
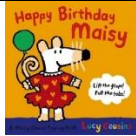

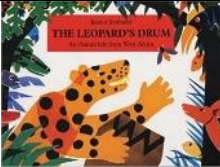
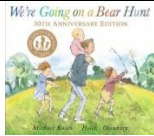



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Long Term Planning NURSERY


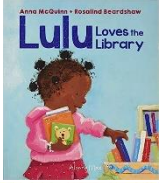
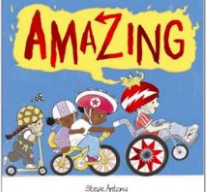
	Autumn 1 7 Weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
THEME	What Autumn Means to me?		What does Winter mean to me?		What Summer and Spring means to me?	
Value	Community	Community	Trust	Dignity	Generosity	Hope
What do I need to know?	Who are the significant people in my life?	What is changing inside and outside?	What is changing inside and outside?	What is changing inside and outside?	What is changing inside and outside?	What is changing inside and outside?
What should I be able to do?	Looking around Locate and use resources in the indoor environment Significant Clothes, significant weather and significant animals	Looking around Locate and use resources in the outdoors environment. Significant Clothes, significant weather and significant animals	Looking up at Sky Notice changes to the trees, plant and weather. Significant Clothes, significant weather and significant animals	Looking Down Notice changes to the ground and plants Significant Clothes, significant weather and significant animals	Looking up and down Notice the longer days and warmer weather. Significant Clothes, significant weather and significant animals	Moving up and around Notice the longer days and the warmer weather Significant Clothes, significant weather and significant animals
Literacy TEXTS						

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Texts to Support Personal, Social and Emotional Development

Texts to support Oral Hygiene

Home Corner	Family Photos	Birthday Celebrations	Building an extension	Healthy Home	Planting	Recycling
Visitors and visits	Harvest SERVICE in Church Watch School Nativity		World Book Day Easter Service		Visit the Church Year 6 Leavers Service	
Little Wandle Reading books				 	 	 
Phonics	Little Wandle Foundations for phonics					
Nursery Rhymes	Five Little Ducks	Here we go around the Mulberry Bush	1,2,3,4,5 Once I caught a fish alive	I am a little Teapot	Twinkle Twinkle Little Star	Five Little Dragons
PSED	Being Me in my World What is my name?	Celebrating Difference What do I celebrate?	Dreams and Goals What do I need to do to achieve?	Healthy Me What foods make me strong and healthy?	Relationships Who is in my family?	Changing me Head Shoulders Knees and Toes



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	Who is important to me?	What do I enjoy doing?	How can I support my independence?	What can I do to be healthy?	Who do I enjoy to play with? How can I do a good friend?	What are the main parts of my body?
Example Enquiry Questions	Who am I ? What do I look like? What colours are my eyes? What colour is your hair? Who lives in my house?	What happens to world around me in Autumn? How do the trees look? What is the weather like? What do I need to wear outdoors? What animals do I see in Autumn?	What happens in the world around Winter? How do the trees look? What is the weather like? What do I need to wear when I am outside?	What happens to the world around Spring? How do trees look? What is the weather like? What do I need to wear when I am outside? What animals for we see in Spring? How do I celebrate Easter?	Why is our Church important to us? What is in our village? How has our village changed?	What happens to the world in Summer? How do the tree look? What do I need to wear when I am outside?
Key VOCABULARY	Autumn Weather Clothes Animals	Autumn Celebrations Clothes Animals	Winter Weather Changing Animals	Winter Weather Changing Animals	Spring Summer Weather Animals	Spring Summer Weather Animals
Continuous Provision	<p style="text-align: center;">Sand play</p> <p style="text-align: center;">Water Play</p> <p style="text-align: center;">Outside digging pit</p> <p style="text-align: center;">Home Croner</p>					



