

# EYFS

Introduction

Communication  
and Language

Personal, Social  
and Emotional  
Development

Physical  
Development

Literacy

Mathematics

Understanding  
the World

Expressive Arts  
and Design



# Introduction

Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in a child's life between birth and age 5. In our school EYFS is our Reception Class – Laurel.

This is a very important stage as it helps the child get ready for school as well as preparing them for their future learning and successes. From when a child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

The EYFS Statutory Framework sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to give children the broad range of knowledge and skills that provide the right foundation for good progress through school and life.

The children are given opportunities to play and explore, to investigate and experience things and to 'have a go'. They are active and develop their own ideas. They are all unique and will have different interests and abilities.

We use the **Development Matters** guidance to support the learning and teaching that takes place within our Reception classroom. Within our setting, we plan activities within the seven areas of learning as set out in the EYFS Statutory Framework:

## Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

## Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design



# Key Features of Effective Practice

The Development Matters guidance proposes **7** key features of effective practice within Early Years:

## 1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months<sup>[footnote 1]</sup> behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

## 2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

## 3. The curriculum

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

## 4. Pedagogy

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

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The Development Matters guidance proposes **7** key features of effective practice within Early Years:

## 5. Assessment

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

## 6. Self-Regulation

Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

Language development is central to self-regulation:

- children use language to guide their actions and plans.
- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

## 7. Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

# Characteristics of Effective Teaching and Learning

In planning and guiding what our children learn, we continually reflect on the different rates at which children are developing and adjust their practice appropriately. Throughout this monitoring, we continually refer to planned opportunities for children to develop the three characteristics of effective teaching and 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 critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



## **Playing and Exploring** – we will support children with learning to

- realise that their actions have an effect on the world, so they want to keep repeating them
- plan and think ahead about how they will explore or play with objects
- guide their own thinking and actions by referring to visual aids or by talking to themselves while playing, for example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."
- make independent choices
- bring their own interests and fascinations into our classroom- this helps them to develop their learning
- respond to new experiences that we offer them

# Characteristics of Effective Teaching and Learning

## **Active Learning** – we will support children with learning to:

- participate in routines, such as taking the register or getting ready for home time
- begin to predict sequences because they know routines, for example, they may anticipate lunch when they see the table is set, or get their coat when the door to the outdoor area opens
- begin to correct their mistakes themselves, for example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit
- keep on trying when things are difficult

## **Creating and Thinking Critically** – we will support children with learning to:

- Take part in simple pretend play, for example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup
- sort materials, for example, at tidy-up time, children know how to put different construction materials in separate baskets
- use pretend play to think beyond the 'here and now' and to understand another perspective, for example, a child role-playing the Billy Goats Gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- know more, so feel confident about coming up with their own ideas
- make more links between those ideas
- concentrate on achieving something that's important to them – they are increasingly able to control their attention and ignore distractions

# Reception Long Term Plan



	Autumn		Spring		Summer	
Themes	Getting To Know You Marvellous Me!	Celebrations Light and Dark Autumn	Julia Donaldson Winter	Once Upon a Time Spring	Our World – Minibeasts Eric Carle	Our World – Off We Go! Summer
Hook	All About Me Booklet Family Tea Party	Halloween, Bonfire Night, Diwali, Christmas	The Gruffalo Badgemore Grounds	Anansi – Spiders everywhere!	Caterpillar Eggs	The train Ride
Communication and Language	<ul style="list-style-type: none"> <li>Listen and join in with rhymes and rhyming texts, stories and songs.</li> <li>Listen to others in 1:1, in small groups and whole class</li> <li>Maintain attention in whole class and small groups.</li> <li>Follow instructions with 2 parts.</li> <li>Get to know adults in school - use social phrases.</li> <li>Use talk to organise play – home role play and small world deconstructed doll's house.</li> <li>Tell me about you, your family, your summer holidays</li> <li>Respond appropriately when asked.</li> </ul>	<ul style="list-style-type: none"> <li>Listen in familiar and new situations – PE, celebrations in school – Remembrance Day, Christmas, celebration assemblies.</li> <li>Engage in stories that are familiar and new with interest and enjoyment.</li> <li>Link events in a story to their own experiences. Stories about the dark and nocturnal animals.</li> <li>Talk about celebrations at home.</li> <li>Weekend/holiday/celebrations news</li> <li>Use talk past tense recount past events.</li> <li>Christmas play</li> </ul>	<ul style="list-style-type: none"> <li>Listen in a range of situations – guest speakers.</li> <li>Maintain attention.</li> <li>Make predictions about what happen next or story endings in response to texts read.</li> <li>Make relevant comments when listening to a story.</li> <li>Role play - cafe, doctors – Consider the listener and take turns to listen and speak.</li> <li>Ice and changes in the environment - offer explanations for why things happen.</li> <li>Recreate own stories.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why listening is important – instructions for safety in PE, walk to the Church, crossing roads, stranger danger</li> <li>Attention in different contexts – PE, trip, puppet show</li> <li>Keep play going and engage in conversation relevant to play. Small world scenes of stories, acting out stories</li> <li>Ask questions to clarify understanding</li> <li>Ask questions to find out more</li> <li>Retell a story with exact repetition.</li> <li>Use talk to clarify things, connect ideas and share thinking – STEM week</li> <li>Use 'and' and 'because' – planting and observing changes in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain activity whilst listening.</li> <li>Understand how, what, why and where questions.</li> <li>Describe events in detail – lifecycles of caterpillars and plants. Easter holidays and weekends.</li> <li>Express ideas about feelings and experiences.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use language to reason – use words such as and/because/and then.</li> <li>Ask questions to find out more and to check they understand – develop curiosity by observing nature.</li> <li>Listen to and talk about non-fiction to develop deep familiarity with new knowledge and vocab.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to what they hear with relevant questions, comments or actions.</li> <li>Make comments about what they have heard and ask questions to clarify thinking.</li> <li>Hold conversations when engaged in back-and-forth exchanges</li> <li>Use new vocabulary in different contexts.</li> <li>Participate in small group, class and one-to-one discussions.</li> <li>Offer ideas using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen – Transport - how things move, work.</li> <li>Stories about explorers and journeys</li> </ul>

