

EYFS Reception Long Term Plan (Year 1)

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests. Children's progression will be observed, targeted and tracked through our progression goals which lead to ELG and beyond.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to..)	All About Me	Weather & Celebrations	People who Help Us / Heroes	On the Farm	Minibeasts	Homes
Possible Ideas / lines of enquiry These mini ideas within the themes may change or be replaced depending on child interest or fascination.	All about me and my family Start the Marvellous Me Box Starting school Staying healthy, food and our body How have I changed? What am I good at? How do I make others feel? Signs of Autumn	Signs of change from Autumn to Winter Different types of weather, animals in winter, Where in the world? (Comparing our weather to other countries Arctic and the North Pole) Birthdays, special events / weekly news, Bonfire Night, Diwali, Christmas, Toys of the past.	My heroes- Who is special to me? Who help us in our school, People who help us Explore different careers Signs of change from Winter to Spring	Life cycle of a Chick Hatch our own chicks Animals on the Farm Night and day animals Food from a farm Animal patterns Happy Habitats Tadpoles	Lifecycle of a minibeast Bug Hunt What are insects? Build a suitable home for a bug	Out and About in Stottesdon Reading maps Creating a map Differences and Similarities to hot location Materials to build a house
Experiences /Trips	Harvest Festival, Offsite Forest School Sessions, Bonfire Night, Remembrance Day, Children in Need, Sponsored Walk, Nativity Play, Christmas		Q & A Visit from People of different occupations, Trip to Rays Farm or Althea's Farm or Acton Scott, Multi Sports Festival at Lacon Childe School		Trip to experience pond dipping, Local minibeast hunt and survey Trip to a castle, Local walk around Stottesdon, Whole School - Sports Day Swimming Lessons at Highley	
Core Books	In Reception, core books associated with the topic of 'All about Me, families and Starting School' will be read. Non-fiction book about the Human body, feelings, families around the world and Autumn.	In Reception, core books associated with the topic of 'Weather' and 'Celebrations' will be read. Non-fiction books about Different types of weather, Seasons and Celebrations around the World.	In Reception, core books associated with the topic of 'People Who Help us and heroes' will be read. Non- fiction books about jobs, people in our community and Spring	In Reception, core books associated with the topic of 'On the Farm' will be read. Non- fiction books about Farms, growing vegetables, farm animals, vets, spring and Pets Introduce a chapter book: The Magic Faraway Tree	In Reception, core books associated with the topic of 'Minibeasts' will be read. Non-fiction books about Minibeasts and Plants Chapter Book: The giraffe and The Pelly and Me	In Reception, core books associated with the topic of 'Homes' will be read. Non- fiction books about Homes around the world, looking at maps and altas. Chapter Book: Hotel Flamingo
Talk 4 Writing Texts	  Owl Babies The Enormous Turnip Funny 'Dry' Bones Poem	  Tree: Seasons Come and Seasons Go One Snowy Night Jesus' Christmas Party	  Supertato The Gingerbread Man	   Noisy Farm Rosie's Walk What the Ladybird Heard	 The Very Hungry Caterpillar Mad about Minibeasts	 Poem: When Goldilocks went to the house of the bears The three little pigs
Core Rhymes	I have ten little fingers, Head Shoulder Knees and toes, This is the way we wash our hand, Draw a portrait of myself Lots of People in My Family. My Body Song Each and Every Morning. If you're happy and you know it.	Five Little Snowmen, Doctor Foster, It's Raining it's pouring, the sun has got his hat, I hear thunder, Rain, rain, go away, What's the Weather, Christmas songs	999, Emergency song, Being Helpful, I'm a firefighter, Special Helpers, Five little Monkeys jumping on the bed Miss Polly had a dolly There are lot of people to help us.	Old MacDonald had a farm Five little Chicks Baa Baa Little sheep Underground Veg song Jumping up and Down on a tractor Chick Chick Chicken There was an old lady that swallowed a fly	Five Little Woodlice Little Miss Muffet Incy Wincy Spider Lots of Minibeast I love Worms Ladybird, Ladybird Taking home my little bumblebee	Ten in a Bed Jack lives in a wooden box Ten green bottles Jack and Jill The Wheels on the bus The wiseman built his house on the sand I'm a Little Teapot
Word Aware / Word of the Week	Quick, near, side, around, less, first, last	Most, after, before, same, different, heavy	Wide, narrow, rough, smooth, above, below	Forwards, backwards, both, few, enough, half,	Second, next, early, later, light, corner, straight	Bendy, bigger, heavier, taller, longer, biggest, heaviest, tallest, longest
PSE 	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Reception RE	Being Special: Where Do We Belong? Retell religious stories making connections with personal experiences • What makes me and others special • Belonging - family - groups - school - church - Welcome to our church (what is church/being a Christian). Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Harvest and link to Spring 1 objectives)	Why is Christmas Special for Christians? Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas; Nativity; Jesus' birthday; how do Christian's celebrate; how do Christian's know they are special to God) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories about Jesus, making connections with personal experiences	Why is the word 'God' so important to Christians? (What does God mean? Who believes in God? God the creator) Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.	Why is Easter Special to Christians? Recognise and retell stories connected with celebration of Easter (What do Christian's believe happened to Jesus? Why is this important? • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter	What places are special and why? Talk about somewhere that is special to themselves and why • Recognise that some religious people have places which have special meaning • Talk about the things that are special in a place of worship (Christain and one other) • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church and another place of worship • Express personal responses to the natural world.	What times/stories are special and why? What can we learn from the story? How does it help us choose how to be? Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
Physical Education	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility Storycise: Physical activity programme based around a story, movements, imagination all while interacting with other children. 3 sessions a week.					