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	Grandma's House Quiet area					
FINE Gross Motor Activities	Bikes Mark making lines Painting -watercolours	Digging Mark Making Lines and dots Painting - Watercolours	Scooters Mark Making Curves Painting – Poster Paints	Large Aeroplane Mark Marking Curves and Circles Painting – Poster Paints	Large Areoplane And Trolleys Painting -Poster and Watercolours	Large Areoplane And Trolleys Painting -Poster and Watercolours
TUFF TRAY	Playing in the sand Playing in the water Mark making	Making a Christmas Card Going to a Bonfire night	Ice play Making Porridge Playing with the water	Building a caterpillar Creating a butterfly Zoo animal crafts		Sand, Buckets and spades, Sand and shells Octopus crapt
RE	UC- F1 God/Creation Why is the word of God so important to Christians?	UC F2 Incarnation Why do Christians perform nativity plays at Christmas?	F1 How can people show they belong together?	UC – F3 Salvation Why do Christians put a cross in the Easter Garden?	F2 Who are the people in sacred stories and why might the still be important today?	F3 How do people know how to treat each other?
Communication and Language Development	Listening and Attention Listen to others in one-to-one small groups when conversation interest me.		Listening and Attention Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		Listening and Attention Able to follow directions (if not intently focused)	

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<p>NI N2</p>	<p>Listen to familiar stories with increasing attention and recall.</p> <p style="text-align: center;">Understanding</p> <p>Understands the use of objects e.g. Which one do we cut with?</p> <p>Understands prepositions such as under and on top of?</p> <p style="text-align: center;">Speaking</p> <p>Beginning to use more complex sentences to link thoughts (using and and because)</p> <p>Able to use Language in recalling past experiences.</p> <p>Retells a simple past event in the correct order.</p>	<p>Focus Attention- still listen or do but can change my own focus of attention.</p> <p style="text-align: center;">Understanding</p> <p>Responds to instructions with more elements eg give the big ball to me; collect up all the blocks</p> <p style="text-align: center;">Speaking</p> <p>Uses talk to explain what is happening and anticipates what might happen next.</p> <p>Questions why things happen and gives explanations (asking who, what, when, how, questions)</p> <p>Beginning to use a range of tenses (play, playing, will play, played)</p> <p>May make some errors in language eg runned and will absorb and use language around me in my community and culture</p>	<p style="text-align: center;">Understanding</p> <p>Beginning to understand why and how questions.</p> <p style="text-align: center;">Speaking</p> <p>Uses intonations, rhythm, and phrasing to make the meaning clear to others.</p> <p>Talks more extensively about things that are important to me.</p> <p>Building up vocabulary that reflects the breadth of my experiences.</p> <p>Uses talk in pretending that objects stand for something else e.g. this box is my castle</p>
<p>Personal Social and Emotional Development</p>	<p style="text-align: center;">Making Relationships</p> <p>Seeks out companionships with adults and other children, sharing experiences and play ideas</p> <p>Uses experiences of adult behaviours to guide social relationships and interactions.</p> <p style="text-align: center;">Sense of Self</p>	<p style="text-align: center;">Making Relationships</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions eg giving up a toys to another who wants it</p> <p style="text-align: center;">Sense of Self</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p>	<p style="text-align: center;">Making Relationships</p> <p>Practicing skills of assertion, negotiation and compromise.</p> <p>Looks to a supportive adult for help in resolving conflict and peers.</p> <p>Enjoys playing alone, alongside, and with other'</p> <p>Invites others to play and attempts to join others play</p>