Talking partners, LW Practice Reading, Monday AM – Weekend News – Time to Talk  
 Listen carefully to and perform and learn rhymes, songs and stories paying attention to what they have heard.  
 Modelling and scaffolding through play opportunities. Developing children's interest through choice of role play and small world activities.  
 ShREC – evidence based, approach for high quality interactions in the Early Years.



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<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>My Happy Mind – Meet Your Brain – what it looks like, functions and neuroplasticity</li> <li>Transition books – likes/dislikes</li> <li>Rules of the class and school</li> <li>Routines of class and school.</li> <li>Basic hygiene and toileting.</li> <li>Aware of and talk about own feelings - The Colour Monster – Emotional barometer, Ruby’s Worry – Worry Box.</li> <li>Working together, tidy up time and collaborative art-work</li> <li>Building relationships – friends, peers</li> <li>Independence – managing own peg area.</li> <li>Healthy eating, oral health, personal hygiene.</li> <li>British Values – The rule of law</li> </ul>	<ul style="list-style-type: none"> <li>My Happy Mind – Celebrate. Being kind, bravery and superhero qualities.</li> <li>WOW Wall – what you are amazing at, strength, kindness and bravery</li> <li>Continue to develop constructive and respectful relationships – learning through play, acting out stories, games, Anti-bullying Week</li> <li>Consider the perspective of others – taking turns in play and talking in whole and small group situations, board games, lg puzzles</li> <li>Confidence to try new activities – performing in nativity</li> <li>Good sleep routine</li> <li>Safety – Bonfire night</li> <li>Keeping safe and being brave in the dark</li> <li>Keeping warm – dressing self – zips, buttons etc for PE, forest school, outdoor play</li> <li>British Values – Tolerance of different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>My Happy Mind – Appreciate. Being thankful, gratitude to self, others and experiences.</li> <li>Character strengths: Love and kindness, friendship and teamwork, bravery and honesty, learning and exploring, love of Life and our world</li> <li>Sense of self and as an individual have own opinions – favourite story, character, challenge why? I like, I don’t like...</li> <li>Vote for favourite book</li> <li>Good manners, understanding the feelings of others. – The Highway Rat – consequences, bakers shop</li> <li>Helping others, feelings of others, sensitivity to own and other’s needs.</li> <li>People who help us in school and wider community Parent visitors.</li> <li>British Values – Democracy – Voting</li> </ul>	<ul style="list-style-type: none"> <li>My Happy Mind – Relate. Being a good friend, active listening, getting along with others</li> <li>WOW Wall – being a good friend</li> <li>Positive attachments – trip</li> <li>Stranger Danger – Little Red Riding Hood – Going out by self, losing adults, safe adults</li> <li>Being safe in wider world – visit to church – crossing roads, being a safe pedestrian</li> <li>Making good relationships – Wolf apologising to everyone, make a card for Grandma to feel better, Mothers Day card to show appreciation</li> <li>Sensitivity to others – looking after those not so fortunate – ill (Granma in LRRH)</li> <li>Gratitude – Mothers Day, Easter – Jesus and his teachings/stories</li> <li>Taking care of our outdoor environment</li> <li>Learning more about Africa</li> <li>Role-playing stories</li> <li>British Values – Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Introduce FLeXIT!, alongside Happy Breathing</li> <li>Show an understanding of own feelings and those of others and begin to regulate their behaviour accordingly – The Bad-Tempered Ladybird, The Lonely Fire-fly</li> <li>Explain the reason for rules, know right from wrong, and try to behave accordingly; looking after the world around us (our classroom, garden, school, community and wider world).</li> <li>Caring for minibeasts and plants, animals (vet role-paly)</li> <li>The Hungry Caterpillar – importance of healthy food choices – What Food Would You Choose ?</li> <li>Explore ‘being safe online – Smartie the Penguin</li> </ul>	<ul style="list-style-type: none"> <li>My Happy Mind – Engage – Working towards goals, setting goals, persevering with challenges – Sports</li> <li>WOW Wall – goals and achievements</li> <li>Be able to wait for what they want and control their immediate impulses when appropriate – Taking turns with equipment in PE, role-play</li> <li>Cooperate and take turns – sports day</li> <li>Making healthy snacks</li> <li>Keeping fit and healthy – Sports day, sensible screen time.</li> <li>Effects of exercise on the body – keeping body healthy with exercise.</li> <li>Show resilience, independence and perseverance. – Sports day, preparing for transition to Y1</li> <li>British Values – Liberty</li> </ul>