Gross Motor: PE x 2 a week	Multi-skills Different ways of moving to be explored with children - use of space games. Co-operation Games.	Dance - simple movement patterns Gymnastics - travel and balance. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Dance - moving to music	Gymnastics - rolls and sequences/partner work	Ball skills- throwing and catching. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking	Athletics/OAA Swimming- To build confidence and safety in the water, to float on their back or front with a float.
Fine motor: Threading, cutting, weaving, playdough, Fine Motor activities will be out in the provision for children to access daily.	Manipulate objects with good fine motor skills - Dough Disco Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp	Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.	Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding small items /	Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Encourage children to draw freely. Holding small items / button clothing /	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable /

		Teach and model correct letter formation.	button clothing / cutting with scissors	cutting with scissors		Build things with smaller linking blocks, such as Duplo or Lego
Music	Music Express Activities "Special people" focus on pulse and rhythm Sing songs in relation to topic Express feelings in response to different music To create music in response to a stimulus.	Music Express Activities "Growth and Change"; focus on loud and quiet Sing songs in relation to topic Perform actions to accompany songs To explore and change sounds to create different effects.	Music Express Activities "Working World"; focus on texture and layers Sing songs in relation to topic Use instruments to accompany songs Create collaboratively sharing ideas.	Music Express Activities "Going Places"; focus on high and low Sing songs in relation to topic Identify high and low sounds; match pitch and melody Move in time with music	Music Express Activities "Moving Patterns"; focus on structure Sing songs in relation to topic Refine ideas and improve; build on previous learning Explore and engage in music - making in small groups	Music Express Activities "Stories and Sounds"; focus on structure Sing songs in relation to topic Explore and use effects to express ideas and feelings Listen carefully to rhymes and songs, noticing how they sound
Reception Maths	See Overview content for Mastering Number in Reception 1 and 2 Completing and creating patterns, everyday time language / first / then / now		See Overview content for Mastering Number in Reception 3 and 4 Spatial thinking and shape 2D / 3D Shape		See Overview content for Mastering Number in Reception 5 and 6 Measure Length, Weight, capacity	
Reception Reading	Lilac Books – Wordless Books Phase 2 Sound Cards VC flashcards CVC Blending bones Pink Books – short captions	Pink Books Phase 2 Sound Cards VC flashcards CVC Blending bones Phase 2 Tricky Words	Red 1, 2 Books Phase 2 Sound Cards Phase 3 Sound cards CVC Blending bones Phase 3 Tricky Words Begin Guided Reading (Ditties)	Red 3, 4 Books Phase 3 Sound cards CVC Blending bones Phase 3 Tricky Words Guided Reading groups	Yellow Books Phase 3 Sound cards Phase 3 and 4 Tricky Words Guided Reading groups	Phase 3 Sound cards CVC Blending bones Phase 3 and 4 Tricky Words Guided Reading groups Progressing through Yellow books to Blue
Reception Phonics	Recap Phase 1 Voice Sounds and Oral blending and segmenting Phase 2: <ul style="list-style-type: none"> Set 1: s, a, t, p. Set 3: g, o, c, k. Set 5: h, b, f, ff, l, ll, ss Set 7: y, z, zz, qu. Tricky Words: I, no, go, the, to, into 		Recap Phase 1: Rhyming Phase 3: <ul style="list-style-type: none"> Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, oy, ear, air, ure, er. Tricky Words: he, she, we, me, be, was, you, they, all, are, my, her		Recap Phase 1: Alliteration Continue Phase 3 and Phase 4 blends <i>VCC, CVCC, CCVC, CCVCC, CVCCC, CCCVC</i> Tricky Words: said, have, like, so ,do, some, come, little, one, were, out, what, when, there	
UTW Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events. Computing Overall aims: To understand technology needs to be programmed To be able to use a range of technologies e.g. laptop, programmes in purple mash, code-pillars, ipads, sound tins, cameras, other programmable toys To use technology in their role play e.g. phones, computers, shop tills/scanners, printers/photocopiers	Learn about our five senses Body Parts Lifecycle of Humans - baby to adult Family Tree - People familiar to us Learning about how to take care of themselves. (Wash, sleep, exercise, diet, oral hygiene, well-being) Make sounds - music Planned Field Work: Listen to sounds outside in the local area and identify the source Why sounds are in particular areas?	