

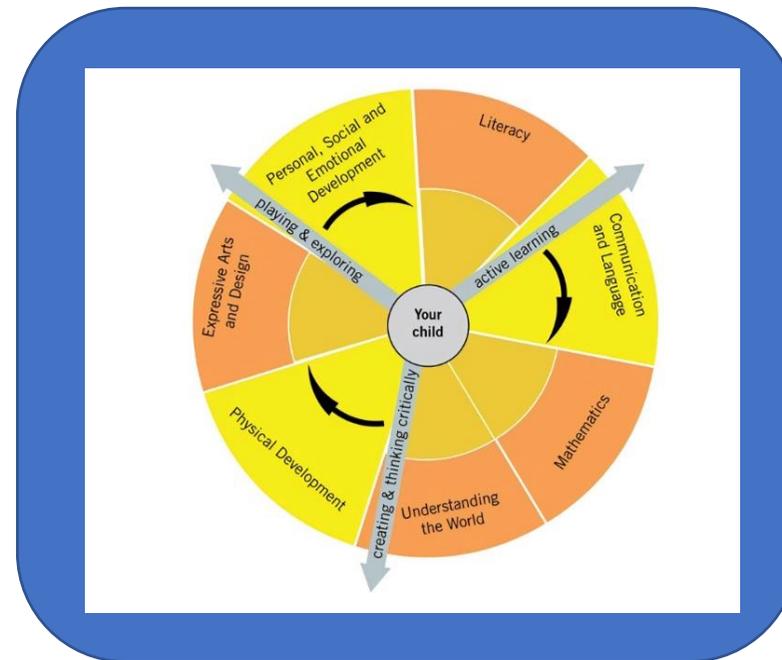
EYFS Reception Long term plan 2022-2023



Gwladys Street EYFS Long Term planning 2022-2023



Curriculum Intent



In EYFS we would like children to develop a life time love of learning through effective relationships and a stimulating and effective learning environment. We would like children to have acquired and developed skills in all areas of learning to ensure that they reach ELG enabling them to successfully access National Curriculum and therefore ensuring Year One readiness.

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We aim to do this by:

Providing a challenging and stimulating learning environment which takes account of children's individual interests.

Provide high quality interactions which support and develop children's natural curiosity and desire to explore and make sense of the world around them.

Asking a range of questions which support children to problem solve and find out answers to their own questions.

Support and extend vocabulary and model new vocabulary effectively and in context through learning opportunities.

Build upon prior knowledge and experiences. Our curriculum is the cultural capital we know our pupils needs and we support them so that they can gain knowledge, skills and understanding they require for success. Children can only succeed if we embed the right habits for learning through the characteristics of effective teaching and learning -Play and Exploration, Active Learning and Creative and Critical Thinking. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. In Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of uninterrupted play

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and sustained thinking following children's interests and ideas within both indoor and outdoor provision. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips and visitors.



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Golden Opportunities for Assessment and Learning



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Our plans are flexible to allow us to respond to children's individual interests and fascinations...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
	Starting school All about me Families and emotions	Bonfire night Harvest Christmas The story of Christmas Diwali Autumn	Traditional tales Chinese New Year Pancake day Weather	Spring Planting Easter The great outdoors Life cycles	Summer Countries Maps	Holidays Journeys Local area Transition
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
High quality texts	Ruby's worry	Stickman	Jack and the Beanstalk	Supertato	The Jolly Postman	The pirates next door