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Physical Development	<ul style="list-style-type: none"> <li>Emotions movement &amp; dance</li> <li>Develop skills to move around school and manage the day – lining up, lunchtimes, carpet sessions, play in large playground</li> <li>Bodies, senses, awareness in space.</li> <li>Friendship bracelets - beads</li> <li>Obstacle courses – transporting safely</li> <li>Dough/biscuit capital letter from name</li> <li>Yoga – holding a pose.</li> <li>Refine skills – walking, running, jumping (2 to 2 feet)</li> </ul>	<ul style="list-style-type: none"> <li>Move like fireworks</li> <li>Clay Diya Lights</li> <li>Bear Hunt &amp; Bears in the Night – acting out – refine skills crawling, jumping and landing</li> <li>Moving and exploring equipment – staying safe.</li> <li>Action songs</li> <li>Diwali and dancing to celebrate – scarf dancing</li> <li>Making bread</li> <li>hedgehogs – dough, scissors</li> <li>Creating firework &amp; light and dark paintings – different sized brushes, using spreaders</li> <li>Make and create Christmas – using tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Refine skills – hopping, skipping</li> <li>Working with a partner or in a team – movement games</li> <li>Hold postures – develop core strength – Yoga</li> <li>FMS – making real or play dough cakes, biscuits bread etc for baker’s shop.</li> <li>Threading heart – Valentine’s day</li> <li>Accurate cutting for stick puppets, doctors bag</li> <li>Large writing patterns – cave paintings, natural painting brushes.</li> <li>Small writing patterns</li> <li>Africa patterns with cotton buds</li> <li>Tracing paper</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Developing, refining and combining movement skills – rolling, crawling, walking, jumping, climbing.</li> <li>Progress to fluent style of movement with control and grace. Gymnastic routine</li> <li>Being safe on equipment</li> <li>Easter crafts FMS – Easter Bonnets, making spring flowers etc</li> <li>Painting flowers with small brushes</li> <li>Cutting character puppets</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills – Rolling, throwing, catching, kicking, passing, batting, aiming.</li> <li>Confidence, accuracy and precision with balls and small equipment.</li> <li>Move like minibeasts</li> <li>Dough/Clay mini-beasts – spiders and insects</li> <li>Drawing mini-beasts</li> <li>Cutting a snail, circles for a caterpillar</li> <li>Threading a caterpillar</li> <li>Threading leaves</li> <li>Hole punching nature confetti</li> <li>Threading mats</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills – passing, batting, aiming.</li> <li>Large constructions – trains, cars etc</li> <li>Travelling with your body – hopping, jumping skipping races.</li> <li>Sports Day</li> <li>Hurdles, obstacles</li> <li>Effects of exercise on the body – keeping body healthy with exercise.</li> <li>Small equipment in sand and water play</li> </ul>

Being safe – handling and moving equipment, awareness of self and others.

