

EYFS Reception Long Term Plan

Term	1	2	3	4	5	6
Assessment	Baseline RWI Assessment	Data Input RWI Assessment	Data Input RWI Assessment	Data Input RWI Assessment	Data Input RWI Assessment	Data Input RWI Assessment
Enquiry Question	I wonder who we are?	I wonder what's important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
Canon Books	Bodies are Cool My Family, Your Family It's a No Money Day	*Rama and Sita One Snowy Night (Percy) *The Christmas Story (Nativity)	Mummy is an Engineer All Through the Night David Attenborough	What the Ladybird Heard Usborne Lifecycle The Very Hungry Caterpillar	Jack and the Beanstalk Errols Garden Greta	We're Going on a Lion Hunt Island Born Big Book of Blue
Choice Book	Oliver's Vegetables Peepo	The Gunpowder Plot Lost and Found Celebrations around the world	Zog and the Flying Doctors The Great Race	The Three Little Pigs *The Easter Story	Jaspers Beanstalk	Commotion in the Ocean Lost and Found
50 Experiences	Each school to place 50 experiences into box					
Literacy As Writers...	Labelling Lists Sequencing Speech/Thought Bubbles	List Invitation Instructions Labels	Non-fiction Letter Recount Speech/Thought Bubbles Sequencing	Non-fiction Recount Story Labels	Instructions Letter Story Sequencing	Non-Fiction Poetry Diary
Math's As Mathematicians...	Number Match and sort Compare Amounts Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3 Representing Numbers to 5		Number Introducing Zero Comparing number to 5 Composition of 5 and 5 6, 7 & 8 Combining 2 Amounts Making Pairs		Number Building Numbers Beyond 10 Counting Patterns Beyond 10 Adding More Taking Away Doubling Sharing & Grouping	

	<p>One More and Less</p> <p><u>Measure, Shape and Spatial Thinking</u></p> <p>Compare Size, Mass & Capacity Exploring Pattern Circles and Triangles Positional Language Shapes with 4 Sides Time</p>	<p>Counting to 9 & 10 Comparing numbers to 10 Bonds to 10</p> <p><u>Measure, Shape and Spatial Thinking</u></p> <p>Compare Mass Compare Capacity Time 3d-shapes Spatial Awareness Patterns</p>	<p>Even & Odd</p> <p>Deepening Understanding Patterns and Relationships</p> <p><u>Measure, Shape and Spatial Thinking</u></p> <p>Length and Height Spatial Reasoning Match, Rotate, Manipulate Compose and Decompose Visualise and Build Mapping</p>			
<p>Understanding the world</p> <p>As Investigators and Explorers...</p>	<p><u>Past and present (History)</u></p> <p>Creating a personal timeline and place within their family history</p> <p>Comparing how they have changed over time</p> <p>Comparing schools and how they have changed over time</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Investigate a map of your school and surrounding area</p> <p>Pupils will learn that families look different from one another and that they have different traditions.</p>	<p><u>Past and present (History)</u></p> <p>Explore the Queen</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Exploring India and compare life in this country to others</p> <p>Exploring India on a map</p> <p>Comparing beliefs</p> <p>Pupils will learn about celebrations and that some festivals and celebrations originate from religious scripture. Pupils will learn the Hindu story of Rama and Sita, from the Ramayana, which is celebrated at the festival of Diwali.</p>	<p><u>Past and present (History)</u></p> <p>Explore Amelia Earhart/ the Wright Brothers</p> <p>Compare and comment on images from the past/families/emergency vehicles (Chronological order)</p> <p>Explore different occupations</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Exploring family and community jobs</p> <p>Pupils will learn about different families and occupations.</p> <p>Pupil's will learn about the celebration of Lunar New</p>	<p><u>Past and present (History)</u></p> <p>Ordering an experience</p> <p>Compare and comment on images from farming in the past</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Draw and label a map</p> <p>Investigate a map from a wider area</p> <p>Pupils will learn about the Easter story from the Bible.</p> <p>Pupils will link Easter to their knowledge of Christmas and look at the different ways people celebrate Easter and compare this to their own experiences of</p>	<p><u>Past and present (History)</u></p> <p>Comparing where our food comes from</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Comparing how food is grown</p> <p>Pupils will learn about the importance of taking care of the natural environment and plant life.</p> <p><u>The natural world (Science/Geography)</u></p> <p>Comparing food to our locality</p> <p>Plant lifecycles</p>	<p><u>Past and present (History)</u></p> <p>Exploring Nelson Mandela</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Investigating and exploring the world map in Africa</p> <p>Compare African life to our own: schools/families/environment</p> <p>Cultural differences</p> <p><u>The natural world (Science/Geography)</u></p> <p>Floating and sinking</p> <p>Classifying animals</p> <p>Compare hot and cold</p>

