

St Faith's Church of England Infant and Nursery School



EYFS Long Term Planning Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
Values/ British Values	Friendship Democracy (school council)	Respect Individual liberty	Compassion Tolerance	Service in the Community Mutual respect	Trust Democracy	Justice The rule of law
Safeguarding	Who to talk to? NSPCC Speak out stay safe	Anti-Bullying Week Who to talk to? Feeling safe at school NSPCC Let's talk PANTS	Internet Safety Day Who to talk to?	Who to talk to? 999 PCSO NSPCC Let's talk PANTS	Who to talk to? Pedestrian Training	Who to talk to? RNLI Water safety NSPCC Let's talk PANTS Internet safety
Charity links	Smile train	Children in need Reverse advent calendar	Sport Relief	Lincs2Nepal Comic Relief/Sport Relief		Lincs2Nepal Industry week fundraiser
Health and happiness/ personal development	Feel Fabulous Friday Self-esteem, I can!	Marvellous Me Monday Emotional health and well-being (dealing with feelings, being confident)	We are Wonderful Wednesday Healthy relationships, with parents, peers other adults	Feel Fabulous Friday Healthy lifestyle	Marvellous Me Monday Pride and positive body image	We are Wonderful Wednesday What is it like to be a child at our school?
Key skills	Self-Management Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self	Being Creative Imagining, Generating, Inventing, Taking Risks for Learning	Working with Others Being Collaborative, Being Sensitive to Others' Feelings, Being Fair and Responsible	Resilience and independence	Managing Information Asking, Accessing, Selecting, Recording, Integrating, Communicating	Thinking, Problem-Solving and Decision-Making Searching for Meaning, Deepening Understanding, Coping with Challenges
Community		West End Lights Christmas Fair				Summer fair
Enhanced activities	Visit the West Common Local area walk	Sinitta - Diwali The Indian Experience	Visit to The Deep Visit the church	Gardening and planting Visit the Co-op	Have a party Planetarium	Cooking focus: Make and have a picnic

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	<p>Birthday party for the -- of the Day bear</p> <p>Cooking focus: Bake gingerbread men</p>	<p>Fire pit, sparklers, toasted marshmallows</p> <p>People who help us - visits to school including emergency services Visit to Drill Hall - Pantomime Post a letter to Santa</p> <p>Cooking focus: Christmas baking</p>	<p>Visitors from the Mosque</p> <p>Cooking focus: Smoothies linked to sport's relief</p>	<p>Working with Good Lookin Cookin</p> <p>Talk from a dentist - service in the community</p> <p>Cooking focus: Cheese scones for healthy lifestyle</p>	<p>Walk on the Common- Wishing tree</p> <p>Cooking focus: Make fairy cakes and decorate for party</p>	<p>Visit the castle / cathedral</p> <p>Visit to Rand Farm</p>
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Phonics Little Wandle	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	Phase 2 Read individual letters by saying the sounds for them Blend sounds into words Read tricky words Read simple phrases and sentences made up of words with known letter sound correspondences	Phase 2 Read individual letters by saying the sounds for them Blend sounds into words Read tricky words Read simple phrases and sentences made up of words with known letter sound correspondences Spell words by identifying the sounds and write them	Phase 3 Read individual letters by saying the sounds for them Blend sounds into words Read tricky words Read simple phrases and sentences made up of words with known letter sound correspondences Spell words by identifying the sounds and write them Read letter groups that represent one sounds (digraphs and trigraphs) Read sentences with fluency	Phase 3 Read individual letters by saying the sounds for them Blend sounds into words Read tricky words Read simple phrases and sentences made up of words with known letter sound correspondences Spell words by identifying the sounds and write them Read letter groups that represent one sounds (digraphs and trigraphs) Read sentences with fluency	Phase 4 Read tricky words Read simple phrases and sentences made up of words with known letter sound correspondences Spell words by identifying the sounds and write them Read letter groups that represent one sounds (digraphs and trigraphs) Read sentences with fluency	Phase 4 Read tricky words Read simple phrases and sentences made up of words with known letter sound correspondences Spell words by identifying the sounds and write them Read letter groups that represent one sounds (digraphs and trigraphs) Read sentences with fluency
	By the end of each term children will know...	<ul style="list-style-type: none">Learn the graphemes and phonemes satpinmdgock ck eurhbfl ff ll ss jvwxyz zz qu plual s, ch sh th ng nk words ending in s/z/Learn to blend sounds in three phoneme words containing the above phonemes.		<ul style="list-style-type: none">Learn the phonemes ai ee igh oa oo/o oar or ur ow oi ear air er and blending three phoneme wordscontaining these phonemes.Read words with two or more digraphs in them.<ul style="list-style-type: none">Learn to read words ending in ingLearn to read compound wordsLearn to read words with s in the middle making a z sound.Learn to read words ending in /s/ /es/		<ul style="list-style-type: none">CVCC CCVC CCCVC CCCVCC CCV, compound words, root words ending in ing/ed/ making the t sound, /id/ sound<ul style="list-style-type: none">/ed/ on its own/est/
ELG - Word Reading	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none">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 knowledge, including some common exception words.					

