

EYFS LONG TERM PLAN—Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Linked texts to help children to secure and think more deeply about knowledge.	Colour Monster Colour Monster Starts School	Little Glow Story of Diwali First Christmas Story The Best Diwali Ever	Non-Fiction topic books Over and Under	The Easter Story A seed is sleepy Non-Fiction Life Cycles	Non-Fiction topic book	Little Red Riding Hood Hansel & Gretel The Emperor's New Clothes
WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge.	Visits to the people who help us in school— Miss Jobey, Mrs Heron & Mrs Roberts in the office, Shaz the school cook, Lee the caretaker, lunchtime supervisors Harvest Festival & collection Mystery Readers	Walk to the Rising Sun— Santa's Grotto visit Walk around the perimeter of school—naming lampposts, paths, Church of the Good Shepherd Walk to post office to post Christmas letters Diwali celebrations Nativity Posting letters to Santa Mystery Readers	Internet Safer Day— Smartie the Penguin Chinese New Year Mental Health Awareness week Visit to the library RSPB—Great Bird Watch Mystery Readers Winnie the Pooh Day	Easter time Visit to the Church of the Good Shepherd Mother's Day Afternoon Tea Mystery Readers Shrove Tuesday/Pancake Day	Visit from fire services Visit from a Dentist/dental nurse Mystery Readers	Trip to beach & sea life centre Mystery Readers

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Characteristics of Effective Learning	Playing and Exploring: children investigate and experience things, and ‘have a go’ Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and Thinking Creatively: children have and develop their own ideas, make links between ideas, and develop strategies for doing things					
Overarching Principles	Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured Positive Relationships: children learn to be strong and independent through positive relationships Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					

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Assessment Opportunities	National Baseline data RWI assessments On-going formative assessment EY 's team meetings	RWI assessments On-going formative assessment FSU team meetings Parents evenings	RWI assessments On-going formative assessment FSU team meetings LA cluster meetings?	RWI assessments FSU team meetings (weekly) Parents Evening Pupil Progress meetings Internal moderation	RWI assessments FSU team meetings (weekly) Pupil Progress meetings	RWI assessments FSU team meetings (weekly) End of year report ELG Data
Strategies to involve families in our learning. Fine motor skills pack sent at beginning of year Maths pack sent	Reception phonics meeting Tapestry Twitter FSU information booklet Whole school newsletter Drop-in sessions RWI links sent to parents via Seesaw	Parents Evening Nativity Seesaw Twitter Whole school newsletter RWI links sent to parents via Seesaw	Tapestry Twitter Whole school newsletter Drop-in sessions RWI links sent to parents via Seesaw	Tapestry Twitter Parents Evening Mother's Day Afternoon Tea Easter Assembly Whole school newsletter RWI links sent to parents via Seesaw	Tapestry Twitter Whole school newsletter Drop-in sessions () RWI links sent to parents via Seesaw	Tapestry Twitter Sports Day End of year report Whole school newsletter RWI links sent to parents via Seesaw
Strategies to support our vulnerable children	Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning			Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning		
How will we use our enhanced continuous provision to support learning through independent inquiry.	Small world—following children's interests Home corner—regular enhancements Discovery tuff trays		Small world—following children's interests, animals, life cycles Home corner—regular enhancements Discovery tuff trays Planting/Garden Centre area		Small world—following children's interests Home corner—regular enhancements Discovery tuff trays Role play areas—Doctors/Vets/Fire station/ police station/ Hospital/ Baby Clinic	