Adult led, continuous and enhanced provision:

Develop Fine Motor Skills (FMS) so that they can use a range of tools competently, safely, and confidently in – puzzles, malleable materials (dough, foam, gloop, slime) sand, water, small and large resources, Funky Fingers, Dough Disco, Creative Workshop, small construction, scissors, knives, forks, spoons, handwriting. Develop Gross Motor Skills (GMS) and overall body strength, co-ordination, balance and agility need to engage in physical disciplines and future PE sessions. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor – Climbing frame, playground games, sports, bats, balls and other equipment in outdoor learning are, forest school play and sessions.



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Phonics	Little Wandle Phase 2	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 4	Little Wandle Phase 4
	<ul style="list-style-type: none"> <li>Little Wandle Rhyme Time – Listening to sound and sound recognition, alliteration, rhyme and Rhythm, syllable recognition.                             <ul style="list-style-type: none"> <li>Oral blending and segmenting</li> </ul> </li> </ul>					
Literacy Reading	<ul style="list-style-type: none"> <li>Hold book correctly, handle with care, turn pages from front to back and recognise front cover</li> <li>Know print carries meaning and direction.</li> <li>Know difference between words and illustrations.</li> <li>Rhyming texts – Pants, Hairy Maclary</li> <li>Starting school texts</li> <li>Texts with rhythm – Pete the Cat</li> <li>Name recognition.</li> <li>Explain what’s happening in a picture</li> </ul>	<ul style="list-style-type: none"> <li>Capital letter recognition</li> <li>Read individual letters, blend, read some common exception words.</li> <li>Play influenced by experience of books –Sequence 2 or more events from a story – Beginning, middle and end.</li> <li>Bear Hunt, Bears in the night, A Dark, Dark Tale, Peace At Last</li> <li>Respond to who, where, when, what questions linked to text and illustration – A Dark Dark Tale, Fox and the Star, Nativity Story etc</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure and building phase 2</li> <li>Author Study – Julia Donaldson</li> <li>The Gruffalo, The Gruffalo’s Child, Cave Baby, The Ugly Five, The Highway Rat, The Snail and the Whale</li> <li>Describing Characters and characteristics</li> <li>Settings – observing pictures closely.</li> <li>Listening to context.</li> <li>Giving opinions</li> <li>Writing group or class stories – where, when, who, what?</li> <li>Introduce A Poem a Day – Tiger Tiger Burning Bright</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure and building phase 3</li> <li>Traditional tales – Anansi the Spider, Jack and the Beanstalk, 3 Billy Goats Gruff, Little Red Riding Hood, 3 Little Pigs, Structure of a story, sequencing</li> <li>Story language – once upon a time, the end.</li> <li>Re-tell stories and narratives using their own words and recently introduced vocabulary.</li> <li>Sequence stories</li> <li>Acting out stories – gestures and actions</li> <li>Play influenced by books</li> <li>Easter story – Millie’s Marvellous Hat</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure and building phase 3</li> <li>Author study – Eric Carle: The Hungry Caterpillar, The Bad-Tempered ladybird, The Busy Spider, The Lonely Fire-fly, The Tiny Seed</li> <li>Non-fiction books on mini-beasts</li> <li>Structure of non-fiction texts – contents, index etc.</li> <li>Matisse’s Magical Trail by Tim Hopgood and Sam Boughton</li> <li>Big Book of Bugs by Yuval Zommer</li> <li>Mad about Mini-beasts by Giles Andreae</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure and building phase 4</li> <li>The Train Ride, The Cat the Mouse and the Runaway Trai, Big Blue Train The Great Balloon Hullabaloo,</li> <li>Biography – Amelia Earhart</li> <li>Know the difference between types of texts – fiction, non-fiction, poetry.</li> <li>Play influenced by experiences of books – pretend to go on a train/balloon ride.</li> </ul>
	<p>Shared Story Time – Text shared several times – VIPERS                      Enjoy listening to and sharing a range of books.</p> <p>Book Corner – Books relevant to topic and those read in class are then added. Each term keep key texts shared from the previous terms building library of texts that children can recall and retell independently or with friends. Stories and information texts outside – book den.</p>					



