EYFS LONG TERM PLAN –
Reception Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	***Amazing me***	***Let's Celebrate!***	***Once upon a time***	***Let's Explore!***	***Growing and Planting***	***Beside the Seaside***
Texts **Bold-literacy counts texts**	**The Something** Only One you Good People Everywhere Marvelous Me The boy who hated toothbrushes All kinds of bodies	**Star in a Jar** Rama and Sita Kipper's Birthday The Christmas Story Little Glow Pumpkin soup	**Little Red** The Gingerbread Man Three Billy Goats Gruff Three little pigs Goldilocks The Ugly duckling	**Juniper Jupiter** The Treasure of Pirate Frank The Big Picture Atlas The Journey home On the Way home Rumble in the Jungle	Oliver's Vegetables **The Extraordinary gardener** My Bean Diary The tiny Seed Jack and the Beanstalk The Hungry Caterpillar	**The Storm Whale** Lost and Found Sharing a shell The lighthouse keepers lunch Sally and the Limpet Look what I found at the Seaside
Reading and writing	 Develop routines for phonics and reading sessions. Floppy Phonics Level 1+ Books 1-3 Read individual letters by saying the sounds for them. Form lower-case and capital letters correctly. Modelled blending sessions daily. Name reading in snack, creative, writing, voting and register times. Learn and signify small sections of text. Making predictions. **Writing** Dough Disco and strength activities for those that still need it. Daily name writing on registration. Modelled drawing with CVC labelling. Basic control and letter formation. Labelling all artwork with name. **Specific activities**	 Floppy Phonics Level 1+ Books 4-6 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. Form lower-case and capital letters correctly. Daily CVC activity for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs. Basic Who, what, where, when Qs for comprehension. Independent decodable books in the environment Learning and role-playing stories from other cultures. Comparing to stories we already know. Good Vs bad. **Writing** Focused strength activities for those that need it. Daily name writing. Correct formation focus.	 Floppy Phonics Level 2 Books 7-9 Read some letter groups that each represent one sound and say sounds for them Daily independent reading of basic sentences. More complex sentences daily supported reading. Comparison of fiction and non-fiction. Understands that information can be found in non-fiction books. Looks through non-fiction books with interest. Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc **Writing** Daily CVC tasks involving new digraphs and revisits of old. Daily hand strength and home activities for those that need it. Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil	 Floppy Phonics Level 2 Books 10-12 Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Signify whole class text and begin to make simple innovations of places and character. **Writing** Daily word building task with frames and fans to support selecting correct sounds. Picture prompts to guide word choice. Sentence level tasks with word boxes to support all words being included in a sentence. Recording equipment for independent sentence building Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling. Weekly modelled drawing and	 Floppy Phonics Level 3 Books 13-15 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Independent reading of books with multiple sentences. Introduction of 'why?' inference questions. Specific inference sessions. Sorting spring texts fiction/non-fiction **Writing** Upper case letters used to start a sentence. Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil	 Floppy Phonics Level 3 Books 16-18 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Signifying/story maps/innovate small sections W,W,W,W,W questions. **Writing** Secure spelling of tricky words Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Sentence level. Model of finger spaces, capital letters and full stops. Pupil guided spelling. **Specific activities** **Multiple sentences that retell**

	Labelling/name writing **Drawing club**	Weekly modelled drawing and writing sessions. Word level. Weekly letter formation session. 1:1 CVC labelling task weekly. **<u>Specific activities</u>** **Christmas lists/Describing characters**	guided spelling. Weekly modelled drawing and letter formation session. 1:1 writing task weekly. **<u>Specific activities</u>** **First sentences linked to stories** **Label story snippets with what they see**	letter formation session. 1:1 writing task weekly. **<u>Specific activities</u>** **Innovated story map & page** **Treasure map labelling** **Message in a bottle**	guided spelling. Weekly letter formation session. 1:1 writing task weekly. Read the sentence and draw. **<u>Specific activities</u>** **Sentences linked to sequencing** **Shopping lists** **Planting diary basic sentences** **Describing fruits/veg/flowers**	**class text** **Describing/recount sentences for visit**