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<p>EYFS Planned Story Spine</p>	<p>Oi Frog! Kes Grey The invisible string: Patrice Karst Something: Rebecca Cobb Billy's bucket: Kes Grey Shark in the park: Nick Sharratt Hairy Mc Cleary: Lynley Dodd Ruby's worry: Tom Percival All are welcome here: Alexandra Penfold The tiger who came to tea: Judith Kerr The Runaway Chapatti: Susan Price</p> <p>*All story texts planned for on Medium term planning</p>					
<p>Nursery rhymes revisited</p>	<ol style="list-style-type: none"> 1. Heads shoulders. 2. If you're happy and you know it 3. Ten little fingers 4. This old man 5. Two little dicky birds 6. I'm a little tea pot 	<ol style="list-style-type: none"> 1. Baa baa black sheep 2. Little Bo Peep 3. Jack and Jill 4. Hickory dickory dock 5. Twinkle Twinkle 6. Hickory dickory dock 	<ol style="list-style-type: none"> 1. 1,2,3,4,5 2. Doctor Foster 3. Mulberry bush 4. Hey diddle diddle 5. 1,2, Buckle my shoe 	<ol style="list-style-type: none"> 1. Incy Wincy spider 2. Pat a cake pat a cake 3. Georgie Porgy 4. Ten in a bed 5. Hot cross buns 6. 5 little men in a flying saucer 	<ol style="list-style-type: none"> 1. 5 Little speckled frogs 2. Mary had a little lamb 3. Little Jack Horner 4. Ten green bottles 5. The Grand old Duke of York 6. 5 Little ducks 	<ol style="list-style-type: none"> 1. Row, row, row your boat 2. Little boy blue 3. Sing a song of six pence 4. Ten fat sausages 5. Mother goose 6. London Bridge
<p>Vocabulary concepts</p>	<p>Long Short Near Between Side Front back Over Around</p>	<p>Next to Some Less A bit All Most First</p>	<p>Last After Before Day Night Old</p>	<p>New Same Different Heavy Thick Thin Wide</p>	<p>Narrow Rough Smooth Above Below Forwards Backwards Both</p>	<p>Few Enough Half Whole Second Next Early Later</p>
<p>Stages of block play</p>	<p>Stage 1: Carrying, exploring, pre-building</p>	<p>Stage 2: Stacking, rows, towers, repetition</p>	<p>Stage 3: Bridges and passageways</p>	<p>Stage 4: Enclosures</p>	<p>Stage 5: Symmetry and Patterns</p>	<p>Stage 6: Early representational functional and naming structures Stage 7: Representational, complex and symbolic</p>

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<p>Songs, poems and rhymes</p>	<p>I have many different feelings</p> <p>If you're happy and you know it</p>	<p>Remembrance day poem</p> <p>5 little hedgehogs</p> <p>I can see apples</p> <p>The moon</p>	<p>Let's put on our mittens</p> <p>5 little leaves</p>	<p>The Easter bunny is coming</p> <p>The rain drops on to my head</p> <p>Pancakes</p>	<p>I have a little frog</p> <p>The sun has got its hat on</p>	<p>Dance</p> <p>Thunderstorm</p>
<p>Key events and opportunities</p>	<p>Diwali day</p> <p>National poetry day</p>	<p>Bonfire night</p> <p>World nursery rhyme week</p> <p>Remembrance Day</p> <p>Christmas songs around the tree</p> <p>Stay and play</p>	<p>Valentine's day</p> <p>Chinese New Year</p> <p>National story telling week</p>	<p>Stay and play</p> <p>Mothering Sunday</p> <p>World book day</p> <p>Easter bonnet parade/egg rolling/decorating</p>	<p>Father's Day</p> <p>Caterpillars</p> <p>Contact a school over seas</p>	<p>Stay and play</p> <p>Camping outdoors</p> <p>Walk to the park</p> <p>Teddy bears picnic</p> <p>Pool day</p>

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British Values	<p>Mutual respect We are all unique We respect differences between different people and their belief in our community, in this country and all around the world. All cultures are learned, respected and celebrated</p>	<p>Tolerance Everyone is valued all cultures are celebrated and we all share and respect the respect and opinion of others. Mutual tolerance of those with different faiths and beliefs and those without faiths</p>	<p>Rule of the law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules.</p>	<p>Individual Liberty We have the right to have our own views. We are all respected as individuals. We feel safe and can have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinion of others</p>	<p>Recap all British Values Fundamental British values underpin what it is to be children in a modern and diverse Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	Baseline EYFS team meetings In house moderation	Pupil progress meetings EYFS team meetings Ongoing assessment End of term data input	Ongoing assessment EYFS team meetings In house moderation	Pupil progress meetings EYFS team meetings Ongoing assessment End of term data input	Ongoing assessment EYFS team meetings	Pupil progress meetings EYFS team meetings Ongoing assessment End of year data input