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Literacy Writing	Oral segmenting					
	<ul style="list-style-type: none"> <li>• Writing gives meaning, give meaning to marks.</li> <li>• Writing patterns</li> <li>• Name recognition and begin to write independently – only promote if forming correctly.</li> <li>• Beginning to use letters in writing.</li> <li>• Forming sentences verbally in preparation for writing</li> <li>• Introduce weekend news</li> <li>• Label family members</li> </ul>	<ul style="list-style-type: none"> <li>• Write own name using correct letter formation once all alphabet covered in phonics</li> <li>• Drawing and designing rangoli &amp; Mehndi patterns</li> <li>• Beginning to copy/write sentences – Holiday and weekend news.</li> <li>• Orally spell VC &amp; CVC words.</li> <li>• Dark, Dark Tale – predictions; what will happen next.</li> <li>• Labels – nocturnal animals</li> <li>• Letters to Santa</li> <li>• Cards to family and friends</li> <li>• Gift tags</li> </ul>	<ul style="list-style-type: none"> <li>• Say it, join it, write it phase 2</li> <li>• Cave Markings and Drawing</li> <li>• Captions – phase 2</li> <li>• List for bakers shop/cafe</li> <li>• Writing phonetic sentences – introduce finger space and full stop</li> <li>• Book Making</li> <li>• Being an author/illustrator</li> <li>• Writing in role – café orders, bakers shop signs, labels.</li> </ul>	<ul style="list-style-type: none"> <li>• Say it, join it, write it phase 3</li> <li>• Captions – phase 3</li> <li>• Lists – The 3 Pigs builders list</li> <li>• Letter writing t/from Mr Wolf</li> <li>• Writing stories – Book making</li> <li>• Drawing/writing plans of models</li> <li>• Mother's Day/Easter cards</li> </ul>	<ul style="list-style-type: none"> <li>• Say it, join it, write it phase 3/4</li> <li>• Write a sentence or caption- phase 3/4 including a full stop</li> <li>• Writing more than 1 sentence – and</li> <li>• Make phonetically plausible attempts when writing complex words.</li> <li>• Label parts of a bug</li> <li>• Write own mini-beast book</li> <li>• Spider Fact Files</li> <li>• Recording on a bug hunt</li> <li>• Diary of a sunflower</li> <li>• What/who am I...?</li> <li>• Re-writing a story</li> </ul>	<ul style="list-style-type: none"> <li>• Say it, join it, write it phase 4</li> <li>• Writing several sentences</li> <li>• Captions – phase 4</li> <li>• Labelling maps</li> <li>• Tickets and signs for the train station and train</li> <li>• Writing a biography – All About Me</li> <li>• Write own story of a journey.</li> <li>• Different audiences – story and instructions how to get somewhere.</li> </ul>
<p>Monday – Weekend News – share verbally, orally compose sentence, draw and write.                      Recording weather, recording observations on a clipboard – autumn, winter, spring and summer in Badgemore grounds                      Name formation mats, labelling all work with name</p>						



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Mathematics	<ul style="list-style-type: none"> <li>Perceptual and conceptual subitising to 4</li> <li>Counting sequence</li> <li>1:1 correspondence</li> <li>Cardinality</li> <li>Composition to 4</li> <li>Comparison – language and attributes.</li> <li>Match sort and compare</li> <li>Talk about measure</li> <li>Simple patterns – natural resources</li> <li>Ages and birthdays</li> <li>Counting body parts</li> <li>Family number</li> <li>Goldilocks and the 3 Bears, Pete the Cat – 4 Groovy Buttons</li> <li>Mapping – immediate environment – classroom, outside, school, playground</li> </ul>	<ul style="list-style-type: none"> <li>Counting to 5 – 5 fingers, five die pattern</li> <li>Comparison by matching, equal groups</li> <li>Concept of a whole</li> <li>Composition of 5</li> <li>Counting beyond 5</li> <li>Introducing 0</li> <li>Circles &amp; Triangles – printing, hunting</li> <li>Shape texts by Mac Barnett</li> <li>Shapes in the environment</li> <li>Shapes with 4 sides</li> <li>Stars</li> <li>Christmas construction and making decorations</li> <li>Time – day and night, sequence bedtime</li> <li>Positional language – Bear Hunt, Bears in the Night</li> <li>Hide and seek – toys</li> <li>Measuring ingredients – bread</li> </ul>	<ul style="list-style-type: none"> <li>Subitising within 5</li> <li>Matching numerals to quantities within 5.</li> <li>Counting, ordinality and pattern – the staircase pattern</li> <li>Composition of 5, 6 and 7 are '5 and a bit'</li> <li>Six Dinner Sid by Inga Moore</li> <li>Language of comparison – 'more than, fewer than, an equal number to'</li> <li>Equal and unequal sets</li> <li>Measuring ingredients – biscuits, cakes</li> <li>Pictogram – vote for favourite book</li> <li>Mass</li> <li>Capacity</li> <li>Length – Superworm</li> </ul>	<ul style="list-style-type: none"> <li>Counting, ordinality and cardinality – staircase pattern and ordering numbers</li> <li>Comparison – ordering numbers to 8.</li> <li>Use language 'less than'</li> <li>Composition of 7</li> <li>Composition – Doubles – 2 equal parts. Dominoes, dice</li> <li>Composition sorting according to attributes – odd and even numbers</li> <li>Pattern – African animals, printing, in the garden</li> <li>Height – Jack and the Beanstalk, plants</li> <li>3d Shapes – Building houses and bridges</li> </ul>	<ul style="list-style-type: none"> <li>Cardinality, ordinality and counting – Sequence, teen and – ty numbers, counting on and large groups of objects that cannot be moved</li> <li>Subitising – complex arrangement, structures.</li> <li>Composition to 10 – 10 frames, part-part-whole</li> <li>Composition – Sense of 'ten-ness of 10' – double dice frame</li> <li>Comparison – more or less. Linear number tracks, track games</li> <li>Doubles – butterflies and ladybirds, spider'/insect's legs</li> <li>Time – Diary of a sunflower and butterfly</li> <li>Introduce monthly calendar</li> <li>Manipulate compose and decompose shapes – minibeast using shapes, mosaics, tessellating shapes</li> </ul>	<p><b>NCETM Review and Assess</b></p> <ul style="list-style-type: none"> <li>Subitise up to 5 – rekenreks</li> <li>Counting beyond 20, counting system pattern</li> <li>Automatic recall of number bonds up to 5 (including subtraction facts and some number bonds to 10 (including double facts)</li> <li>Deepen understanding of number to 10.</li> <li>Comparison up to 10</li> <li>Patterns in numbers to 10 – odds, evens, doubles</li> <li>Pattern – Units of repeat, rules. Pattern Bugs &amp; Pattern Fish</li> <li>Build and map – 3d train ride scene, countryside, beach etc. Lighthouses, trains, planes etc</li> <li>Make a biscuit/cake train – 3d shapes</li> <li>Once Upon a Map, Me on the Map.</li> <li>Describe position</li> <li>Maps of local area – trip to station and park</li> <li>Make connections – How Many Legs, Billy's Bucket, Mr Gumpy's Outing.</li> </ul>