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Writing	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Key texts	The Gingerbread Man (Journey Story)	The Baby Mouse / Hedgehog (Journey Story)	The Sleepy Bumblebee / Penguin (Journey Story)	Jack and the Beanstalk (Beat the Baddie)	Toys in Space - Non fiction (Lost and Found story)	The kiss that missed (Lost and found story)
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	Write short sentences with words with known letter sound correspondences	Write short sentences with words with known letter sound correspondences	Write short sentences with words with known letter sound correspondences Write short sentences with words with known letter sound correspondences using a full stop.	Write short sentences with words with known letter sound correspondences Write short sentences with words with known letter sound correspondences using a full stop and a capital letter. Re-read own writing to check it makes sense.	Write short sentences with words with known letter sound correspondences Write short sentences with words with known letter sound correspondences using a full stop and a capital letter. Re-read own writing to check it makes sense.	Write short sentences with words with known letter sound correspondences Write short sentences with words with known letter sound correspondences using a full stop and a capital letter. Re-read own writing to check it makes sense.
By the end of each term children will know...						
	<ul style="list-style-type: none">How to use letters in independent marking making, using some sounds correctly, including initial sounds.How to copy a word.How to write their own first name accurately, beginning to form letters correctly.		<ul style="list-style-type: none">How to write words and captions which include the phonemes they have been taught and some tricky words.How to write short, dictated sentences with adult support.How to write capital letters.How to identify capital letters and full stops in writing.How to form long legged giraffe and one armed robot letters (Penpals) correctly.		<ul style="list-style-type: none">How to write simple captions and sentences independently.How to write words using the phonemes they have been taught.How to form curly caterpillar letters and zigzag letters (Penpals)How to write recognisable letters, most of which are correctly formed.	
ELG - Writing	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none">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;					

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Write simple phrases and sentences that can be read by others.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						
Key texts	Gingerbread Man (and alternative versions) My Skin, your Skin Multi-cultural books about families Books about different homes Little Lumpty On my way home Monkey Puzzle Dear Zoo Goldilocks and the Three Bears	The Baby Hedgehog Day Monkey, Night Monkey Funny Bones After the Storm The Best Diwali Ever Seasonal books Owl Babies Whatever Next The Tiger who came to Tea Stickman Owl and the Star	The Sleepy Penguin Lucky Bamboo The Great Race (Emily Hiles) 365 Penguins And Tango Makes Three 10 Little Penguins Lost and Found Polar Animals Penguin and Pinecone Matthew Henson books Chinese New Year books Seasonal books Mrs Armitage on wheels Peace at Last Lost and Found Guess how much I love you	Jack and the Beanstalk (and alternative versions) Jasper and the Beanstalk Oliver's Vegetables Eddie's Garden The Seed (Eric Carle) Growing beans - non fiction books The Gruffalo Handa's surprise Mr Wolf's Pancakes	Toys in Space Look Up Old and New Toys Dig, Dig, Digging How to Catch a Star Six Dinner Sid Mr Gumpy's outing Something Else Elmer Giraffes can't dance The lion inside The Lion who wanted love	The Kiss that Missed Hansel and Gretel Chicken Licken The 3 Little Pigs Good Knight Sleep Tight The Knight Who Wouldn't Fight Zog Shhh! Non fiction books about castles
Key songs and rhymes	Heads, Shoulders, Knees and Toes Hush Little Baby Old Mother Hubbard Jack and Jill I've got a body Funny bones	When Santa got stuck up the chimney Jingle Bells We wish you a Merry Christmas Rudolph the Red Nosed Reindeer	Here we go round the mulberry bush Frosty the Snowman We're Walking in the Air (music)	Five little ducks Five little speckled frogs Hot cross buns Mary, Mary quite contrary	Five little men in a flying saucer	When Goldilocks Lived at the House of the Bears Old McDonald

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	If you're happy and you know it Dingle, Dangle Scarecrow					
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	Engage in storytimes, poems, rhymes and songs Learn and use new vocabulary and apply this to different contexts Listen to and talk about stories to build familiarity and understanding. Retell stories.					
By the end of each term the children will know...						
Comprehension	<ul style="list-style-type: none">that stories have a beginning, middle and an end.When listening to familiar stories and they can recall some key events using key vocab- First, next, after that, finally.	<ul style="list-style-type: none">how to sequence familiar stories.How to retell a familiar story.How to express preference for books/ songs/ rhymes.	<ul style="list-style-type: none">how to listen to stories and begin to predict what may happen next.how to talk about a favourite book in detail.	<ul style="list-style-type: none">that non-fiction texts contain information and can be read in any order.To know how to justify a prediction using because.how to make predictions and explain understanding in shared texts.	<ul style="list-style-type: none">how to justify a preference when choosing texts when learning.how to understand a sentence that they have just read.	<ul style="list-style-type: none">how to retell stories and narratives using own words and new vocabulary taught.how to anticipate key events in stories.
ELG - Comprehension	Children at the expected level of development will: <ul style="list-style-type: none">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 recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					

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Communication and language	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	Developing and using new vocabulary Describing events in increasing detail Retell stories using some exact phrases and their own words Learn and use new vocabulary and apply this to different contexts Connect ideas using a range of connectives orally Retell familiar stories in detail and innovate to tell own stories					
By the end of each term, children will know...						
Listening, Attention and Understanding	<ul style="list-style-type: none">How to begin to show the physical attributes of a good listener (sit, look, listen etc).Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with.How to remember some of what happens.Know how to sing songs and say rhymes	<ul style="list-style-type: none">Demonstrate good listening through increased interaction.New rhymes, poems and songs.Know how to explain my thinking in front of a small group of children.How to listen to a story and can remember much of what happens.How to share a book with a friend talking through the pictures or	<ul style="list-style-type: none">Showing an understanding of a broader vocabulary.New rhymes, poems and songs.How to ask questions to find out more.How to listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary	<ul style="list-style-type: none">Initiates interactions and shows an understanding of more complex questions.New rhymes, poems and songs.How to use new vocabulary in different contextsHow to describe events in some detail.How to begin to understand and	<ul style="list-style-type: none">New rhymes, poems and songs.How to articulate ideas and thoughts in well-formed sentences.How to sustain listening and attention for a longer period of time.How to engage in non-fiction books.How to articulate ideas and thoughts in well-formed sentences.	<ul style="list-style-type: none">New rhymes, poems and songs.Articulate ideas and thoughts in well-formed sentences.How to sustain listening and attention for a longer period of time.