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Communication and Language Listening & Attention Speaking	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, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support 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. EYFS Statutory Educational Programme					
Whole Early Years focus— C&L is developed through the year through high quality interactions, daily group discussions, stories, singing, speech and language interventions, Pie Corbett T4W, class bee sent home weekly	Understand how to listen carefully Know why listening is important. Follow class prompts/cues (MTYT, Visual timetables) Join in with predictable texts. Recall a range of familiar nursery rhymes. Recall and define 'Fridge Words' vocabulary for the half term. Begin to be aware of negatives in sentences. To begin understand what a question is. Follow two part instructions. Use T4W to retell a story in order	Learn more complex rhymes. Secure rules for conversational turn taking in a variety of situations. Ask "Tell me more" questions to extend responses. Answer "Why?" and "How!" questions in response to experiences or events. (act on own initiative) Recall and define 'Fridge Words' vocabulary for the half term Awareness of negatives in sentences Use T4W to retell a story in order (Nativity)	Join in with familiar repeat & refrain stories and rhymes. Connect one idea or action to another using connectives (and, because, so, but) Recall and define 'Fridge Words' vocabulary for the half term Understand negatives in short sentences (Example, Show me the boy who isn't jumping). Ask "Tell me more" questions to extend responses & clarify understanding.	Play with words and "funny" rhymes, including "add your own word" rhymes. Tell entire familiar stories using sequenced illustrations as prompts. (story maps) Continue to connect one idea or action to another using connectives (and, because, so, but) Answer open ended questions. (Blanks level) Recall and define 'Fridge Words' vocabulary for the half term	Recall familiar stories using appropriate language in small world & role play etc. Memorise rhymes and rhythm patterns using body percussion or instrumental sounds in simple performances Answer open ended or speculative questions. Follow three part instructions. Recall and define 'Fridge Words' vocabulary for the half term	Makes up own stories using small world, figures or puppets or in role play with open ended props. Process instructional language, adjectives, verbs and prepositions. Play a selection of games where they are giving instructions to each other. Recall and define 'Fridge Words' vocabulary for the half term
Rhymes/Poems	The squirrel Dingle Dangle Scarecrow 5 Little Leaves	Remember, Remember 5th Nov Pat-a-cake, Pat-a-cake	5 little monkeys swinging in the tree Little Bo Peep	Pancake poem I had a little cherry stone Little Peter Rabbit had a fly upon his nose	Miss Polly had a Dolly London's Burning	Sea shanties Over the Irish sea

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Educational Programme					
Jigsaw	Being me in my World	Celebrating Differences	Dreams and goals	Healthy Me	Relationships	Changing me
Managing Self Self-Regulation Building Relationships Children will follow Snowbell & Snowdrops rules, be encouraged to use a variety of self regulation strategies, some of which suggested by partnership with Silverdale Outreach team	Follow classroom routines including self-help with clothing. Continue to follow classroom expectations. (Snowbell & Snowdrop rules) See themselves as a valuable individual & develop a positive sense of self. Build a vocabulary around feelings & emotions Identify & communicate own feelings using 5 point scale Building strategies to make new friends. RSE—Caring for Me	Be able to talk about & show good practise with regards to handwashing and food preparation. (clean snack table) Identify healthy ingredients in food & drinks. Work with another to achieve a desired outcome. Building confidence when performing & acting out in front of others (Nativity) Identify the qualities of what makes a good friend. Identify & communicate own feelings using 5 point scale RSE—Respectful Relationships	Work in a small group on tasks like turn-taking games. Talk about simple problem solving approaches. Make healthy snacks Continue to develop strategies for self regulation (5 point scale) RSE—People who care for me—My Family	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to a healthy snacks. Talk about and demonstrate good oral health routines. Continue to develop strategies for self regulation (5 point scale) RSE—Healthy Eating	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge. Spontaneously use strategies for self regulation (5 point scale) RSE—Respectful Relationship	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Continue to develop strategies for self regulation (5 point scale)
Computing & Online Safety RSE—online relationships	Use of IWB How to use iPad safely—opening and closing, storage Digiducks Big Decision online story—Childnet	Take selfies and photos using iPads Chicken Clicking Story	Safer Internet Day — Smartie the penguin online story (Childnet) Dot. Story	Use a basic app on the iPad Unplugged Story	Use a basic app on the iPad Use of beebots/codapillar Troll Stinks story	Use a basic app on the iPad Once Upon a Time Online Story