NCETM Mastering Number – 4 sessions per week. White Rose Maths – 1 session per week – Space, shape and measures. Daily counting – Who is here today, registration number frames, how many ... do we need. Time – days of the week, month, year, birthdays, events. Daily rhymes and songs.

Number, special reasoning, shape, pattern and measures in the environment.

# Reception Long Term Plan

Themes	Getting To Know You Marvellous Me!	Celebrations Light and Dark Autumn	Julia Donaldson Winter	Once Upon a Time Spring	Our World – Minibeasts Eric Carle	Our World – Off We Go! Summer
Understanding the World	<ul style="list-style-type: none"> <li>• My family and me– past and present</li> <li>• Seasons – autumn, changes in the garden. Removing dead plants.</li> <li>• Exploring natural world – start Forest School</li> <li>• Guess the baby</li> <li>• Baby, child adult progression</li> <li>• Planting winter flowers.</li> <li>• Observing squirrels burying nuts.</li> <li>• Science experiment – bacteria from not washing hands on bread.</li> <li>• Colour walk</li> <li>• Harvest festival celebrations</li> <li>• RE Enquiry – What makes people special?</li> </ul>	<ul style="list-style-type: none"> <li>• Use language of time – sequence bedtime</li> <li>• Autumn festivals and celebrations – Halloween, Bonfire Night</li> <li>• Remembrance Day</li> <li>• Special stories and Special People... Diwali – Rama and Sita for Hindu’s and sikh’s Christmas – Jesus and the nativity story for Christian’s</li> <li>• Seasons – Autumn to winter</li> <li>• Leaf Man – leaf rubbings, painting, printing</li> <li>• Observing conkers, acorns, keys, spinners</li> <li>• Map – Bears in the Night and We’re Going on a Bear Hunt</li> <li>• Nocturnal animals</li> <li>• Safe places and homes for animals</li> <li>• Hibernation – Hedgehogs</li> <li>• RE Enquiry – What is Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Valentines Day</li> <li>• Cave dwellers – life in the past</li> <li>• People who help us at school</li> <li>• Christianity – fortnightly visits from church youth worker – stories from the bible.</li> <li>• Shrove Tuesday</li> <li>• Observing ice and snow</li> <li>• Science experiment – Insulation - Ice melting under various conditions</li> <li>• Animal tracking – footprints</li> <li>• Comparing animals in differing environments – Badgmore and the African savannah</li> <li>• Similarities and differences between countries – Africa and England</li> <li>• RE Enquiry – How do people celebrate? (New Year)</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity - Easter story</li> <li>• Special places of worship</li> <li>• Visit to local church</li> <li>• Science experiment - What plants need to grow, which bridge is best?</li> <li>• Maps from a story – Little Red Riding Hood</li> <li>• Map making – our school, back garden</li> <li>• Bridges around the world – 3 Billy Goats</li> <li>• Testing and exploring materials – house and den building</li> <li>• RE Enquiry – What is Easter?</li> </ul>	<ul style="list-style-type: none"> <li>• Mini beasts and their habitats</li> <li>• Science experiments</li> <li>• Mini beasts – categories, identification, habitats.</li> <li>• Oscar and the Frog – all about growing</li> <li>• Lifecycle of a Butterfly – Live eggs to butterflies</li> <li>• Seeds to sunflowers</li> <li>• Using internet to find out more information on bugs found in the garden</li> <li>• Staying safe online</li> <li>• Explorers Hut</li> <li>• Visit Natural History Museum – Minibeasts</li> <li>• Observe and draw new flowers</li> <li>• Vets/Wildlife centre role-play – caring for animals</li> <li>• RE Enquiry – What can we learn from stories?</li> </ul>	<ul style="list-style-type: none"> <li>• Forces – how things move – trains, cars, boats, hot air balloon etc.</li> <li>• Science experiment – materials – Floating and sinking</li> <li>• Making boats</li> <li>• Landmarks of Henley</li> <li>• Maps – Local area to seaside</li> <li>• Train Ride small world map</li> <li>• Types of map – globe, paper, satellite images</li> <li>• Train Ride small world 3d map</li> <li>• Famous aviators – Amelia Earhart, The Wright brothers, Mongolfier Brothers</li> <li>• Transport then and now</li> <li>• Forces – how things move – trains, cars, boats, hot air balloon etc.</li> <li>• Science experiment – materials – Floating and sinking.</li> <li>• Make it move – boat/hovercraft making</li> <li>• Trip on a train and walk round Henley</li> <li>• Coding/directions/maps – Bee Bots</li> <li>• Comparison – local area to seaside – The Train Ride</li> <li>• RE Enquiry – What makes places special?</li> </ul>