Maths – Mastering Number(NCETM)	Subitise within 3 Focusing on counting skills Explore how all numbers are made of 1s Focus on the composition of 3 and 4 Subitise objects and sounds Comparing of sets just by looking Use the language of comparison, more than/fewer than	Focus on counting skills Focus on the fiveness of 5 using one hand and the die pattern for 5 Comparison of sets by matching Use the language of comparison: more than, fewer than, equal number Explore the concept of whole and part Focus on the composition of 3, 4, 5 Practise object counting skills Match numeral to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numeral to quantities within 5 Counting-focus on ordinality and the staircase pattern See that each number is one more than the previous number Focus on 5 composition Focus on 6 and 7 as 5 and a bit Compare sets and use language of comparison more than, fewer than, an equal number to Make unequal sets equal	Focus on the staircase pattern and ordering numbers Focus on ordering numbers to 8 Use language of less than Focus on composition of 7 Doubles-explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes-odd and even numbers	Counting larger sets and things than cannot be seen Subitising to 6 including in structured arrangements Composition 5 and a bit Composition of 10 Comparison linked to ordinality Play track games	Subitise to 5 Introduction of the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting to 20 and beyond
White Rose Shape and measure	Measure and pattern Compare size, mass and capacity Explore and create simple patterns Circles and triangles Identify, compare and name circles and triangles Shapes in the environment Describe position	Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes Shapes in the environment Day and night	Mass and capacity Compare mass Find a balance Explore capacity Compare capacity	3d shapes Recognise and name 3d shapes Find and name 2d shapes in 3d shapes Use 3d shapes More complex patterns Patterns in the environment Length height and time Explore and compare length Explore and compare height Talk about time Order and sequence time	Manipulate, compose and decompose Rotate and manipulate shapes Compose and decompose shapes Copy 2d shape pictures Find 2d shapes in 3d shapes	Visualise build and map Identify patterns Create and explore pattern rules Visualise and describe position Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places.
CL	Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play- responding to direct questions and play activities. **Vocab- family, growing, baby, adult, child, past.**	Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs. **Vocab- Diwali, Christmas, celebration, Christian, Jesus, God, Religion, birthday.**	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses. **Vocab- beginning, middle, end, character, plot, front cover, title, blurb, fairytale, traditional tale.**	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened. **Vocab- pirate, Jolly Roger, volcano, swamp, old, new, past, present,map, direction, North, South, East, West, space, planets.**	Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way. **Vocab- grow, plant, seed, life cycle, flower, stem, petal, leaf, sunlight, farm/er, life cycle.**	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery. **Vocab- beach, shore, sea, rock pool, sea animals, shell, coral.**

PD **Get Set for PE**	**PE- Gymnastics, Dance** Practice and refine movement skills they have already acquired Develop small motor skills to use tools independently and safely Attempt to manage own hygiene **Forest school** Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	**PE-Yoga, Fundamentals** Develop control when moving. Develop overall body strength, balance, co-ordination and agility Develop core strength Develop the skills to manage the school day- dressing and undressing, putting own shoes on. **Forest school** Develop small motor skills to use tools independently and safely	**PE-Ball skills 1, Games 1** Develop core muscle strength and posture Combine different movements with ease Establish the correct pencil grip and posture for writing To be able to put on and take off own coat. **Forest school** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	**PE-Ball skills 2, Games 2** Confidently use small and large apparatus Talk about how I can keep healthy Develop ball skills by taking part on group balls skills Begin to about different ways I can be healthy and keep active **Forest school** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	**PE-Introduction to PE 1, 2** Develop body strength Develop balance when using large equipment Develop confidence and accuracy when using a ball To be able to fasten own coat Develop coordination Develop handwriting style **Forest school** Develop overall body-strength, balance, co-ordination and agility	**PE-Fundamentals** Refine different ways of moving-hopping, skipping etc. Demonstrates overall body strength, balance, co-ordination and agility Negotiates space and obstacles safely, considering themselves and others Hold a pencil effectively, using tripod grip Use a range of small tools Talk about different ways I can be healthy and keep active **Forest school** Develop small motor skills to use tools independently and safely