	<p>Becoming more aware of the similarities and differences between myself and others in more delayed ways</p> <p>Can identify myself in relation to social groups and to my peers.</p> <p>Sensitive to other’s messages of appreciation or criticism</p> <p style="text-align: center;">Understanding Emotions</p> <p>Expresses a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt, self-doubt. May exhibit increased fearfulness of things like the dark or monsters.</p> <p style="text-align: center;">Health and Self- Care</p> <p>Tells adults when hungry, full up, tired or when they want to rest, sleep or play.</p> <p>Observed and describes in words or actions the effects of physical activity on my body.</p> <p>Names and identifies different parts of my body.</p> <p>Takes practical action to reduce risk, showing my understanding that equipment’s and tools can be used safely.</p> <p>Washes and dries hands effectively.</p>	<p>Aware of being evaluated but other and beginning to develop ideas about myself according to the message I hear from others.</p> <p style="text-align: center;">Understanding Emotions</p> <p>Talk about how others might be feeling and respond according to their understanding of the other person’s needs and wants</p> <p style="text-align: center;">Health and Self-care</p> <p>Takes practical actions to reduce risk, showing my understanding that equipment and tools can be used safely.</p> <p>Washes and dries hands effectively and understands why this is important.</p> <p>Willing to try a range of different textures and tastes and express preferences.</p> <p>Able to name and identify parts of the body.</p>	<p style="text-align: center;">Sense of Self</p> <p>Able to show confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or a new social situation. ~Able to express needs and ask adult for help.</p> <p style="text-align: center;">Understanding Emotions</p> <p>More able to recognise the impact of choices and behaviours/actions on others,</p> <p>Knows that some actions can hurt others feeling.</p> <p>Understands that expectations vary depending on different events, social situations and changed in routine.</p> <p>Becomes more able to adapt behaviour in favourable conditions.</p> <p style="text-align: center;">Health and Self-Care</p> <p>Able to observe and control breath.</p> <p>Able to take deep breaths, scrunching and releasing the breathe.</p> <p>Able to mirror the playful actions or movements of another adult and child.</p> <p>Working towards a consistent daily pattern in relation to eating, toileting and sleeping routines, understanding why this is important.</p>
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			<p>Gaining more bowel and bladder control.</p> <p>Able to attend to toileting needs most of the time myself</p>
	<p>Continuous Provision</p> <p>Forest Friday- See separate plan- Opportunities to explore school, village and natural woodland the outdoor environment and natural environment</p>		
Physical Development	<p>Climb stairs, steps and move across, climbing equipment using alternative feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object maintaining balance and stability</p>	<p>Run with spatial awareness and negotiate space successfully adjusting speed or direction to avoid obstacles</p> <p>.balance on one foot or in a squat momentarily shifting body weight to improve stability.</p>	<p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Create lines and circles pivoting from the shoulder and elbow</p> <p>Manipulate a range of tools and equipment in one hand, tools include paint brushes, scissors, toothbrush, scarves or ribbons.</p> <p>Dress with help- put arms into open-fronted coat or shirt when held up. Pull up own trousers, pull up zippers once it is fastened at the bottom</p>
Fine Motor Literacy and Writing	<p>Give meaning to their drawings and paintings.</p> <p>Ascribe meaning to signs, symbols, and words that I see in different places, including those I make myself</p>	<p>Make up stories, play scenarios and drawings in response to experiences, such in outings.</p> <p>Include mark making and early writing in my play.</p> <p>Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>	<p>Attempt to write my own names, or other names and words using combination of lines, circles and curves or letter-type shapes.</p> <p>Show interest in letters on a keyboard.</p> <p>Identify the initial letter of my own names and other familiar words.</p>

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Begin to make letter-type shapes to represent the initial sound of my name and other familiar words

LITERACY

Reading

Listen to and join in with other stories and poems, when reading one-to-one and in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginnings to be aware of the way stories are structured, and to tell my own stories.

Able to talk about events and principal characters in stories and suggest how the story might end.

Able to show interest in illustrations and words in print and digital books and words in the environment.

Recognise familiar words and signs such as their own name, advertising logos and screen icons.

Able to look at and enjoy print and digital books independently.

Understands the print carries meaning and in English is read from left to right and top to bottom.

Knows that information can be relayed through signs and symbols in various forms eg printed materials, digital screens and environmental print

Handles books and touch screen technology carefully.

Holds books the correct way up with growing competence.

Beginning to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.

Beginning to develop phonological and phonemic awareness.