# Reception Long Term Plan

	Autumn		Spring		Summer	
Themes	Getting To Know You Marvellous Me!	Celebrations Light and Dark Autumn	Julia Donaldson Winter	Once Upon a Time Spring	Our World – Minibeasts Eric Carle	Our World – Off We Go! Summer
Expressive Art and Design	<ul style="list-style-type: none"> <li>• Introduce Creative Workshop</li> <li>• The Colour monster, Wow Said the Owl – exploring colour</li> <li>• Emotions in painting and music.</li> <li>• Self portraits</li> <li>• Sketching your friend</li> <li>• Using natural resources to make marks.</li> <li>• Creating houses using deconstructed house small world with fabric, loose parts etc.</li> <li>• Create favourite fruit or vegetable</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali Dancing</li> <li>• Act out story of Rama and Sita</li> <li>• Diya sculpture – clay</li> <li>• Firework pictures – combining techniques and media</li> <li>• Leaf Man – Leaf art, rubbings, printing</li> <li>• Creating dark colours – Big Hedgehog Little hedgehog</li> <li>• Black and white pictures – Dark, Dark Tale, Fox and the Star,</li> <li>• Traditional Christmas songs</li> <li>• Nativity performance</li> </ul>	<ul style="list-style-type: none"> <li>• Small world scenes – Artic/Antartic, Gruffalo, Africa etc</li> <li>• Cave drawings and paintings – charcoal/chalk</li> <li>• African music– Djembe Drums (instruments) and dancing, discuss emotions and feelings.</li> <li>• African savannah – water colour wash and silhouettes.</li> <li>• Role-play baker’s shop (The Highway Rat), doctors (Zog and the Flying Doctors)</li> <li>• Refine joining skills – cakes in creative workshop and loose parts</li> <li>• Valentine’s day – heart art</li> </ul>	<ul style="list-style-type: none"> <li>• African, instrument s, dancing and art</li> <li>• African patterns – Anansi the Spider</li> <li>• Observing and Painting daffodils</li> <li>• Mother’s day cards – making flowers,</li> <li>• Easter crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce what an artist is – famous artists</li> <li>• Matisse – The Snail – collage cutting and tearing paper.</li> <li>• Yayoi Kusama – Covered Everything in Dots and Wasn’t Sorry – ladybirds</li> <li>• Spiders and ladybirds – crumpling and folding paper</li> <li>• Finger paint bugs – draw on features</li> <li>• Weaving – webs</li> <li>• Listening and responding to famous pieces of music and composers – Flight of the Bumble Bee, The butterfly</li> <li>• Listening and responding to music created to represent mini-beasts</li> <li>• Creating an orchestra – conducting</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play train station and rides</li> <li>• Imaginative play – where shall we go?</li> <li>• Big Blue Train – Role play making trains, collecting animals, throwing a party</li> <li>• Music –</li> <li>• Design, build, review – model making vehicles</li> <li>• Paper-mache hot-air balloon</li> <li>• Artist – Yves Klein – Painted Everything Blue and Wasn’t Sorry – create your own blue</li> <li>• Role-play beach and beach café</li> <li>• Sea pictures – using variety of techniques and materials</li> </ul>

