



EYFS – Reception Long Term Plan 2021 - 2022

		Autumn		Spring		Summer	
		All about Me	Spells and Sparkles	Out of this World	Growing Green & Natural Habitats	Superheroes	Oh I do like to be beside the seaside
		Prime Areas					
Personal, Social, Emotional Development.	Making Relationships	Developing relationships with children and adults in Reception. Taking turns and sharing.	Developing firm friendship bonds with children in the class. Resolving conflict.	Developing firm friendship bonds with children in the class. Showing compassion and sensitivity.			
	Self-Confidence and Self Awareness	Developing confidence in new social situations. Choosing resources independently. Seek help when needed. Talks about abilities in positive terms	Developing confidence in new social situations. Seek help when needed. Sharing their own ideas.	Developing confidence in new social situations. Choosing resources independently. Seek help when needed.			
	Managing Feelings and Behaviour	Understanding rules and routines in Reception and school. Feelings and emotions. Fairness Rights of the Child	Following the rules and routines in Reception and school. Adapt to changes in routine and new social situations. Feelings and emotions. Rights of the Child	Following the rules and routines in Reception and school. Adapt to changes in routine and new social situations. Feelings and emotions. Rights of the Child			
Communication, Language and Literacy	Listening and Attention	Sit quietly and listen during carpet time and focussed teaching. Listening to and talking about sounds in our environment. Listen and join in with a range of stories, books and rhymes. Listen to others and respond appropriately.	Listen to stories, books and rhymes and respond appropriately based on what they have heard. Asks questions about stories they have heard. Listen to others and respond appropriately.	Listen to stories, books and rhymes and respond appropriately based on what they have heard. Asks questions about stories they have heard. Listen to others and respond appropriately.			
	Understanding	Respond to two part sequence instructions. Nonsense rhymes. Identify patterns and predict what might happen.	Follows a story without pictures or prompts-fictional animal stories. Nonsense rhymes. Draw conclusions and explain effect.	Nonsense rhymes. Follow instructions with several parts or ideas-e.g. to locate items within the school environment.			
		Introduction of new and topic related vocabulary.	Introduction of new and topic related vocabulary. Use of tenses	Introduction of new and topic related vocabulary. Use of tenses			



	Speaking	Speaking in full and coherent sentences. Manners and social conventions of conversation. Talk for Writing: (All About Me and Family books/ stories) We're Going on A Bear Hunt The Three Little Pigs	Sticking to a main theme or intention Talk for Writing: The Three Billy Goat's Gruff NF text- How to Catch a Star	Expressing themselves appropriately Talk for Writing: Little Red Riding Hood The Little Red Hen			
Physical Development	Movement and Handling	Development of gross motor skills through a range of activities in PE sessions; gymnastics, dance, movement, ball skills, PE games. Development of fine motor skills: pencil control, cutting skills. Handle tools and equipment safely.	Development of gross motor skills through a range of activities in PE sessions; gymnastics, dance, movement, ball skills, PE games. Development of fine motor skills: pencil control, cutting skills. Handle tools and equipment safely.	Development of gross motor skills through a range of activities in PE sessions; gymnastics, dance, movement, ball skills, PE games. Development of fine motor skills: pencil control, cutting skills. Handle tools and equipment safely.			
	Health and Self-Care	Understands the importance of a healthy diet, sleep hygiene and exercise. Manages hygiene independently. Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing. Understands the importance of safety.	Manages hygiene independently. Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing. Understands how to use and transport equipment safely.	Manages hygiene independently. Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing. Understands how to use and transport equipment safely.			
Specific Areas							
Literacy	Reading	Selection of texts linked to topic: What makes me me?; What I like about me!; When I grow up; Welcome to our world; Incredible you! Peace at Last; Titch; Owl Babies; Funny bones; The Large Family; Monkey Puzzle; Non-Fiction texts linked to families, bodies and senses. Action Words Introduction to Oxford Owl	Selection of texts linked to topic: The Magic Moment; Festival of Colours, Stardust; Spells Action Words Oxford Owl	Selection of texts linked to topic: What are stars? Here We Are; Out of This World; How to Catch a Star; Zoom to the Moon! Action Words Oxford Owl	Selection of texts linked to topic: The Green Tree; Olivers Vegetables; The Little Green Hen; The Little Gardener; Stuck; It Starts with a Seed; Hungry Harry; In the Small Pond. NF Texts linked to new life. Action Words Oxford Owl	Selection of texts linked to topic: Real Superheroes; Shine; Superhero Like You! Action Words Oxford Owl	Selection of texts linked to topic: The Singing Mermaid; The Rainbow Fish; Tiddler; The Snail and the Whale; The SeaSaw, What the Ladybird heard at the Seaside; National Trust, Who's Hiding at the Seaside?; Where the Sea Meets the Shore; Sharing a Shell; Lucy & Tom at the Seaside NF texts linked to Oceans and creatures that live under the sea. Action Words Oxford Owl