PSED **Kapow unit in bold**	**Self-regulation: My feelings** Selecting & using resources in their new classroom setting Getting used to new routines & rules Building relationships with adults & peers in the setting	**Building relationships: Special relationships** Continuing to develop friendships & relationships Exploring feelings Increasingly following rules and boundaries	**Managing self: Taking on challenges** Showing independence in selecting & using resources Identify the range of feelings and how others may feel Begin to take on challenges and show perseverance	**Self-regulation: Listening and following instructions** Begin to regulate their behaviour Show independence in managing their needs Begin to show resilience in the face of challenge	**Building relationships: My family and friends** Expressing & moderating feelings See themselves as valuable individuals (within a family unit) Finding solutions to conflicts Explain reasons for rules	**Managing self: My wellbeing** Manage own basic hygiene Working cooperatively & taking turns with others Show understanding of others feelings & perspectives Give focused attention
EAD **Kapow-art and DT** **Charanga-music**	**Art- Marvelous Marks** Explore the role of outlines to make features and thick and thin brushes for adding detail. Portraits. **Music-** Me! Listening and responding to unfamiliar genres. Learn and perform a nursery rhyme. Learn to find a beat. **Performance-**Learn to signify parts of the class text.	**DT- Cooking and nutrition Making soup** Explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). Class pumpkin soup. **Music**- My Story! Listen and begin to appraise with simple sentence stems. Learn and perform a nursery rhyme. Name basic percussion instruments and use to find a simple beat. Perform. **Performance-** Christmas performance. Role play and retell the story ofRama and Sita with puppets.	**DT- Textiles- making bookmarks** Pupils develop and practise threading and weaving techniques using various materials and objects. **Music-** Everyone! Listen and appraise. Able to use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone. Perform. **Performance-** performing traditional tales.	**DT- Junk modelling-** Large scale design projects using recycled materials. Able to select equipment, materials and techniques independently to make an end product after modelling. **Music-**Our World! Listen and appraise. Able to identify some instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start and stop. Basic rhythm and beat. Perform. **Performance-**Learn and perform song and actions of a sea shanty.	**Art- Sculpture and 3D** Still life drawings of plants and flowers. Selecting between crayon, pencil and paint for best effect. Creating 3d models of animals and plants. **Music-** Big Bear Funk! Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat. Perform. **Performance-** Role play Jack and the Beanstalk.	**Art- Paint and mixed media** Combining media to produce a seaside collage. Roll,tear, splatter, print, scrunch. **Music**- Reflect. Rewind. Replay! Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform. **Performance-** role play at the day of the beach.

UTW **Science-White Rose and PZAZ**	**RE-** Christianity What is faith? Special places/people/objects. **Science- Science-PZAZ- Animals including Humans-3, 13, 14. White Rose-Senses, Me and my small world.** My body, Exercise, Food and Hygiene. How we change as we grow, how to keep healthy. **History- Peek into the past** How things change across time. Baby-adult. Timelineof growth. Timeline of basic day activities.	**RE-**Christmas- What is Christmas? Compare to Diwali. (Christianity) **Science- Science-PZAZ-Seasonal Change-1-2. White Rose-What's changed? Changes in Winter** The changing seasons. How does the world change? Key aspects of each season (weather/trees and plants). Leaf sorting (classifying). **Geography- celebrations around the world** Looking at Diwali, Christmas and how they are celebrated in other countries	**RE-** Celebrations- How do people celebrate? (Hinduism) Compare to our celebrations. **Science- PZAZ Potions and materials 6,7,8,9,10** Changing states. Melting experiments (comparative/fairtesting) Changes, liquids and potions. **History- Traditional tales** Understand the past through settings, characters and events encountered in books read in class and storytelling.	**RE-** Easter- What is Easter? (Christianity) **Science- PZAZ Planes and boats, Magnets-powers 11, 12 White Rose- Pushes and pulls.** Floating and sinking boats. Materials. Testing for suitability. Making predictions and building boats (problem solving). **Geography- Exploring maps** Making maps and finding locations. School grounds treasure hunt. Recognising local features on a bird's eye view. Comparing Hull to a countryside location. Key differences.	**RE-** Story Time- What can we learn from stories? (Christianity, Hinduism, Islam, Sikhism) **Science- PZAZ Plants, habitats, Flowers and trees, Bugs 15, 16, 17, 18 White Rose-watch it grow, Let's go outside.** The basic parts of a plant. How seeds are found in a fruit and how seeds are planted. Basic sun and water information.Watching and observing growth (observing over time). Basic health linked to fruit and vegetables. **Geography- Outdoor adventures** Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	**RE-** Special Places- What makes places special? (Christianity, Islam, Judaism) Visit to Church **Science – PZAZ Animals including humans 4, 5 White Rose-animal detectives, let it flow.** Life cycles of animals, seaside animals. Sorting animals indifferent ways. **History- Adventures through time** Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.