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	<p>independently, for example, singing whilst playing.</p> <ul style="list-style-type: none"> • How to hear the difference between a range of sounds. • To stop and listen when asked by an adult. • To listen to others 1:1 or small groups when the conversation interests them. 	<p>repeating language heard when it was read.</p> <ul style="list-style-type: none"> • How to talk about and retell a range of familiar stories, with visual prompts. • How to make predictions about a story using the relevant vocabulary with independence 	<ul style="list-style-type: none"> • How to begin to think about 'why' events happen. • How to respond to open questions that are about things that aren't visible. 	<p>ask how and why questions.</p> <ul style="list-style-type: none"> • How to listen to adults from the local community (dentist, Good Lookin, Cookin) 	<ul style="list-style-type: none"> • How to sustain listening and attention for a longer period of time. 	
Speaking	<ul style="list-style-type: none"> • How to initiate a conversation with an adult. • How to initiate a simple conversation with a friend. • How to describe characteristics of objects: e.g. what size/shape/colour it is. • How to use conjunction 'and' in sentences. • How to attempt to answer 'why' questions. 	<ul style="list-style-type: none"> • How to verbally tell another child if I want them to do something different. • How to ask 'what, where' when exploring things in play • How to describe events • How to retell stories • How to initiate a conversation with an adult which includes questions. 	<ul style="list-style-type: none"> • How to clearly use talk to organise my play. • How to use alliteration phrases in their play, e.g. sizzling sausages/chunky chips. • How to ask and answer 'why' questions in context. • Several previously unfamiliar words (related to my current and 	<ul style="list-style-type: none"> • How to begin to understand how and why questions and give explanations. • How to use because to explain their predictions and thinking. • How to talk more extensively about things that are of particular importance to 	<ul style="list-style-type: none"> • How to begin to express own opinions and justify them. • How to begin to articulate their own thoughts and ideas. Uses talk for a range of purposes. • How to use talk to help work out problems and organise thinking and activities. • How to explain how things work 	<ul style="list-style-type: none"> • How to explain how things work or why things have happened. • How to use talk to help work out problems and organise thinking and activities. • How to explain how things work and why they might happen. • How to respond during whole class discussions.

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		<ul style="list-style-type: none"> How to clearly use talk to organise my play with others. How to enunciate most key sounds. How to begin to use tenses and plurals to extend my sentences (but may get the irregular ones a bit muddled). How to begin to make predictions about a story, sometimes supported by an adult with vocabulary. 	previous learning focus) and can use them in context.	them linking to our local environment.	<ul style="list-style-type: none"> and why they might happen. How to respond during whole class discussions. How to connect one idea or action to another using a range of connectives. How to articulate their thoughts and ideas in well-formed sentences. 	<ul style="list-style-type: none"> How to connect one idea or action to another using a range of connectives. How to articulate their thoughts and ideas in well-formed sentences.
ELG - Listening, Attention and Understanding	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> 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 they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 					
ELG Speaking	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> 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, 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. 					
Key vocabulary	Family, home, school, plesiosaur, Mary Anning,	autumn, season, change, colour, diwali, Rama and	Winter, freeze, melt, frost, snow, ice, season,	Grow, change, root, stem, leaf, flower,	Space, planet, astronaut, earth,	Materials, waterproof, leak, permeate, dry,