	<p>Pupils will learn that some families have less than others and about the importance of charity and helping those in need (an important aspect of most world religions).</p> <p><u>The natural world (Science/Geography)</u></p> <p>Exploring the provision and school environment</p> <p>Exploring the human lifecycle</p>	<p>Pupils will learn the Christian story of the Nativity, from the Bible, which is celebrated at Christmas.</p> <p>Pupils will compare the celebrations of Diwali and Christmas, considering ways they are the same and different.</p> <p>Pupils will think about any celebrations they take part in within their own family and will discuss the ways that they celebrate, comparing this to their peers. Pupils will learn to value diversity across different families and cultures.</p> <p><u>The natural world (Science/Geography)</u></p> <p>Seasonal autumn changes</p> <p>Observe changes of state: Ice and baking</p>	<p>Year (formally Chinese New Year) and find out some of the ways people celebrate this festival around the world. Pupils will compare Lunar New Year to Christmas and Diwali. Pupils will learn that dragon dances are a popular way to celebrate this festival and will take part in their own dragon dance.</p> <p><u>The natural world (Science/Geography)</u></p> <p>Observe changes of state: Magnets and Lightbulbs</p>	<p>celebrations.</p> <p>Comparing food to our locality</p> <p><u>The natural world (Science/Geography)</u></p> <p>Seasonal spring changes</p> <p>Comparing urban and rural environments</p> <p>Animal Lifecycles</p> <p>Classifying animals</p>	<p>Plant investigation</p>	<p>climates</p> <p>Investigate the Earth- compare land and sea</p>
<p>EAD</p> <p>As Artists...</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Roy Lichtenstein</p> <p>Pupils will become familiar</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Kandinsky</p> <p>Pupils will look at the</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Da Vinci</p> <p>Pupils will use technology</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Grayson Perry</p> <p>Pupils will use their</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Georgia O’Keefe</p> <p>Pupils will observe plants</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Aysa Kozina</p> <p>Pupils will sculpt a fish using</p>