Trips, visits and experiences ***Forest School/Outdoor learning Sheriffhales 6***	Nature/Autumn walk (school grounds) Family visits People who help us visits *The Changing seasons* *Using tools*	Harvest Festival Christmas service and Nativity Whole school-pantomime *The changing seasons* *Fires for cooking*	Vicar visit- Easter Chinese New Year themed day *Knots* *Making bird homes*	Environment walk RAF Cosford visit *Geographical skills and navigation-positional language.*	Nature walk Butterfly garden Visit to the fruit/veg shop *Planting and Bugs* *Shelter building*	Beach day Sports day *Animals and habitats* *Gardening*
Sticky Knowledge	• I can 1:1 count to 5. • I can compare two numbers. • I can identify circle and a triangle. • I can read and write first 12 sounds. • I can listen carefully to a story. • I can use tools independently such as a pencil and paintbrush. • I can dance to music. • I can balance on a piece of equipment outdoors. • I can move in different directions. • I can talk about my strengths. • I can use detail in my drawings-portraits. • I can sing at least 5 nursery	• I can count to 10. • I can compare sets. • I can identify shapes with 4 sides. • I can make 6 in different ways. • I can read and write first 24 sounds. • I can write my name. • I can answer a question asked by an adult. • I can roll and stop a ball. • I can wait my turn in a game. • I can safely use a knife to chop vegetables.	• I can find one more. • I can make 7 in different ways. • I can compare mass. • I can read and write 36 sounds. • I can talk to my peers when playing. • I can retell a story. • I can throw and catch a ball. • I can jump from equipment and land safely. • I can hold my pencil correctly. • I can weave and sew a running stitch. • I can play a simple beat	• I can find doubles. • I can name 3d shapes. • I can read and write 42 sounds. • I can chat to an adult or friend. • I can ride a 2 wheeled bike with stabilisers. • I can and focus on the carpet for 10 minutes. • I can form good friendships in my class. • I can manage my own needs independently such as getting my coat and going to the toilet. • I can join materials in a variety of ways such as glue, tape, string, hole punch. • I can copy a rhythm. • I can tell you 3 facts about Easter.	• I can subitise to 6 • I can make a picture with 2d shapes. • I can read and write 54 sounds. • I can ask questions. • I can run at speed. • I can kick a ball. • I know 3 things that keep me healthy. • I can draw and sculpt a representation of a plant. • I can identify music that I like and why. I can name the parts of a plant.	• I can recall number bonds to 5. • I can count to 20. • I can build a map. • I can read and write all level 1,2 and 3 sounds. • I can write a simple sentence. • I can share my feelings. • I can move in a range of ways such as jumping, skipping, crawling. • I can take turns and share with my friends and adults. • I can make an observational drawing. • I can mix 3 different colours. • I can move in response to music. I can sort

	rhymes. I can tell you how I change as I grow.	• I can sing in a group for our Christmas performance. I can tell you 3 facts about Christmas.	on an instrument. I can identify a change in state such as melting.	I can recognise 3 features on a map.		animals in different ways.