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	<p>self, portrait, features, (looking at more detailed features compared to Nursery ie eye brows, eyelashes), Lincoln, West End, common, map, road, path, live,</p>	<p>Sita, celebration, Festivals of Light, Bonifre Night, sparklers, fizz, Guy Fawkes, Christmas, nativity, Jesus, Mary, Joseph, stable, Bethlehem, Oral health, clean, tooth decay,</p>	<p>change, cold, freezing, penguin, antartcitca, South Pole, seal, whale, albatross, dolphin, North Pole, artctic, Polar bear, hare, fox etc. Lunar (Chinese) New year, Year of the ..., Valentine's Day, love, friendship, family, Shrove Tuesday, lent, pancake, place of worship, church</p>	<p>water, light, photosynthesis, spring, season, change, life cycle, egg, caterpillar, chrysalis, butterfly, frogspawn, tadpole, froglet, frog Oral health, clean, tooth decay,</p>	<p>moon, names of planets, solar system, Material, strong, construct, stable, map, road, path, airial view, Lincoln Castle, Lincoln Cathedral, uphill, downhill, toys, old and new, windup, lever,</p>	<p>secure, float, sink, investigate, experiment, summer, change, Farm, (aniamls that live on a farm), Oral health, clean, tooth decay,</p>
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Personal, Social and Emotional Development	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
Theme taken from PSHE association	Relationships	Living in the wider world	Belonging to a community	Health and Wellbeing Safer Relationships	Respecting myself and others	Physical health and Mental wellbeing
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	See self as a valuable individual To build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspective of others To express feelings and consider the feelings of others		See self as a valuable individual To build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspective of others To express feelings and consider the feelings of others Know and talk about the different factors that support their overall health and wellbeing.		See self as a valuable individual To build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspective of others To express feelings and consider the feelings of others Know and talk about the different factors that support their overall health and wellbeing.	
Planned Termly Activities	Learning our rules of being Ready, Respectful and Safe. Take turns and share. Using good manners To identify people special to them and why special, e.g. family, friends, carers. My class St. Faith's family - who is included?	Similarities and differences between self and others How are we all unique Boundaries that are appropriate with friends and others. To understand that people's bodies and feelings can be hurt Anti bullying week	St. Faith's Church Other families can look quite different from their family. - Types of family Media Literacy and Digital Resilience (Internet safety Day) How can the internet help us? What is it used for?	Why do people work? What do they do? Who works in our community? Why do we need to stay healthy? The importance of healthy eating. What are healthy food choices? If a family relationship makes you feel	Naming and recognising different emotions, talking about your emotions and deal with feelings in a positive way. To be able to name an adult they can go to if they are worried about anything To identify positive things about themselves and recognise and	Preparation for Year 1. To learn about change and the associated feelings What boundaries are appropriate in friendships? How to recognise that you are feeling unsafe? - Make sure you are listened to, bodies and feelings can be hurt

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	<p>To be able to name an adult they can go to if they are worried about anything.</p> <p>How to be a good friend.</p>	<p>Bullying can affect our mental wellbeing.</p> <p>Pantosaurus</p>	<p>Being sensible about the amount of time being spent online.</p> <p>That games have age restrictions to keep us safe.</p> <p>Ask for help if unsure what to do.</p> <p>What are our hobbies in the community?</p> <p>Children's Mental Health Week</p> <p>Identifying feelings and how to deal with them in a positive way.</p>	<p>unhappy or unsafe you should ask for help.</p> <p>Oral health</p> <p>Pantosaurus</p>	<p>celebrate their strengths and say what they enjoy about school and things they do outside of school.</p> <p>Belief that everyone can do things to improve surroundings and support others</p> <p>Pedestrian safety</p>	<p>Benefits of exercise, rest / sleep.</p> <p>How to deal with a real emergency 111 or 999.</p> <p>How to stay safe in the sun.</p> <p>To be able to name an adult they can go to if they are worried about anything.</p> <p>Pantosaurus</p> <p>Internet safety -</p> <p>Buddy the Dog.</p> <p>Oral health</p>
By the end of each term children will know...						
Self-Regulation		<ul style="list-style-type: none"> It's not ok to keep secrets that make us feel unsafe. The Pants rules <ul style="list-style-type: none"> -privates are private -always remember your body belongs to you -no means no -talk about secrets that upset you 	<ul style="list-style-type: none"> To ask an adult for help if they see something they don't like online. That we all experience different emotions and be able to name happy, sad, cross, tired, scared, worried. 	<ul style="list-style-type: none"> It's not ok to keep secrets that make us feel unsafe. The Pants rules <ul style="list-style-type: none"> -privates are private -always remember your body belongs to you -no means no -talk about secrets that upset you 	<ul style="list-style-type: none"> That we all experience different emotions and be able to name happy, sad, cross, tired, scared, worried. To know that we can speak to a grown up if we are feeling any emotion that we don't like. 	<ul style="list-style-type: none"> How they feel about moving to Year 1 and who they can talk to about it. To know that we can speak to a grown up if we are feeling any emotion that we don't like. It's not ok to keep secrets

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		-speak up, someone can help		-speak up, someone can help	<ul style="list-style-type: none"> That bullying can hurt other people's feelings. 	<p>that make us feel unsafe.</p> <ul style="list-style-type: none"> The Pants rules <ul style="list-style-type: none"> -privates are private -always remember your body belongs to you -no means no -talk about secrets that upset you -speak up, someone can help To ask an adult for help if they see something they don't like online.
Managing Self	<ul style="list-style-type: none"> That it is fair to share and take turns with others. 		<ul style="list-style-type: none"> That they have things that they are good at and enjoy inschool and out of school. That spending a lot of time looking at screens doesn't 	<ul style="list-style-type: none"> That we should brush our teeth twice a day to avoid tooth decay. Which foods are good for our teeth and which foods we should eat 	<ul style="list-style-type: none"> That to lead a healthy lifestyle we need to eat and drink healthily, get enough sleep and exercise. To know that to cross the road safely, we stop, look and listen. 	<ul style="list-style-type: none"> That to stay safe in the sun we should wear a hat, wear sunscreen, drink water and stay in the shade as much as possible. To call 999 in an emergency.

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			<ul style="list-style-type: none"> support a healthy lifestyle. 	<p>as a treat and what can happen to our teeth if we eat too many treats.</p>	<ul style="list-style-type: none"> To know that to be safe when walking in our local area, we need to stay on the pavement, hold hands with a grown up. 	<ul style="list-style-type: none"> That we should brush our teeth twice a day to avoid tooth decay. Which foods are good for our teeth and which foods we should eat as a treat and what can happen to our teeth if we eat too many treats.
Building Relationships	<ul style="list-style-type: none"> How to name those special to them including those in their family. That being a good friend involves being kind and respectful. Who to ask for help if a relationship makes you feel unhappy or unsafe. 	<ul style="list-style-type: none"> That we are all different and unique and that's what makes us special. We must treat our friends how we like to be treated eg we must use kind words as we don't like it when others use unkind words to us. 	<ul style="list-style-type: none"> Who is in the wider St Faith's family, including St Faith's church. That families can look different to their own and can be made up of a variety of family members 			<ul style="list-style-type: none"> We must treat our friends how we like to be treated eg we must use kind words as we don't like it when others use unkind words to us. That peoples bodies and feelings can be hurt.