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	<p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoke words, songs, poems and rhymes.</p> <p>Claps or taps the syllables of words during sounds play</p> <p>Hear and says the initial sounds in words</p>					
	<p>Colours</p> <p>Matching</p> <p>Sorting</p>	<p>Number 1-Subitising</p> <p>Counting and numeral</p> <p>Number 2- Subitising</p> <p>Number 2- Counting numeral pattern</p>	<p>Number 3- Subitising</p> <p>1:1 counting, Numerals, Triangles</p> <p>Number 4-Composition</p> <p>Number 5- 1:1 counting</p> <p>Number 5- Composition</p>	<p>Number 6</p> <p>Introduce 10 Frame</p> <p>Height and Length</p> <p>Mass and Capacity</p>	<p>More than/Few than</p> <p>One more, one less</p> <p>2D shape</p> <p>Pattern</p> <p>2D shape</p>	<p>Number composition</p> <p>1 to 5</p> <p>Night and Day</p> <p>Order Events</p> <p>Positional Language</p>
	<p>COMPARISON</p> <p>Able to compare two small group of objects</p> <p>COUNTING</p> <p>May enjoy counting verbally as far as I can go.</p> <p>Points and touches (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5</p> <p>CARDINALITY</p> <p>Subitises one, two and three objects (without counting)</p>		<p>COMPARISON</p> <p>Able to compare two small groups of up to five objects</p> <p>COUNTINGS</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order 1,2,3,4,5</p> <p>CARDINALITY</p> <p>Subitises one, two three objects (without counting)</p>		<p>COMPARISON</p> <p>Able to compare two small groups of up to five objects, saying when there are the same number of objects in each group e.g you have got two, Ive got two the same.</p> <p>COUNTING</p> <p>Points or touches (tags) each items, saying one number for each item, using the stable order of 1,2,3,4,5</p>	

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	<p style="text-align: center;">COMPOSITION</p> <p>Through play and explorations, beginning to learn that numbers are made up (composed_ of small numbers.</p> <p>Beginning to use undersnating of number to solve practical problems in play and meaningful activities</p>	<p>Counts up to five items, recognising that the last number represents the total counted as far (cardinal principle)</p> <p style="text-align: center;">COMPOSITION</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of small numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before.</p>	<p>Uses number names and number language within play, and may show fascination with large numbers. Beginning to recognise numbers 0-10</p> <p style="text-align: center;">CARDINALITY</p> <p>Subitising one, two and three objects (without counting)</p> <p>Counts up to five items, recognising that the last number said represents the toal counted so far (cardinal principle)</p> <p>Links numerals with amounts up to 5 and maybe beyond</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meaning</p> <p style="text-align: center;">COMPOSITION</p> <p>Through play and exploration, beginning to learn that numbers are made up, composed of smaller numbers.</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before.</p> <p>Separates a groupof three or four objects in different wats , beginning to recognise that the total is still the same.</p>
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	<p style="text-align: center;">SPATIAL AWARENESS</p> <p style="text-align: center;">Responds to language of position and direction.</p> <p style="text-align: center;">SHAPE</p> <p style="text-align: center;">Chooses items based on their shape which are appropriate for the purpose.</p> <p style="text-align: center;">Responds to both informal language and common shape names.</p> <p style="text-align: center;">PATTERN</p> <p style="text-align: center;">Creates their own spatial patterns.</p> <p style="text-align: center;">MEASURES</p> <p style="text-align: center;">In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items</p>	<p style="text-align: center;">SPATIAL AWARENESS</p> <p style="text-align: center;">Responds to and uses language of position and direction.</p> <p style="text-align: center;">SHAPE</p> <p style="text-align: center;">Shows awareness of shape similarities and difference between objects</p> <p style="text-align: center;">Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p style="text-align: center;">PATTERN</p> <p style="text-align: center;">Create their own spatial patterns, showing some organisational or regularity.</p> <p style="text-align: center;">Explores and adds to simple linear pattern of two or three repeating items eg sticks, leaf (A, B) or stick, leaf, stone (A,B,C)</p> <p style="text-align: center;">MEASURES</p> <p style="text-align: center;">In meaningful contexts, finds the longer or shorter heavier or lighter and more, less full of two items.</p> <p style="text-align: center;">Recall a sequence of events in everyday life and stories.</p>	<p style="text-align: center;">SPATIAL AWARENESS</p> <p style="text-align: center;">Responds to and uses language of position and direction.</p> <p style="text-align: center;">Predicts, moves, and rotates objects to fit the space or create the shapes I would like</p> <p style="text-align: center;">SHAPE</p> <p style="text-align: center;">Shows awareness of shape similarities and differences between objects.</p> <p style="text-align: center;">Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p style="text-align: center;">Attempts to create arches and enclosures when building, using trial and improvements to select blocks.</p> <p style="text-align: center;">PATTERNS</p> <p style="text-align: center;">Creates their own spatial patterns, showing some organisation or regularity.</p> <p style="text-align: center;">Explores and adds to simple linear pattern of two or three repeating items.</p> <p style="text-align: center;">Joins in with simple patterns in sounds, objects games and stories, dance and movement, predicting what comes next.</p>