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		Parents evening info SEND meetings		Parents evening info SEND meetings		Parents evening info SEND meetings
Parental involvement	Home visits Transition/meet the teacher sessions Seesaw Welcome meetings	Parents evening Stay and play Seesaw Christmas songs World Nursery rhyme week performance SEN meetings	Seesaw	Parents evening Stay and play Seesaw Easter songs SEN meetings	Seesaw	Parents evening Stay and play Seesaw SEN meetings Local area walk

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Communication and language: The development of children's spoken language **underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.** By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
	Concentrate until an activity is complete Listen and respond to others talk Ask why questions Initiate conversations Join in with discussions	Make sensible suggestions as to what might happen next in a story Ask questions about stories I have listened to Answer how questions with support Talk about what I am thinking	Listen for longer periods of time Follow a story without visual clues Follow a 3-part instruction Talk about and explain my ideas Express my opinions	Make relevant comments about what I have heard Listen attentively in different situations Answer how questions clearly Talk about my feelings linking actions	Follow more complex instructions that have several ideas Listen for longer sessions and make more relevant comments to display that I have understood	Maintain conversations in a variety of situations Talk about a series of events in sequence Be fluent and coherent when I talk to others Adapt my talk in response to the listener

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	Use new vocabulary Talk about simple feelings Begin to use conjunctions	Give reasons Tell stories orally	Talk about a series of events Use conjunctions	Talk about a series of ideas	Tells stories orally following sequence	
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PSED: Children's personal, social and emotional development (PSED) **is crucial** for children to lead **healthy and happy lives, and is fundamental to their cognitive development**. Underpinning their personal development are **the important attachments** that shape their social world. **Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others**. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
Managing self Self-regulation Making relationships Taught throughout continuous provision	Talk about my own feelings Follow the rules Do some things without help Talk about what is right and wrong Manage my own personal hygiene needs	Talk about the feelings of others Begin to change behaviour to suit the situation Tackle a challenge Talk about ways to be healthy through exercise Resolve conflicts with support	Talk about how my actions can affect others Accept change of routines Attend to more than one thing at a time Try different ways to do things Play co-operatively with different groups	Talk about my own and others behaviour and how it can affect others Be more independent Take more risks Be more resilient Talk about why healthy food choices are important	Change my behaviour to suit the situation Reflect upon my behaviour with support Talk about the reasons for rules Talk about what is right and wrong in different contexts	Follow instructions Several ideas Link behaviour to my own and others feelings Follow rules independently Talk about healthy lifestyles Think about how others feel

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	Dress and undress independently Listen to what others say	Play co-operatively Share and take turns		Find ways to resolve conflicts independently	Take account of and include others ideas	when I make decisions and choices
	Me and my family Getting to know my class members Making good choices Learning to be independent	Celebrating together Learning about special occasions Knowing and understanding how to be a good friend	How I feel Finding out and talking about how I feel in different situations	Easter celebrations Special people in my life Caring about the natural world/environment	What make us special? Celebrating difference Growing and changing Caring for our plants	Becoming independent Being a good friend Special places
JIGSAW SESSIONS TAUGHT THROUGHOUT THE ACADEMIC YEAR						

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Physical development: Gross motor Physical activity is **vital in children's all-round development**, enabling them to pursue **happy, healthy and active lives**. Gross and fine motor experiences **develop incrementally throughout** early childhood, starting with sensory explorations and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. **Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.**

Physical development: Fine motor control and precision helps **with hand-eye co-ordination which is later linked to early literacy**. **Repeated and varied opportunities** to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with **feedback and support from adults, allow children to develop proficiency, control and confidence.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
FINE MOTOR: Consciously and continually check a child's pencil grip, letter formation and directionality of writing. Scaffold and support.	FINE: Control and manipulate tools effectively Handle writing tools with dexterity Children will be supported to	FINE: Use anticlockwise movements when writing Retrace vertical lines Children will be supported to	FINE: Draw intersecting lines and shapes GROSS: Co-ordinate my body to do different things	FINE: Consistently use a tripod grip GROSS: develop hand eye co-ordination	FINE: Form letters clearly so that they are legible to others GROSS: Throw catch and kick correctly	FINE: Form all letters correctly GROSS: Develop my strength and stamina