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		<ul style="list-style-type: none"> That peoples bodies and feelings can be hurt. 				
ELG - Self-Regulation	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • 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 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. 					
ELG - Managing Self	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • 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 accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 					
ELG - Building Relationships	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • 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. 					

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	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
Maths	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Compare weight and capacity Continue, copy and create repeating patterns	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Select, rotate and manipulate shapes to develop spatial reasoning skills Use vocabulary linked to time	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Understand one more and one less Explore the composition of numbers to 1- (part, part whole) Compare length Compare weight and capacity Begin to measure time using non standard units	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Understand one more and one less Explore the composition of numbers to 1- (part, part whole) Select, rotate and manipulate shapes to develop spatial reasoning skills	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Explore the composition of numbers to 1- (part, part whole) Automatically recall number bonds to 5 and 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Explore the composition of numbers to 1- (part, part whole) Automatically recall number bonds to 5 and 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can
	See NCETM Mastering Number and White Rose Maths Plans					
Planned Activities						
By the end of each term children will know...						
Number and Numerical Patterns	• identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame		• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5		• continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes	

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	<ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers, connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. 	<ul style="list-style-type: none"> • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
Number vocabulary	<p>Subitise - see, look, groups, whole, more, less, part</p> <p>Count - counting, number, (number names), how many?, cardinality (concept not word)</p> <p>Comparison - compare, more, fewer, fair, share, same, different, less</p>	<p>Subitise - see, look, groups, whole, more, less, part</p> <p>Count - counting, number, (number names), how many?, cardinality (concept not word)</p> <p>Comparison - compare, more, fewer, fair, share, same, different, less</p> <p>Composition - parts, whole, group, combination, how many, se, make, sets, (number names), number bond, number pair, partition, split, separate, amount</p>	<p>Subitise - see, look, groups, whole, more, less, part</p> <p>Count - counting, number, (number names), how many?, cardinality (concept not word)</p> <p>Comparison - compare, more, fewer, fair, share, same, different, less</p> <p>Composition - parts, whole, group, combination, how many, se, make, sets, (number names), number bond, number pair, partition, split, separate, amount</p>

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Shape, Space and Measure	<ul style="list-style-type: none"> Know that objects can be compared and ordered according to their size and use the associated vocabulary. Copy, continue and create their own simple AB repeating patterns. Know that circles have one curved side and triangles have three straight sides. Begin to recognise these shapes in everyday items. Hear and begin to use positional language to describe how items are positioned in relation to other items. Know that squares and rectangles have four straight sides and four corners. They begin to recognise these shapes on everyday items. Talk about night and day and order key events in their daily routines. 	<ul style="list-style-type: none"> Know that objects can be compared according to weight, and that smaller objects can be heavier than larger objects and use the associated vocabulary. Know that objects can be compared according to capacity and use the associated vocabulary. Use mathematical vocabulary to describe height and length. How sequence events from their day, and use vocabulary 'yesterday', 'today', 'tomorrow' to describe when things happen. To name some 3D shapes and explore similarities and differences. Copy, continue and create their own patterns which include three full patterns of repeat. 	<ul style="list-style-type: none"> How to select and rotate a shape to fill a given space. That shapes can be combined and separated to make new shapes. Use positional language to describe where objects are in relation to other objects. That places and models can be replicated and experience looking at these from different positions. The children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.
SSM vocabulary	<p>Comparison of weight Big, small, large, bigger, larger, smaller, heavy, heavier, heaviest, light, lighter, lightest</p> <p>Comparison of Capacity - full, fuller, fullest, empty, nearly empty, estimate</p> <p>Pattern - repeat, next, create, copy, rotate, move, turn, place, move, position, in front, next to, behind</p> <p>Shape - square, rectangle, circle, triangle, sides, corners</p> <ul style="list-style-type: none"> Time - night, day, routine, order, first, next, then, after that, clock 	<p>Comparison of weight Big, small, large, bigger, larger, smaller, heavy, heavier, heaviest, light, lighter, lightest</p> <p>Comparison of Capacity - full, fuller, fullest, empty, nearly empty, estimate</p> <p>Length - long, longer, longest, short, shorter, shortest, tall, taller, tallest</p> <p>Time - yesterday, today, tomorrow, (days of the week), night, day, afternoon, morning, evening.</p> <p>3D shape - cone, cube, cuboid, sphere, cylinder, pyramid, same different,</p> <ul style="list-style-type: none"> Pattern - repeat, notice, next, create, copy. 	<p>Pattern - repeat, next, create, copy, rotate, move, turn, place, move, position, in front, next to, behind</p> <p>Shape - join, separate, connect</p> <ul style="list-style-type: none"> Positional language - under, over above, below, next to, inside, outside, on top of, in front of, behind
ELG - Number	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; 		