	Writing	<p>Mark Making</p> <p>Writes own name and the names of other important people.</p> <p>Attempting to record dominant sounds in words.</p>	<p>Mark Making & ascribing meaning to marks.</p> <p>Name Writing</p> <p>Recording dominant sounds and writing simple sentences.</p>	<p>Uses phonic knowledge to write labels, captions and simple sentences.</p> <p>Name Writing</p> <p>Letter formation</p>	<p>Uses phonic knowledge to write simple sentences.</p> <p>Handwriting and position on the line</p>	<p>Uses phonic knowledge to write sentences for a range of purposes.</p> <p>Handwriting and position on the line</p>	<p>Uses phonic knowledge to write sentences for a range of purposes.</p> <p>Handwriting and position on the line</p>
	Phonics	Following Essential Letters and Sounds Phonics Programme.					
Mathematics	Following White Rose Maths SoW						
Understanding the World	People and Communities	<p>Similarities and Differences- Appearance</p> <p>Past and Present events in children's own lives.- Show and Tell</p> <p>Celebrations and Family customs: Birthdays</p>	<p>Similarities and Differences- strengths and weaknesses</p> <p>Helping others</p> <p>Past and Present events in children's own lives.- Show and Tell</p> <p>Celebrations and Family customs: Birthdays, Bonfire Night, Diwali, Christmas</p>	<p>Past and Present events in children's own lives.- Show and Tell</p> <p>People in the local community</p> <p>Celebrations: Birthdays, New Year, Chinese New Year. Shrove Tuesday, Ash Wednesday, Mother's Day,</p>	<p>Past and Present events in children's own lives.- Show and Tell</p> <p>Celebrations: Birthdays, Easter, St. George's Day</p>	<p>Past and Present events in children's own lives.- Show and Tell</p> <p>Celebrations: Birthdays</p>	<p>Past and Present events in children's own lives.- Show and Tell</p> <p>Celebrations: Birthdays, Father's Day</p>
	The World	<p>Our World</p> <p>Similarities and differences in their environment, lives, people and objects. Materials and their properties</p> <p>Seasonal Changes- Autumn</p>	<p>Look at the patterns of change in weather, temperature and animals.</p> <p>Light/Dark</p> <p>Seasonal Changes- Autumn/Winter</p>	<p>Seasonal Changes- Winter and Spring</p> <p>Features of environments in story settings</p>	<p>Plant Growth</p> <p>Animals and their young.</p> <p>Observing and talking about animals and plants.</p> <p>Seasonal Changes- Spring/Summer</p>	<p>Minibeast classification.</p> <p>Habitats</p> <p>Similarities and differences.</p> <p>Classifying minibeasts.</p>	<p>Our World Floating and Sinking</p> <p>Materials and their properties</p>
		<p>Everyday uses of technology at school and at home.</p> <p>Using simple programs and</p>	<p>Computerised Drawings</p> <p>E-safety- Smartie the Penguin</p>	<p>Logging on/off</p> <p>Recording Media: Sound, video, still images</p>	<p>Computerised Drawings</p> <p>E-safety- Smartie the Penguin</p>	<p>Logging on/off</p> <p>E-safety- Safer Internet Day</p>	<p>Logging on/off</p> <p>Using age-appropriate software- Google Earth</p>



	Technology	software on computers and iPad. E-safety- DigiDuck's		Programming and Control: Beebots; programmable toys; iPad apps e.g. Daisy the Dinosaur. E-safety- Smartie the Penguin			Creating simple animations using appropriate software. E-safety- Digital Explorers/Smartie the Penguin
Expressive Arts & Design	Exploring Media and Materials	Art * Colour Mixing * Creating representations of self and others. * Choosing and using colours appropriately Design and Technology * Using simple tools effectively. * Exploring construction materials. Music & Dance * Singing a range of songs and performing actions. * Explore the sounds of different instruments and exploring body movements.	Art * Combining Materials * Creating textures * Adapting work where necessary Design and Technology * Using simple tools effectively. * Exploring construction materials. Music & Dance * Exploring a range of movements to music.	Art * Creating different textures * Exploring pattern and colour * Combining media to create different effects. Design and Technology * Using simple tools effectively. * Joining materials using a range of equipment. Music & Dance * Exploring a range of movements to music. * Creates simple repeated rhythms using instruments. * Adapting body movements to music tempo.	Art * Creating different textures * Exploring pattern and colour * Combining media to create different effects. Design and Technology * Using simple tools effectively. * Joining materials using a range of equipment. Music & Dance * Creates simple repeated rhythms using instruments. * Adapting body movements to music tempo.	Art * Combining media to create different effects. * Adapting work where necessary Design and Technology * Constructing with a purpose. * Adapting and problem solving during construction activity. Music & Dance * Creates simple repeated rhythms using instruments. * Simple repeated sequences.	Art * Combining media to create different effects. * Adapting work where necessary * Exploring colour, pattern and texture. Design and Technology * Constructing with a purpose in mind. * Adapting and problem solving during construction activity. Music & Dance * Creates simple repeated rhythms using instruments. * Simple repeated sequences.
	Being Imaginative	Imaginative Play * Role Play- House, Bakery, Hospital Small World	Imaginative Play * Role Play- Santa's Grotto, Santa's Workshop Small World	Imaginative Play * Role Play- Castle, Fantasy, House Small World	Imaginative Play *Role Play – Farm, Farm Shop, Hospital, Baby Clinics, Vets Small World	Imaginative Play *Role Play –Minibeast cafe Small World	imaginative Play * Role Play- Pirate Ship and Treasure Island, Underwater world Small World
	RE	Me, Others and The World Around Me • I am Special • Harvest		Jesus • Stories Jesus Heard		Special Places, Things and Objects • Friendship • Special Places	



	<ul style="list-style-type: none"> • Special People (Values) • Christmas 		<ul style="list-style-type: none"> • Stories Jesus Told • Easter 		<ul style="list-style-type: none"> • Prayer • Special Times 	
Visits and Visitors to support themes.	Welly Walk in the Local Environment	Collecting Autumn Objects Christmas activities	Local Library Visit		Emergency Services Visit or as Guest Speakers	Trip to the Beach