	<p>with their faces and bodies by creating images of themselves and others. They will explore a diverse society and make connections between themselves and other people.</p> <p>They will develop fine motor skills to hold and gain greater control over pencils and paintbrushes. Pupils will learn linear and circular strokes.</p> <p>They will observe their faces closely - using mirrors - select colours for particular purposes. Pupils will learn the correct processes for painting effectively, including loading paint onto a brush, washing brushes, and changing colours.</p> <p>Pupils will explore portraiture from a variety of artists including (but not limited to) Van Gogh, Frida Kahlo, Da Vinci, Vermeer, Picasso, Klimt and Kehinde Wiley.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will develop their</p>	<p>shapes used in Rangoli Patterns and those created by fireworks as they explore different celebrations from around the world.</p> <p>They will develop greater control over tools and paintbrushes as they learn to create different shapes, such as crosses, zig-zags, waves, and spirals. Pupils will explore making marks with paint onto different coloured paper and will use printing tools to represent rangoli patterns and fireworks.</p> <p>They will explore the work of Jackson Pollock, as well as images of traditional Rangoli art.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will work with adults to make celebration food.</p> <p>They will handle ingredients and tools hygienically and effectively. Pupils will develop their food vocabulary regarding taste, smell, and texture.</p>	<p>to create a picture. Pupils can use touch-screen equipment and simple software to explore creating art works digitally.</p> <p>They will understand that, unlike physical methods, digital works can be undone, and colour can be layered over other colours without blending. Pupils will explore contemporary digital art and learn that some images can be created entirely digitally, such as those in film and television.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will create a moving picture using split pins.</p> <p>Pupils will select an occupation, and will create a jointed figure using a template.</p> <p>Pupils will cut accurately, following a line with scissors, and will use a split pin to join pieces together – allowing for movement. With the support of an adult, children will use the pencil</p>	<p>developing understanding of colour and shape to create textured images of animals. They will use different materials to add interest to an image and make it look more realistic.</p> <p>They can learn to enhance their artwork and explore how paint and other materials can be combined.</p> <p>Pupils will explore combining paint with, among other things, sand, beads, or bubbles, and will explore the effect of painting patterns onto fabric to use in their pictures.</p> <p>Pupils will use materials, such as feathers and cotton wool, to create different effects. They will learn to describe different textures and talk about what they could be used for.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will use design and planning skills to create a bug hotel. They will learn</p>	<p>and flowers closely and combine their understanding of shape and colour to create a realistic image.</p> <p>They will explore the effects of paint mixing and begin to learn the names of the primary colours.</p> <p>Pupils will explore different media for creating their observational drawings such as oil pastel, soft pastels, and felt-tip pens.</p> <p>Pupils will discuss the images they create, choosing a favourite medium and explaining why this is.</p> <p>Pupils will explore selected works from Georgia O'Keefe, exploring the shapes and colours she has used.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will grow their own produce and create a snack that incorporates this and other ingredients. Pupils will learn to handle a knife safely, and use this to chop soft produce into smaller pieces. Pupils will</p>	<p>paper, adding details by manipulating paper in different ways. Pupils will learn how to fold, roll, pleat, curl, and twist paper to create different effects.</p> <p>They will select their own colours, and add embellishments drawing on their prior learning.</p> <p>Pupils will create a sculpture that is finished on all sides, and can be viewed from any angle – a 3D piece of work. Pupils will explore the work of Aysa Kozina, and reflect on the different ways she has manipulated paper in her work.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will create a beach hut. They will produce and annotate plans to specify the colours of their design, and the placement of components.</p> <p>Pupils will learn to use scissors safely to cut cardboard. Pupils will learn to use flaps and simple hinges to create functioning windows and doors. Pupils will discuss how closely finished products match the initial design.</p>
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PSED	<p>folding skills by creating a family book using folded paper. Pupils will fold paper into equal halves neatly, and will organise these papers into a book, with a front cover, which can be embellished.</p> <p>With the support of an adult, pupils will attach their folded sheets together to create a book.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: British</p> <p>Nursery Rhymes</p> <p>Learning techniques of how we can listen and concentrate</p> <p>Learning how to use our bodies to make sounds using our names and things in the environment</p> <p>Learn how we can play fast/slow/loud/quiet</p>	<p>Pupils will learn techniques including spreading, kneading, rolling, and cutting out. They will state preferences and identify healthy choices.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Bollywood</p> <p>Nativity</p> <p>Learning how to create rhythms</p> <p>Using percussion instruments</p> <p>Instrument names</p> <p>Learning about pulse and a steady beat</p> <p>Making music for a picture (fireworks)</p> <p>Playing alongside different backings (Bollywood/Christmas)</p>	<p>poke method to make a guide hole for the split pin to enter.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Modern Artist</p> <p>CNY Dragon Dance</p> <p>Learning specific music vocabulary (Pulse/rhythm/Tempo/dynamics)</p> <p>Learning about instrument names and percussion continued from last term</p> <p>To describe their music</p>	<p>to sketch and annotate simple plans listing components. They will use a variety of natural resources to create a structure using the plans they have made. They will learn about building structures by stacking, balancing, and joining. Pupils will start to talk about changes made during the process and the overall design, and why those changes were made.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Folk music</p> <p>Long Sword Dance</p> <p>Morris Dancing</p> <p>Learning how to write down our compositions</p> <p>Learning how to be performers</p> <p>Learning how rhythms can be created</p>	<p>learn safe hygiene practices, such as washing their hands, and understand why this is important.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Classical</p> <p>Comparing Opera</p> <p>Learning how to create appropriate sound effects for a class story (le 3 little pigs/ Jack and the Beanstalk)</p> <p>Following simple rhythms</p> <p>Writing rhythms down</p>	<p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: African</p> <p>African Dancing</p> <p>To perform rhythms as a group</p> <p>To follow a conductor</p> <p>To write all rhythms down</p>
	<p>Personal Hygiene</p> <p>Toothbrushing</p>	<p>Road Safety</p>	<p>Toothbrushing</p> <p>Screen time (internet</p>	<p>Sleep</p>	<p>Healthy Eating</p>	<p>Road Safety</p> <p>Sun safety</p>