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	<ul style="list-style-type: none">Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
ELG - Numerical Patterns	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none">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.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
RE	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	<u>People, Culture and Communities</u> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways (Christmas, Diwali) Compare and contrast characters from stories, including figures from the past (Nativity, Rama and Sita).		<u>People, Culture and Communities</u> Compare and contrast characters from stories, including figures from the past (Easter story). Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways (Easter).		<u>People, Culture and Communities</u> Compare and contrast characters from stories, including figures from the past (Creation story). Recognise some similarities and differences between life in this country and life in other countries.	
Planned Activities: Lincolnshire Agreed Syllabus/ Understanding Christianity	Lincolnshire Agreed Syllabus- 'My friends' 'Why am I precious?'	Lincolnshire Agreed Syllabus- Special times for me and others. Units 5, 6 (Christianity and Hinduism- Diwali) Understanding Christianity Unit F2- Incarnation. 'Why do people celebrate?'	Lincolnshire Agreed Syllabus- People special to me. Unit 4 'What makes a person special?'	Understanding Christianity Unit F3 Salvation 'Why do Christians celebrate Easter?'	Understanding Christianity Unit F1. God and Creation 'What makes our world so wonderful?'	Understanding Christianity Unit F1. Our beautiful world.
By the end of each term, children will know:						
People, Cultures and Communities	Children will: <ul style="list-style-type: none"> Learn that some times are special and be able to describe them, eg Diwali, Christmas, birthdays, candles, lights, food, stories, celebrations Know that celebrations may be different for their friends. 		Children will know that: <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. <ul style="list-style-type: none"> Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. 		Children will know that: <ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it 	

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	<ul style="list-style-type: none">• Know and talk about their family celebrations• Know that people worship in different places• Be told the nativity story• Know that Christians believe that Jesus is the son of God.• Christians believe God came to Earth in human form as Jesus.• Christians believe Jesus came to show that all people are precious and special to God.		
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Understanding the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	<p><u>Past and Present</u> Talk about members of their immediate family and community Name and describe people who are familiar to them</p> <p><u>People, Cultures and Community</u> Understand that some places are special to members of their community</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Draw information from a simple map</p>	<p><u>Past and Present</u> Compare and contrast characters from stories including figures from the past Comment on images of familiar situations in the past</p> <p><u>People, Cultures and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them</p>	<p><u>People, Cultures and Communities</u> Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Draw information from a simple map. Recognise some environments that are different from the one in which they live</p>	<p><u>People, Cultures and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Explore the natural world around them</p>	<p><u>Past and Present</u> Comment on images of familiar situations in the past</p> <p><u>People, Cultures and Communities</u> Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries</p> <p><u>The Natural World</u> Draw information from a simple map Recognise some environments that are</p>	<p><u>Past and Present</u> Comment on images of familiar situations in the past</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Compare and contrast characters from stories including figures from the past Draw information from a simple map Recognise some environments that are different from the one in which they live</p>

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					different from the one in which they live	
Planned termly activities	<p>All about me - what can I do now? Past and future, how have I changed?</p> <p>My Family, Special People and different types of families</p> <p>My home and different types of homes</p> <p>My school - Plesiosaur day</p> <p>Mary Anning</p> <p>My local area and what is it like - Co-op, common</p> <p>Maps of local area, google maps</p> <p>Seasonal change - Autumn</p>	<p>People who help us and what jobs do they do - link to PSE and safe people. People who work at night and why</p> <p>Seasonal changes - Autumn</p> <p>Classification - Woodland animals</p> <p>Nocturnal animals</p> <p>Other festivals and why are they important</p> <p>Diwali</p> <p>Bonfire Night - including Guy Fawkes</p> <p>Remembrance day</p> <p>World Hello Day- Nepal</p>	<p>Changes of state - Freezing and Melting - why does it happen?</p> <p>Animal classification - sorting and comparing animals in different climates, to know about the features of a penguin</p> <p>Floating and sinking experiments - boat making</p> <p>Other festivals and why are they important</p> <p>Chinese new year</p> <p>Valentine's day</p> <p>Pancake day</p> <p>Seasonal changes - Winter</p> <p>Places of worship</p> <p>Cold places in the world - Matthew Henson explorer</p>	<p>What do plants need to grow?</p> <p>What happens to a plant without water / light?</p> <p>What are the parts of a plant?</p> <p>Where does our food come from?</p> <p>Links with Good Lookin' Cookin'</p> <p>Animals and their babies</p> <p>Lifecycle of a butterfly / frog</p> <p>Seasonal changes - Spring</p>	<p>Old and New toys (link to Toys in Space)</p> <p>To know how and why Muslims celebrate Eid.</p> <p>What is it like in another country? - link to own class, hot climate</p> <p>What is our planet called? What other planets are in our solar system?</p>	<p>The best material to use and why - waterproofing</p> <p>Naming and describing different materials - similarities and differences</p> <p>Construction - the best material to use and why</p> <p>Strength of materials - link to the 3 pigs</p> <p>Walk Lincoln Castle and Cathedral (link with T4W story), see it on a map</p> <p>Seasonal changes - Summer</p>