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<p>Daily opportunities to promote fine motor control.</p> <p>GROSS MOTOR: Weekly planned session to support physical development Sensory circuits and proprioception and vestibular learning sessions.</p> <p>Daily outdoor opportunities to support well-being, engagement and good mental health taught throughout continuous provision</p>	<p>draw a detailed face Draw a detailed figure Draw detailed observational drawings. Attempt to write own name with recognisable letter shapes and initial letter in place. Make recognisable letter like shapes Writing emerges Writing random letters Writing initial sounds Writing other words Forming letters correctly Writing 2 or more words Writing short sentences</p> <p>Text Structure: Names Lists Captions</p>	<p>copy letters and words. Attempt to write words from memory Beginning to use phonetical knowledge to write. Initial letter in correct place</p> <p>GROSS: Develop spatial awareness to avoid obstacles</p>	<p>Travel around, over, under and through obstacles</p>			
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	Diagrams Message Retell simple stories Introduce a simple story map GROSS: Move in a range of ways showing control and co- ordination					
REAL PE TAUGHT THROUGHOUT THE ACADEMIC YEAR						

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Literacy: It is crucial for children to develop a life long love of reading. Reading consists of two dimensions. Language comprehension and word reading. **Language comprehension (necessary for both reading and writing) starts from birth.** It only develops when adults **talk to children** about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, includes both the speedy working out of pronunciation of unfamiliar printed words (decoding) and speedy recognition of familiar printed words. **Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
Taught throughout continuous provision High quality interactions, daily discussions Small group times stories, nursery rhymes, singing and	Listen to an enjoy a range of stories Talk about stories using pictures Predict the storyline Hear and say initial sounds	Talk about the features of texts Use new vocabulary from books Follow words Begin to read words consistent with phonic knowledge	Talk about how stories are structured Describe the story, setting, characters and events Read words consistent with phonic knowledge	Retell narratives in the correct sequence Begin to re-read words and phrases to check it makes sense Express preferences for books	Use an understand new vocabulary Say how they feel about books and poems Follow and read 1/2 lines of text Say the sound for each letter	Talk about what has been read to me, retell stories and adapt narratives Read aloud simple sentences consistent with phonic knowledge

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<p>SALT interventions</p> <p>Daily story time using carefully chosen and high-quality texts/dialogic book talk</p>	<p>Read some common exception words</p> <p>Begin to link sounds to letters Represent sounds with letter shapes</p> <p>Write my full name</p>	<p>Recognise rhyme and alliteration</p> <p>Segment CVC words</p> <p>Label initial sounds</p> <p>Write sounds in sequence correctly</p>	<p>Locate and recall the title of a book</p> <p>Match capital and lower-case letters</p> <p>Form lower- and upper-case letters</p> <p>Write labels</p> <p>Form letters clearly</p>	<p>Show awareness of rhyme and alliteration when reading</p> <p>Re-read appropriate books</p> <p>Write captions</p> <p>Write some irregular words</p>	<p>of the alphabet plus 10 diagraphs</p> <p>Spell simple and multisyllabic words phonetically</p> <p>Write irregular words</p>	<p>Begin to take not of some punctuation</p> <p>Write simple sentences</p>
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RWI TAUGHT DAILY/ WELLCOMM/NARRATIVE IMMERSION ONGOING THROUGHOUT THE ACADEMIC YEAR

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Mathematics:

Developing a **strong grounding in number is essential** so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently, develop a deep understanding of the numbers to 10,** the **relationships** between them and the **patterns** within those numbers. By providing **frequent and varied** opportunities to build and apply this understanding – such as using **manipulatives, including small pebbles and tens frames for organising counting** – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning skills** across all areas of mathematics **including shape, space and measures**. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, **spot connections**, 'have a go', talk to adults and peers about what **they notice and not be afraid to make mistakes**.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
Cardinality and counting	Number and place value: Numbers up to 3	Place Value Change within 3/5	Numbers to 5.	Number bonds to 5.	Counting on and counting back to and from 5/10	Composing and decomposing shapes
Subitising	Count reliably to 3 and from 3 and recognise the numerals 1, 2 and 3. They will begin to recognise the different representations of numbers up to 3/ composition of number such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same. Use the	Find one more and one less than a number up to 3 in the context of a first, then, now story structure. They will use pictures, objects and a five frame to show what is happening. Comparing identical sets. Comparing non-identical sets. Comparing groups <u>Representing 1,2,3 in play</u> <u>Routines and recite numbers to 10</u>	Count to 5 and represent numbers using concrete and pictorial representations. The ten frame and counters are used for the first time and the concept of number bonds is explored. Numbers can be made by combining smaller numbers including 0. Comparison of numbers to 5. If some are added or taken away the amount	Explore addition, looking specifically at the number bonds to 5. These are shown in a ten frame and using the whole-part model, which have both been used before. Children begin to explore the bonds in a more systematic way and recognise the commutative law of addition. Children are introduced to missing parts as a precursor to subtraction by	Explore addition and subtraction through counting on and counting back. Use a number track to practise counting the number of jumps required to move on or back rather than the actual numbers they are landing on. This is the basis of addition and subtraction. Numbers to 10	Recognising that a shape can have other shapes within it. Beginning by using two shapes to make a new shape, building on this composition of shapes skill to attempt building one shape in multiple ways. Partitioning numbers has been introduced previously allow children to see that shapes can also be 'partitioned' in multiple ways. Combine shapes to make new ones (sheets/paper)

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	<p>language of more and fewer by comparing groups of up to 3 objects presented in different ways, including dice formation. They will also learn that groups of objects can have the same amount in them, even if they look different.</p> <p>Count forwards and backwards to 3 Count 3 objects in different arrangements, touching objects to count. Say number names in a stable order. Children to say the total in a group. Understand the</p>	<p>Number bonds within 3/5</p> <p>Find one more and one less up to 3 and putting objects into two groups, to using a part-whole model to represent the groups and the bond to 3.</p> <p>Space/Development of spatial reasoning</p> <p>Focus on the key language related to space. Children start by using positional and directional language to describe where an object is. Use of 3D shapes can then reinforce the shapes properties.</p>	<p>changes. Can combine sets together. Addition as counting on. Subtraction as take away. Number bonds to 5 in the context of a part-whole model.</p> <p>Comparing numbers within 5</p> <p>Identify more or less than a number up to 5, introducing the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. There are numbers within numbers (e.g. five</p>	<p>counting on or back.</p> <p>Subtraction</p> <p>Continue exploring subtraction, looking specifically at the number bonds to 5. These are shown using counters and the part-whole model. Children will begin to work with subtraction number bonds, following the 'missing part' structure.</p> <p>Exploring pattern</p> <p>Recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their</p>	<p>Explore numbers from 0 to 10. Apply this new knowledge to previously taught concepts, such as comparing, representing and finding one more and one less and understanding that more will mean counting on, with the answer going up, and less will mean counting back, with the answer going down.</p> <p>Numerical patterns</p> <p>Patterns of doubling, halving and odd and even numbers. Explore the</p>	<p>Volume and capacity</p> <p>Compare two or more items using the vocabulary of measure and will begin to compare containers visually</p> <p>Sorting</p> <p>Noticing similarities and differences in collections of objects found in the classroom. Children will have the opportunity to sort objects into two groups based on size, colour and shape. They will discover that collections can be sorted in a number of ways and into more than two groups.</p> <p>Time</p> <p>Sequencing of activities and events in their day. Developing a sense of time in terms of daily routine.</p> <p>Things can be the same and different.</p>
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	<p>final number is the total. Subitise up to 3 Count 3 out from a larger set. Recognise, represent and manipulate numbers to 3. Count groups of objects up to 1, then 2 and 3. Children will learn to recognise and count different representations of numbers up to 3 and use a five frame to help structure the counting and reasoning</p> <p>2d and 3d shape</p> <p>Compare 3D and 2D shapes. Introduce shapes and their properties with a focus on rolling</p>		<p>contains 2 and 3)</p> <p>Addition to 5</p> <p>Part-whole model mastery of the skill of combining two groups to find a whole up to 5.</p> <p>Measure (Length, height and weight)</p> <p>In this unit, children will compare length, height and weight. They will learn how to compare two or more items using the vocabulary of measure and will begin to use non-standard units of measurement</p>	<p>everyday environment and using sounds, words and actions for example natural patterning, animal skill patterns and patterns in music and sound.</p>	<p>patterns and practise using the new vocabulary</p>	<p>Understanding and using the language of time in everyday life. Sequence activities and events in their day. Describe a route. Describe a sequence of events</p> <p>Money in role play and what is it for? Money week</p> <p>Recite numbers to 20</p>
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	and stacking with 3D shapes and viewing 2D shapes in different orientations. Knowing the names and understanding the properties. <u>Matching, sorting</u> <u>comparing</u> <u>colour/size</u>					
POWER MATHS ONGOING THROUGHOUT THE ACADEMIC YEAR						