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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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 later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Educational Programme					
Fine motor Daily opportunities for fine motor activities	Use pincer movements to thread & peg. Use small tap hammers with accuracy. Participate in hand action songs Use a fork and spoon at lunchtimes Put on own coats & lunchtime bibs and attempt fastenings. Pull off jumpers and cardigans with increasing independence. Blow own nose and dispose of tissue Pencil grip: Begin to use tripod grip Scissor skills: Cutting along lines using developmentally appropriate scissor	Join and separate small construction kit components by clicking and twisting. Use small screwdrivers to screw into pumpkins/soft wood. Use squashing techniques including rolling pins to achieve desired effects. Use a fork and spoon at lunchtimes Put on own coats & lunchtime bibs and attempt fastenings. Pull off jumpers and cardigans with increasing independence. Take off own shoes and put back on Blow own nose and dispose of tissue Complete a 6 piece jigsaw Pencil grip: Begin to use tripod grip Scissor skills: Cutting along lines using developmentally appropriate scissor	Weave, thread and tie Continue to develop confidence and skill in using tap hammers and screwdrivers Carry and control small equipment Use a knife, fork and spoon at lunchtimes Take off own jumper and turn correct way, pull arms through coat. Take off own shoes and put back on Complete a 10+ piece jigsaw Pencil grip: Use tripod grip, holding pencil between thumb and two fingers Scissor skills: Cut and turn along outlines.	Continue to develop confidence and skill in using tap hammers and screwdrivers Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Control small games equipment when transporting, collecting and throwing. Use a knife, fork and spoon at lunchtimes Take off own jumper and turn correct way, pull arms through coat. Take off own shoes and put back on, fastening Velcro fastenings Complete a 10+ piece jigsaw Pencil grip: Use tripod grip, holding pencil between thumb and two fingers Scissor skills: Cut and turn along outlines.	Use hammer and screwdriver skills to join and connect two or more pieces of wood. Join & assemble with tape and glue. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Use a knife & fork at lunchtimes Know how to button and unbutton own clothing Take off own shoes and put back on, fastening Velcro fastenings Complete a 20 piece jigsaw Pencil grip: Use tripod grip effectively to form letters and shapes Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper	Use hammer and screwdriver skills to join and connect two or more pieces of wood. Use tools to cut and join safely under supervision. Use hand moulding and building techniques with malleable materials. Use fine pincer mark-making tools with precision. Use a range of tools to dismantle mechanisms. Take off own shoes and put back on, beginning to tie laces Use a knife & fork at lunchtimes Complete a 20 piece jigsaw Pencil grip: Use tripod grip effectively to form letters and shapes Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper
Gross motor Children take part in daily wake up, shake up linked to squiggle Whilst you Wiggle' movements. Free flow access to the outdoors for large Physical development.	Stack, align and balance blocks of different shapes and sizes Move safely in a large space, negotiating obstacles Change direction. Stop quickly Use OPAL equipment to create, climb and balance.	Stack, aligning, balancing with magnetic joints Travel in different ways with control and co-ordination. Dig with trowels and hand forks Jump in different ways Use OPAL equipment to create, climb and balance.	Recognise body changes during exercise. Travel across simple obstacle courses Use OPAL equipment to create, climb and balance.	Travel across more complex obstacle courses including changes of height Use OPAL equipment to create, climb and balance.	Control large scale tools, including watering cans. Use parachute developing wrist and shoulder control Control and steer a ball by hand. Use OPAL equipment to create, climb and balance. Play team games/races, involving gross motor movements, balance, obstacle activities moving over, under, through and around.	Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Control large scale tools including watering cans. Stack and align irregular and natural objects. Use OPAL equipment to create, climb and balance.

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). EYFS Statutory Educational Programme					
Comprehension Children have access to reading for pleasure books to take home weekly, pow-wow story strings linked to Over and Over	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Talk about what they see in pictures (Wordless reading books)	Gain & apply an understanding of beginning, middle & end in books, encouraging children to join in. Look for clues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes.	Recall key elements of books they have heard and read. Saying why they like/dislike a book.	Understand cause and effect in books they have heard or read. Predict the endings of books.	Predict the development of the plot. Empathise with characters. Make links between texts. Access & understand simple information books.	Name book characters and describe their qualities. Talk about the dilemmas the characters face. Use the structure of rhyming texts to recall pieces of text.
Word Reading Children will be grouped according to 1/2 termly RWI assessments. Reading books given to children when they reach the appropriate RWI stage	RWI: Recognise Speed sounds Set 1 m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e Word Time: 1.1-1.2 Recognise name from self register cards	RWI: Recognise Speed sounds Set 1 including digraphs l,h,r,j,v,y,w,z,x sh, th, ch, qu, ng, nk Word Time: 1.1-1.7	RWI: Recognise majority Speed sounds Set 1 speedily, including digraphs ll, ff, ss, ck Blend word time set 1.1-1.6 accurately Read Red Ditties	RWI: Recognise Speed sounds Set 1 speedily Blend word time set 1.1-1.7 accurately Read Red Ditties/Green	RWI: Recognise Speed sounds Set 2—ay,ee,igh,ow,oo oo Blend set 2 words containing digraphs & trigraphs Read Red Ditties/Green/Purple	RWI: Recognise Speed sounds Set 2—ar,or,air,ir,ou,oy Blend set 2 words containing digraphs & trigraphs Read Green/Purple
Writing Only ask children to write sentences when they have sufficient knowledge of grapheme—phoneme correspondences	Develop more complex mark making. Copy name from a name card Begin to form letters using the RWI jingles	Spell some CVC words (magnetic boards, Fred fingers) Know how to form the capital letter at the start of names. Write first name with limited prompts. Uses some letters in sequence to convey meaning, including CVC words (Santa lists) Write around letters (c,a,o,d,g,q) most of which are correctly formed.	Write first name no prompt Write CVC words Write the grapheme to represent the phoneme for some of set 1 sounds.	Begin to hold a sentence in head. Begin to write short simple sentences. Write first name with no prompt Write down letters (l,t,b,p,k,h,i,j,m,n,r,u,y) most of which are correctly formed. Write the grapheme to represent the phoneme for set 1 sounds and digraphs.	Write a simple phrase/sentence using capital letters and full stops Write surname. Write curly letters (e,f,s) most of which are correctly formed. Spell words by identifying the sounds linking phonemes to graphemes	Write a simple phrase/sentence using capital letters and full stops Spell words by identifying the sounds linking phonemes to graphemes
Stories linked to a story plot	The Colour Monster – Topic link (Emotions) Brown Bear, Brown Bear By Eric Carle - A Repetitive Tale Little Red Hen (T4W) - A Finding Tale	Room on a Broom by Julia Donaldson - A Losing Tale Story of Diwali Nativity (T4W)	Lost and Found by Oliver Jeffers - A Meeting Tale The Snow Thief by Alice Hemming Mrs Mole I'm Home! By Jarvis - A Character Flaw Tale	Jack and the Beanstalk Oliver's Vegetable by Vivian French Easter Story (T4W)	Ugly Duckling T4W Hansel & Gretel - A Rags to Riches Tale The Jolly Postman	Little Red Riding Hood - A Warning Tale The Emperor's New Clothes—A Warning Tale The Kings Wish - A Wishing Tale