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<p>By the end of the term children will know...</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> how they have changed since being a baby who is in their family <p>some key features of their home (rooms, garden)</p> <ul style="list-style-type: none"> Who Mary Anning was and what she did <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> there are different kinds of families (2 mums, 2 dads, mum and dad, mum or dad, step mum, dad etc) there are different kinds of homes (flat, bungalow, house, caravan) <p><u>The Natural World</u></p> <ul style="list-style-type: none"> what a plesiosaur is What a map is Some features of their local area (Co-op, Common) 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> at least 5 jobs people do to help us (Police Officer, Doctor, Nurse, Paramedic, Teacher, Vet etc) <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> that people celebrate different festivals (Diwali, Bonfire Night, Remembrance day) and to know why they celebrate these some similarities and differences between these celebrations <p><u>The Natural World</u></p> <ul style="list-style-type: none"> the names and features of some woodland animals (hedgehog, squirrel, owl, fox, mouse) from books and pictures that some woodland animals are 'nocturnal' 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> that Matthew Henson was an arctic explorer. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> that people celebrate different festivals (Lunar (Chinese) New Year, Valentine's Day, Shrove Tuesday) and to know why they celebrate these. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> It is the season of 'winter' and that it sometimes snows and can be frosty and the temperatures can be freezing in winter. That some objects float and some sink. That water can freeze and turn to ice, and ice can 	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> That Christians worship in a church and some features of a church (alter, pews, cross) <p><u>The Natural World</u></p> <ul style="list-style-type: none"> It is the season of Spring and that blossom and leaves grow on the trees. Spring flowers grow (daffodils, tulips, crocus) A plant has roots, a stem, a leaf and sometimes a flower. That roots drink the water to help it grow. That a plant needs water, light and air to grow and what happens if they don't have these. The life cycle of a butterfly and vocabulary of the different stages (egg, chrysalis, butterfly) 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> some similarities and differences between toys from the past and toys today (eg old metal toy car and a remote control car, diablo and tablet) <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> That people celebrate different festivals (Eid) and know why they celebrate these. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> That we live on Earth and there are other planets in our solar system (name some other planets). That the sun is a star. That animals in the stories read (Giraffes 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> That Lincoln has a historic Castle and Cathedral. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> That some materials build stronger houses than others. (Eg wooden blocks, over paper). That some materials absorb water and that some don't and are waterproof. It is the season summer, and that it is often warm in summer, and how to stay safe in the sun. To identify the Castle and Cathedral on a simple map.
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	<ul style="list-style-type: none"> what the word 'season' and 'autumn' means that leaves fall from the trees, it gets colder, conkers, fir cones fall from the trees in autumn 		<ul style="list-style-type: none"> melt and turn to water. To be able to sort and classify animals that live in different climates (eg penguin and lion, polar bear and parrot) That penguins live in Antarctica. That the North Pole and South Pole are cold and where they are in the world. To be able to point to cold climates on a globe. 	<ul style="list-style-type: none"> The life cycle of a frog and the vocabulary associated with the different stages (frog spawn, tadpole, froglet, frog.) 	<p>Can't Dance, The Lion Who Wanted to love, The Lion Inside), live Africa and in other hot climates and where they are in the world. To be able to point to hot climates on a globe.</p> <ul style="list-style-type: none"> 	
ELG - Past and Present	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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, characters and events encountered in books read in class and storytelling; 					
ELG - People, Culture and Communities	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 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. 					
ELG - The Natural World	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences 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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Expressive Arts and design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	<p><u>Creating with Materials</u> Return to and build on their previous learning, refining ideas</p> <p><u>Being Imaginative and Expressive</u> Develop storylines in their pretend play Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly matching the pitch and following the melody Listen attentively, move to and talk about music, expressing their feelings and responses Develop storylines in their pretend play Watch and talk about dance and performing art, expressing their feelings and responses</p>	<p><u>Creating with Materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><u>Being Imaginative and Expressive</u> Explore and engage in music making and dance, performing solo or in groups Develop storylines in their pretend play</p>	<p><u>Creating with Materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performing art, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups</p>	<p><u>Creating with Materials</u> Create collaboratively sharing ideas, resources and skills</p> <p><u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups</p>	<p><u>Creating with Materials</u> 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</p>
Planned Termly Activities	<p>Charanga Music Unit- Me!</p> <p>Self portraits- Black lined drawings</p> <p>Home and doctors role play</p>	<p>Charanga Music Unit- My Stories</p> <p>Colour mixing orange-pumpkins</p> <p>Clay work - Diva lamps</p>	<p>Charanga Music Unit- Everyone!</p> <p>Collage- Lunar New Year lanterns and animals</p>	<p>Charanga Music Unit- Our World</p> <p>Observational drawing - daffodils</p> <p>Daffodils- water colours</p>	<p>Charanga Music Unit- Big Bear Funk</p> <p>Den making</p> <p>Making transport - large scale. Joining materials</p>	<p>Charanga Music- Reflect, Rewind and Replay</p> <p>Building a house for the 3 Pigs</p> <p>Boat and other transport making</p>