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Understanding the world: This involves guiding children to make sense of their **physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from **visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters**. In addition, listening to a **broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
Taught throughout continuous provision	<p>Talk about my own family and people special to me</p> <p>Describe features of my own environment</p> <p>Talk about what makes me special</p> <p>Observe the natural world</p>	<p>Describe jobs that people do and why they are important</p> <p>Use maps of my own environment</p> <p>Talk about different ways people celebrate</p> <p>Talk about similarities and differences</p>	<p>Talk about how people lived in the past</p> <p>Use maps and non-fiction texts to find out about other countries</p> <p>Describe similarities and differences between environments</p>	<p>Talk about the similarities and differences between things in the past and now</p> <p>Describe and compare the seasons</p> <p>Compare similarities and differences between different religions and cultures</p>	<p>Talk about significant people and events in the past.</p> <p>Compare features of our environment to another environment.</p> <p>Talk about how seasons affect the natural world</p>	<p>Sequence some significant historical events</p> <p>Compare living in this country to another country</p> <p>Talk about ways to look after the natural world</p>

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	<p>and draw observations</p> <p>Notice how some things are the same and some things are different</p>	<p>Recognise seasonal changes</p>	<p>Explain the reason for some traditions</p> <p>Give reasons for the changes I notice e.g. Melting</p>	<p>Describe the features of plants and animals</p>		
	<p>Being part of Gwladys Street Diwali</p>	<p>Christmas</p> <p>Nativity</p>	<p>Chinese New Year</p> <p>Pancake day</p> <p>Cooking</p>	<p>Easter Story</p> <p>Baking</p>	<p>Growth and change of animals</p>	<p>Summer solace</p>

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Expressive arts and design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Night and day	Once upon a time	Down in the garden	Off on an adventure	Pirates and the seaside
Artists	Richard Shilling: Nature		Andy Goldsworthy: Sculpture			
Taught throughout continuous provision	Mix colours to create shades and tones Combine lines and shapes Choose the most appropriate materials Sing new songs and rhymes	Draw detailed pictures Use different textures Manipulate materials in different ways Compose and adapt songs	Experiment with a range of tools Choose appropriate tools Mould and sculpt Make a plan	Explore and experiment with techniques Combine different media and materials in different ways Talk about how different music makes us feel	Create 3d representations in different ways Combine media in different ways Adapt my plans Express my opinions about	Extend role play using props and materials Describe and explain the processes I have used Perform individually and in a group

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	Follow the melody of a song		Talk about my design Compose and adapt music		different types of music	
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ELGS

Communication and Language	Personal, social and emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
<p>Listening, Attention and Understanding ELG: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what</p>	<p>Self-Regulation ELG: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused</p>	<p>Gross Motor Skills ELG: Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping,</p>	<p>Comprehension ELG: Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand</p>	<p>Number ELG: Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,</p>	<p>Past and Present ELG: Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings,</p>	<p>Creating with Materials ELG: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and</p>

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<p>they have heard and ask questions to clarify their understanding;</p> <ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG: Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen,</p>	<p>attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self ELG: Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave</p>	<p>skipping and climbing.</p> <p>Fine Motor Skills ELG: Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG: Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic</p>	<p>including double facts.</p> <p>Numerical Patterns ELG: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>characters and events encountered in books read in class and storytelling;</p> <p>People Culture and Communities ELG: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	<p>materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in</p>
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<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships ELG: Children at the expected level of development will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>		<p>knowledge, including some common exception words. Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>		<p>experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World ELG: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences</p>	<p>time with music.</p>
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					between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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