	Etiquette		safety)			
RSE Key Events	Recycle Week Black History Month (Oct)	Antibullying Week	Children's Mental Health Week Safer Internet Day	International Women's Day Earth Day	Antibullying Day Mental Health Awareness Week Cultural Diversity Day	Pride Month (June) Thank you NHS Day
RSE Focus Afternoons	Healthy Friendships, Families and Loving Relationships	Accepting Differences: Celebrating Diversity	PANTS, sexual harassment and behaviour	Consent and Boundaries	Social Media and Relationships	Emotional Wellbeing
RSE	See themselves as a valuable individual. Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of people around them and their roles in society.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Manage their own needs. - personal hygiene Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge	Understanding the importance of healthy food choices. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Explain the reasons for rules, know right from wrong and try to behave accordingly
Physical Development (PE)	<u>Theme- Everyday Life</u> Pupils will be introduced to Physical Education through the topic of 'Everyday Life'. They will learn the basic principles	<u>Theme- All about Me</u> Pupils will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will	<u>Theme- Weather</u> Pupils will develop ball skills through the topic of 'Weather' such as rolling and receiving a ball, throwing to a target,	<u>Theme- Animals and their habitats</u> Pupils will be introduced to basic gymnastic skills through the topic of 'animals and their	<u>Theme- Traditional Tales</u> Pupils will develop further their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the	<u>Theme- Around the World</u> Pupils will practice and further develop fundamental movement skills through the topic of 'around the world'. They will

	<p>of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. Following this they will participate in activities which will develop fundamental movement skills such as running, jumping and skipping.</p> <p>They will play simple games and begin to understand and use rules. This will promote honesty and fair play within the context of sport and physical activity.</p>	<p>include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities.</p> <p>They will learn how to stay safe using space, working independently and with a partner.</p>	<p>bouncing and catching, dribbling with feet and kicking a ball. They will develop fine and gross motor skills through a range of game play using a variety of equipment.</p> <p>They will work independently and with a partner showing good teamwork and support for one another.</p>	<p>habitats'. They will explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. This will develop their resilience and determination as they try to master these skills. Pupils should now show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They will copy, create, remember and repeat short sequences and begin to understand use levels and directions when travelling and balancing.</p>	<p>'Beanstalk' and 'Goldilocks and the Three Bears'. They will explore basic movements, create shapes and balances, jumps and rolls.</p> <p>They will perform basic skills on both floor and apparatus learning how to take turns and understand how to use levels and directions when travelling and balancing.</p> <p>They copy, create, remember and repeat short sequences helping others in their group to do the same.</p>	<p>learn and develop these skills by playing a variety of games. This will give opportunities to practice managing their emotions in competitive situations.</p> <p>They will develop an understanding of how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>
Outdoor Experiences	Autumn Walk (school) Modelling Provision	Autumn Walk (Local Walk) Traffic Survey Rangoli Pattern	Winter Walk Ice Art Weather Investigation	Spring Walk Weather Investigation Minibeast hunts	Growing Plants/Veg Transient Art	Weather Investigation Shadow Investigation