# EYFS Progression Map | Communication and Language



## Children in Reception will be learning to:

- understand how to listen carefully and why listening is important
- learn new vocabulary
- use new vocabulary throughout the day
- ask questions to find out more and to check they understand what has been said to them
- articulate their ideas and thoughts in well-formed sentences
- connect one idea or action to another using a range of connectives
- describe events in some detail
- use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen develop social phrases
- engage in storytimes
- listen to and talk about stories to build familiarity and understanding
- retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- use new vocabulary in different contexts
- engage in non-fiction books
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- listen carefully to rhymes and songs, paying attention to how they sound
- learn rhymes, poems and songs



# EYFS Progression Map | Personal, Social & Emotional Development



## Children in Reception will be learning to:

- see themselves as a valuable individual
- build constructive and respectful relationships
- express their feelings and consider the feelings of others
- show resilience and perseverance in the face of challenge
- identify and moderate their own feelings socially and emotionally
- think about the perspectives of others
- manage their own needs and personal hygiene
- know and talk about the different factors that support their overall health and wellbeing including:
  - regular physical activity
  - healthy eating
  - toothbrushing
  - sensible amounts of 'screen time'
  - having a good sleep routine
  - being a safe pedestrian



# EYFS Progression Map | Physical Development



## Children in Reception will be learning to:

- revise and refine the fundamental movement skills they have already acquired such as: rolling; crawling; walking; jumping; running; hopping; skipping; climbing
- progress towards a more fluent style of moving, with developing control and grace
- develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- develop their small motor skills so that they can use a range of tools competently, safely and confidently – suggested tools include:
  - pencils for drawing and writing, paintbrushes, scissors
  - Knives, forks, spoons
- use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- combine different movements with ease and fluency
- confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- develop overall body strength, balance, coordination and agility
- further develop and refine a range of ball skills including:
  - throwing; catching; kicking; passing; batting; aiming
- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- develop the foundations of a handwriting style which is fast, accurate and efficient
- further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes



# EYFS Progression Map | Literacy

## Children in Reception will be learning to:

- 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
- read some letter groups that each represent one sound and say sounds for them
- read a few common exception words matched to the school’s phonic programme
- read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- form lower-case and capital letters correctly
- spell words by identifying the sounds and then writing the sound with letters
- write short sentences with words with known sound–letter correspondences using a capital letter and full stop
- re-read what they have written to check that it makes sense



# EYFS Progression Map | Mathematics

## Children in Reception will be learning to:

- count objects, actions and sounds
- subitise
- link the number symbol (numeral) with its cardinal number value
- count beyond 10
- compare numbers
- understand the 'one more than or one less than' relationship between consecutive numbers
- explore the composition of numbers to 10
- automatically recall number bonds for numbers 0 to 5 and some to 10
- select, rotate and manipulate shapes to develop spatial reasoning skills
- compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- continue, copy and create repeating patterns
- compare length, weight and capacity



# EYFS Progression Map | Understanding the World

## Children in Reception will be learning to:

- talk about members of their immediate family and community
- name and describe people who are familiar to them
- comment on images of familiar situations in the past
- compare and contrast characters from stories, including figures from the past
- draw information from a simple map
- understand that some places are special to members of their community
- recognise that people have different beliefs and celebrate special times in different ways
- recognise some similarities and differences between life in this country and life in other countries
- explore the natural world around them
- describe what they see, hear and feel whilst outside
- recognise some environments that are different from the one in which they live
- understand the effect of changing seasons on the natural world around them



# EYFS Progression Map | Expressive Art and Design

## Children in Reception will be learning to:

- explore, use and refine a variety of artistic effects to express their ideas and feelings
- return to and build on their previous learning, refining ideas and developing their ability to represent them
- create collaboratively, sharing ideas, resources and skills
- listen attentively, move to and talk about music, expressing their feelings and responses
- watch and talk about dance and performance art, expressing their feelings and responses
- sing in a group or on their own, increasingly matching the pitch and following the melody
- explore and engage in music making and dance, performing solo or in groups
- develop storylines in their pretend play

