (Judaism) 5 Ramadan 27 May (Islam)	6 Pentecost 4 June (Christianity) 7 Rule of law (school rules) 8 Eid-ul-Fitr 25 June (Islam) 9 Individual Liberty 10 Dharma Day 9 Jul (Buddhism) 11 Transition
SMSC Wednesday assemblies (Singing assemblies in odd weeks; class assemblies in even weeks)	2 Introduce class trip sharing assemblies 4	10 Anti-Bullying 11 Creative Arts	7 Prayer Week	8 Reading Week		6 Social Enterprise Month (June)
As reception children do not go to all assemblies, time will be spent within the daily session to address the assembly themes as seen above. This will be done through planned adult led sessions, circle times and if appropriate, providing resources for children to access during child initiated times.						
Pathway to Independence (Circle time and cross-curricular)	Toilet Table manners Keeping tidy Using equipment	Getting ready Friendship skills Collaboration Healthy diet	Aspiration and recognition Homework On the phone Time management	Clean body, hair and nails Clothing Out and about Understanding information	Healthy teeth Keeping going Avoiding boredom	Helping out Money management Playing games Dressing
Class theme / topic	Rules All about me Harvest	Houses and homes Christmas	Dinosaurs People that help us	Traditional stories Easter	Planting	Minibeasts
Visits / visitors (enriching the curriculum)		Walk around Brookside	Fire Engine visit	Wonderland Pastor from church of Pentecost UK	Garden Centre Visit	Exotic Zoo
Deep and Diverse experiences		Nativity Blists Hill Kenya		Church of Pentecost UK, Stirchley	Madeley Woods	Weston Park Fun Day (inc the Big Push) Help at Nursery Graduation
Pie Corbett Reading Spine texts	Owl Babies Goodnight Moon	Rosie's Walk Handa's Surprise	Six Dinner Sid Whatever Next	Shhh! On the Way Home	Farmer Duck Mr Grumpy's Outing	The Gruffalo Mrs Armitage has wheels
Additional texts	Room on the Broom Starting School	The Nativity Story Three little pigs	Dinosaur Roar Additional dinosaur texts	Traditional Tales Nursery Rhymes Tales with a twist	Titch Jack and the Beanstalk	Very hungry caterpillar Norman the Slug Incy Wincy Very lazy ladybird
40-60 statements from EYO					ELG statements from EYO	
Communication and Language	L&A <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul> U <ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by</li> </ul>	U <ul style="list-style-type: none"> <li>Responds to instructions involving a two part sequence.</li> </ul> Sp <ul style="list-style-type: none"> <li>Introduces a storyline or narrative into their play.</li> </ul>	L&A <ul style="list-style-type: none"> <li>Two channelled attention – can listen and do for a short span.</li> </ul> U <ul style="list-style-type: none"> <li>Understands humour, e.g. nonsense rhymes, jokes</li> </ul>	U <ul style="list-style-type: none"> <li>Able to follow a story without pictures or props.</li> </ul> Sp <ul style="list-style-type: none"> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	L&A <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations.</li> </ul> L&A <ul style="list-style-type: none"> <li>They give their attention to what others say and respond appropriately, while</li> </ul>	L&A <ul style="list-style-type: none"> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.</li> </ul> U

	<p>others in conversation or discussion.</p> <p>Sp</p> <ul style="list-style-type: none"> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> </ul>	<p>Sp</p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<p>Sp</p> <ul style="list-style-type: none"> <li>Links statements and sticks to a main theme or intention.</li> </ul>		<p>engaged in another activity.</p> <p>U</p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions.</li> </ul> <p>Sp</p> <ul style="list-style-type: none"> <li>They develop their own narratives and explanations by connecting ideas or events.</li> </ul> <p>Sp</p> <ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <p>Sp</p> <ul style="list-style-type: none"> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>
Physical Development	<p>M&amp;H</p> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Jumps off and object and lands appropriately</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> </ul> <p>H&amp;SC</p> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul>				<p>M&amp;H</p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p>H&amp;SC</p> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>	
Personal, Social and Emotional Development	<p><u>Self-confidence and Self-awareness</u></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul> <p><u>Feelings and Behaviour</u></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><u>Making Relationships</u></p>				<p><u>Self-confidence and Self-awareness</u></p> <ul style="list-style-type: none"> <li>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul> <p><u>Feelings and Behaviour</u></p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class,</li> </ul>	

	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<p>and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	
Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Enjoys an increasing range of books.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Begins to break the flow of speech into words.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Mathematics	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Understanding the World	People and Communities	People and Communities	

	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Interacts with age-appropriate computer software.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>
Expressive Arts and Design	<p><u>Exploring Media and Materials</u></p> <ul style="list-style-type: none"> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Plays alongside other children who are engaged in the same theme.</li> </ul>	<p><u>Exploring Media and Materials</u></p> <ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> <li>Introduces a storyline or narrative into their play.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<p><u>Exploring Media and Materials</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>