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Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding -such as using manipulatives, including small pebbles and tens frames for organising counting -children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. EYFS Statutory Educational Programme					
White Rose Maths	Getting to know you Just Like Me	It's Me 1, 2, 3! Light & Dark	Alive in 5! Mass and capacity, Length, height and time Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Numbers Numerical Patterns Mastery of Maths approach used as part of NCETM training Numberblocks used daily/when appropriate to support learning.	Match objects that are the same Sort sets into groups based on attributes. Sort by one criterion. Recognise the odd one out in a set. Comparing amounts saying when they have the same, more or fewer. Use language of big, small, little, large to compare objects and order Use language of tall, long and short to compare and order objects. Qualitative comparison of mass and capacity. Exploring Patterns—Complete AB visual linear patterns (NCETM Progression) Narrate pattern of the school day using now, next, after, before.	Count backwards within 10, understanding the number before and counting back from a given number Number composition to 5. Find, subitise and represent 1-5 Say one more and one less. Positional language with 2D shapes Name and compare 2D shapes Find 2D shapes in the environment. 2D shape properties Make 2D shapes out of other 2D shapes Talk about the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time	Count forwards and back within 20. Find, subitise and represent 0-5. Say one more and one less. Compare length and height, weight and capacity. Find, represent 6,7,8. Make pairs—odd and even Composition 6, 7 and 8, partitioning and recombining Subitise to 5. Find doubles (to 8) Combine two groups Narrate the pattern of a week using today, tomorrow, yesterday Design with 2D shapes.	Count forwards and back within 20. Find, compare and represent 9 and 10. Say one more and one less. Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames Number bonds to 10. Subitise to 10 (conceptual) . Recall and apply double 1 to double 5 Explore odd and even Recognise and name 3D shapes. Find 2D shapes in 3D shapes. Use 3D shapes for tasks. Look for 3D shapes in the environment. Copy and continue patterns	Count forwards and back within 20. Build numbers beyond 10. Continue patterns beyond 10. Add more, take away. How many now? Select shapes for purpose. Rotate and manipulate shapes. Make pictures out of shapes Find 2D shapes in 3D shapes. Explore sharing and grouping. Explore odd and even through sharing.	Verbally count beyond 20. Explore sharing and grouping. Explore odd and even through sharing. Continue and create more complex patterns. Describe positions s Explore mapping. Create their own maps.

Possible linked texts	Squash & Squeeze	Circle / I triangle	Anno's Counting Book	Anno's Counting Book	One is a snail ten is a crab	Double Dave
	Monkey Puzzle	Rosie's Walk	None the Number	Ten Black Dots	Which is Round? Which is Bigger?	Bean Thirteen
	Button Box	The Very Hungry Caterpillar	Balancing Act	Pattern Fish	One to ten and back again	One Odd Day
	A New House for Mouse	Kipper's Birthday	Six Dinner Sid	Mouse Count	Mouse Count	The Doorbell Rang
		Bear in a square	The Ugly Five	How long is a whale?	Mr Grumpy's Outing	How Many Legs?
		Day Monkey, Night Monkey	Simon's Sock	Titch	One Ted falls out of bed	Pattern Fish
		The Dark, Dark Tale		Mr Wolf's Week		Once Upon a time map book
						In every house on every street