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			<p>MEASURES</p> <p>In meaningful contexts finds the longer or shorter heavier or lighter and more/less of two items. Recalls the sequence in everyday life and stories.</p>
<p>KUW</p>	<p><u>People and Communities</u></p> <p>Shows interest in the lives of people who are familiar to me</p> <p>Enjoys joining in with family customs and routines. Remembers and talks about significant events in my own experience.</p> <p><u>The World</u></p> <p>Comments and ask questions about aspects of my familiar world such as the place where I live and the natural world</p>	<p><u>People and Communities</u></p> <p>Remembers and talks about significant events in my own experience.</p> <p>Recognised and describes special times or events for family and friends. Shows interest in different occupations and ways of life indoors and outdoors.</p> <p><u>The World</u></p> <p>Talks about why things happens and how things work.</p> <p>Developing an understanding of growth, decay and changes overtime. Shows care and concern for living things and the environment</p>	<p><u>People and Communities</u></p> <p>Recognises and describes special times or events for family and friends.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <p><u>The World</u></p> <p>Talks about why things happens and how things work. Developing an understanding of growth, decay and changes overtime. Shows care and concern for living things and the environment. Beginning to understand the effect my behaviour can have on the environment.</p>



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					Comments and ask questions about aspects of my familiar world such as the place where I live and the natural world	
Understanding the World TECHNOLOGY	<p><i>Computing in the Early Years does not mean just using the computer. It can be developed across almost every area of learning and as part of many different play bases activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative place resources can all aid children’s understanding of computing and it’s real world applications eg old laptops, keyboards, old mobile phones, plug in phones, typewriters, vintage coffee grinders, scales for weighing, scales, cars, watch, clock, wind up toys, toys with gears, levers, pulls, knobs or handles an interactive whiteboard, CD player, headphones, voice, recorder light up mirror electoral microscope, lamp, beebots, torches, alarm clocks, role plat pretend items such as microwaves, camera, fridge, drill, vacuum, television</i></p>					
	<p><i>Operates simple equipment eg turns on a CD player, uses a remote control, navigates touch-capable technology with support</i></p> <p><i>Show interest in technological toys with knobs or pulleys, real objects such as camera and a touch screen devices such as mobile phones and tablets</i></p>	<p><i>Shows skills in making toys work by pressing parts of the lighting flaps to achieve oeffects such as sounds, movements or new images</i></p> <p><i>Understand that information can be retrieved from the digital devices and the internet</i></p>	<p><i>Plays with a range of materials to learn cause and effect for example make a sting puper using dowels and string to susp</i></p>			
Science Themes	Natural materials Signs of Autumn	Light and Dark Senses	Construction Three Little Pigs Building shelters	Life- cycles of a butterfly Life – Cycle of a frog Healthy Eating	Planting Gardening	Floating Sinking Making boats
RE	Where is special to me?	Who is Jesus?		UC – F3	SACRE- F3	SACRE F5



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				Salvation Why do Christians put a cross in the Easter Garden?	Which places a special and why?	Where do we belong?
Food	Fruit Salad	Christmas Cooking	Tea and Biscuits for Little Red Riding hood Granny	Making a healthy meal	Making a picnic	Seafood
FOREST FRIDAY	Evergreen and deciduous tree, Parts of a plant and trees, Local areas, geographical features, human features, nature, Occupations of people around the village, Conservations, Physical moving parts, Traffic count, Welly walk- jumping in puddles, Forces- moving logs in the wood, Spatial awareness, Exploration and investigation, observation. Den Building, changing of seasons, Identifying wild flowers, Changing states, Mud/Ice History of the local areas, Wheels Effects of physical activities on our bodies.					
Music	Me! Harvest	Everyone Christmas!	Our World	Big Bear Funk Easter	My Stories	Reflect Rewind Replay