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See songs and rhymes in Reading section	Exploring construction kits	Printing Christmas cards Firework dance Panto visit Christmas role play (home or Santa's workshop) Respond to music from The Snowman	Outdoor band- Lunar New Year Dragon dance Making instruments- Lunar New Year Home role play	Colour mixing green-plants Exploring artists - Van Gogh and Egon Shiele's Sunflowers Pancake making/ Garden Centre role play	Making party hats Birthday party role play	Using mixed media - designing own sea creatures Castle/knights role play
Continuous and Enhanced Provision	Over the course of the year, children will have opportunity to explore a variety of materials and media on the Creation Station, in line with their current interests. They will have a variety of role play areas and small world areas which also link to their current interests. They will sing planned and spontaneous songs daily, and hear a variety of music both inside and outside.					
At the end of each term children will know:						
Creating with Materials	<ul style="list-style-type: none">How to draw a simple person through using enclosed shapes, lines and dots.That representations can be made using mark making resources.That famous artisits such as Van Gogh were famous portrait	<ul style="list-style-type: none">That colours can be changed in a predictable way by mixing them together. That orange is made by mixing red and yellow.To know that a ot can be created using the 'pinch' technique, by manipulating clay manually.	<ul style="list-style-type: none">To collage, small pieces of coloured paper need to be stuck closely together to create an effect. That collage can be used to create a different effect to paint.How do make a shaker or guitar with junk materials.	<ul style="list-style-type: none">That green is made by mixing blue and yellow. That the hue of green can be changed by the amount of blue and yellow added.That the artists Van Gogh and Egon Shiele painted Sunflowers and to compare.	<ul style="list-style-type: none">How to use masking tape and different types of glue to join materials. That different materials require different tape/glue to join them effectively.How to build a den and ensure a den is stable.	<ul style="list-style-type: none">That collage and paint can be combined to create a different effect eg different papers and fabrics can create different textures and patterns.How to use a variety of construction materials to build a 'house'.

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	<p>artists and look at some of their work.</p>	<ul style="list-style-type: none"> The technique of printing with a sponge/block and for it to be successful both the paper and the block/sponge need to be held still. 		<ul style="list-style-type: none"> How to look at an object and draw what they see. How to use watercolours to paint and use lots of water and do keep the paintbrush clean. 		
Being Imaginative and Expressive	<p>Chanaga: Most children should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.</p> <ul style="list-style-type: none"> How to role play familiar situations in the home. 	<p>Chanaga: Most children should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.</p> <ul style="list-style-type: none"> That music can evoke feelings and images in our minds. That we can move our bodies to create images and in response to music. How to role play Christmas celebrations. 	<p>Charanga: Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.</p> <ul style="list-style-type: none"> That for Lunar New Year, people perform a dragon dance, and to create and perform our own. How to role play familiar situations in the home. 	<p>Charanga: Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.</p> <ul style="list-style-type: none"> How to role play making pancakes. How to role play buying items in a garden centre. 	<p>Charanga: Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance</p> <ul style="list-style-type: none"> How to role play a birthday party. 	<p>Charanga: Refine previous learning.</p> <ul style="list-style-type: none"> How to engage in fantasy role play (castle, knights, princesses etc).

St Faith's Church of England Infant and Nursery School



EYFS Long Term Planning Year Reception

ELG - Creating with Materials	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none">• 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 materials when role playing characters in narratives and stories.
ELG - Being Imaginative and Expressive	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none">• 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 time with music.

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Physical development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	Bright Lights and Dark Nights	Our Special World	Ready, Steady Grow	Everyone's Invited	Tell me a story
	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	<ul style="list-style-type: none"> Revise and refine the movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing (moving with more fluency and control). Develop strength, balance and ability Develop small motor skills to use a range of tools competently, safely and confidently e.g. pens, scissors, knife and fork. Paintbrushes Confidently and safely use a range of large and small apparatus indoors and outdoors Develop and refine a range of ball skills (kicking, throwing, catching, passing, batting and aiming) Develop the foundations of a handwriting style which is fast, accurate and efficient 					
	<u>Gross motor</u> Real PE- theme led <u>Fine motor</u> Handwriting Penpals- 1	<u>Gross motor</u> Real PE- Dance 'Creative'. Firework dance. <u>Fine motor</u> Handwriting Penpals- 1	<u>Gross motor</u> Real PE- Core 'Personal'. Chinese new year dance <u>Fine motor</u> Handwriting Pen Pals - 2	<u>Gross motor</u> Real PE- Gym 'social' <u>Fine motor</u> Handwriting Pen Pals - 2	<u>Gross motor</u> Real PE- Core 'cognitive' Multi skills linked to Sport's day <u>Fine motor</u> Handwriting Pen Pals - 3	<u>Gross motor</u> Real PE- Core - 'physical' Multi skills linked to Sport's day <u>Fine motor</u> Handwriting Pen Pals - 3
Continuous/Enhanced Provision	Over the course of the year, children will have the opportunity to explore the 'Funky Fingers' table in their classroom with a variety resources and activities which promote the development of fine motor skills. Outdoors, the children have access to the clamber stack in dry weather, and a trolley of equipment which promotes gross motor skill development all year round.					

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By the end of each term, children will know:			
Physical Development	<ul style="list-style-type: none"> Copy and retrace a range of pencil patterns including vertical lines and anticlockwise circles. Match movement to music. To observe and copy others movements, working on artistry, shapes and circles. Be taught to use a fork for stabbing food and a knife for cutting. 	<ul style="list-style-type: none"> Form long legged giraffe and one armed robot letters (Penpals) correctly. How to move confidently in different ways, working on coordination with footwork and static balance on one leg. How to use shape and balance in gymnastics. 	<ul style="list-style-type: none"> Hold a pencil in a tripod grip. Use a range of small tools eg scissors, paintbrushes and cutlery with accuracy. When drawing show accuracy and care Form curly caterpillar letters and zigzag letters (Penpals) Write recognisable letters most of which are correctly formed. How to move confidently in different ways, following simple instructions. How to use dynamic balance in and line and static balance in a stance.
ELG - Gross Motor Skills	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> 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, skipping and climbing 		
ELG - Fine Motor Skills	<u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> 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. 		