Weather chart Seasons – Autumn & Winter Waterproof materials Pine cone forecaster/shaving foam clouds/create a rainbow/water to ice Harvest/Halloween/Bonfire Night/Christmas Observe, measure and record changes to materials by heating and cooling (water to steam) (water to ice) Compare how materials change over time and in different conditions eg leaves in different places Shine light on or though different materials Explore rainbows Explore how the wind can move objects Planned Field Work: Observing changes of physical features e.g trees (T4W)	Emergency Services – uniforms/reflective materials Medical – doctor, dentist, vet Oral hygiene Florence Nightingale Planned Field Work: Map of services in Stottesdon – surgery, café/pub, school, church Scavenger Hunt seeing 3D and 2D shape in the environment (Maths)	Harvest – crops to shops Bread making Growing Cress – Easter garden Farming around Stottesdon Animals & their babies and how baby animals change over time. Life cycle of a Chick Hatch our own chicks History of Farming Where do foods come from....milk, eggs, cheese, pork, beef, ham etc Observe, measure and record changes to materials by heating and cooling in cooking (milk, eggs, butter, cheese, cake) Planned Field Work: Visit a local farm, creating a map of a ideal farm.	Lifecycles – butterfly & frog Identify minibeasts and go on a minibeast hunt Minibeast habitats Name and describe animals that live in different habitats (ponds, grass, tree and underground) Describe different habitats Planned Field Work: Bug Hunt, Where would we find different bugs. Where would be best to build a bug hotel?	Explore a range of materials Explore natural objects from the surrounding environments Building – what needs to be considered (pattern of bricks, materials used, shape and join materials) Different types of homes Grouping items – where do they belong Homes around the world Compare how materials change over time and in different conditions eg left bread/ fruit in different places Explore light sources / shadows Explore how objects/ materials are affected by forces Planned Field Work: Recycling Points on a school grounds map. Where to build a new house?
	Using a camera to take photographs – portraits Using the ipads to take photograph – in provision Logging onto purple mash (avatar creation) Using mini mash – using the mouse pad – click and drag	Mini mash to support our learning Using the computer to draw pictures (Autumn Tree) Click and hold to colour Using To do's	Technology in our role play – how people that help us use technology Using the computer to draw pictures (Winter Tree) Continue mini mash and 2dos	Programming toys – programmable toys (beebots) and codeapillar Using the computer to draw pictures (Spring Tree) Continue mini mash and 2dos	Logging onto computers independently and beginning to use the keyboard for 1 word captions (knowledge of capitals applied) Continue mini mash and 2dos	Continue mini mash and 2dos Using the computer to draw pictures (Summer Tree) Identifying electrical devices Targeting any key areas ready for Y1.
Reception Expressive Arts and Design Experiences	Introduce how to use the Art area How to put an apron on with a partner Setting up the easel and tidying up the area Artist Focus: Colours: Kandinsky – Circles, Miro, Pollock Drawing Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Painting To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours. Printing Load an object with paint and print it Make rubbings from textured surfaces Print to make pictures Print regular, irregular patterns, symmetrical <u>DT Project: Design and make wrapping paper</u> Sculpture Use language of designing and making (join, build, shape, longer, shorter, heavier) Assemble and dis-assemble component parts of a range of construction kits. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Imagination: Indoor and Outdoor Role Play Area changed to children's reflect the children's interests. Use their own ideas to create their own role play music and dance linked to the 'Harvest festival' and 'Christmas Nativity Story' Using small world to retell the story of Talk for Writing stories / news/ experiences.		Artist Focus: Collaging: Hannah Hoch, Megan Coyle, Observational; Van Gogh – Sunflowers Matisse, Drawing To draw on a range of surfaces and scales Draw accurate representations of people and objects Painting Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination. Textiles and Collage Tear paper into strips and simple shapes Apply adhesive sparingly and place glued surfaces together accurately. Single items e.g. seeds or leaves can be put together to create new textures. Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons Sculpture Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Modelling with malleable materials, exploring the tactile qualities of materials. Structures can be made by putting separate objects or units together. Structures can be made by moulding a malleable material with hands and simple tools. <u>DT Project: Design and make a junk model using 3D boxes /materials (SSM)</u> Imagination: Indoor and Outdoor Role Play Area changed to children's reflect the children's interests. Using small world to retell the story of Talk for Writing stories / news/ experiences Evaluation Recognise and describe key features of their own and others' work. Adapt work if necessary		Artist Focus: Pattie Jones Huff and Puff, Andy Goldsworthy Drawing Draw accurate representations of people and objects To talk about their own and others work Painting Explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized, and shaped paper). To work from direct observation and imagination. Printing Make a range of other prints e.g., bubbles Recognise pattern in natural and man-made objects To begin to understand that printed patterns can be regular, irregular, or symmetrical, that different objects make different prints and different methods give different kinds of prints Textiles To begin to understand that fabrics are the basis of textiles that can be used for clothes, household linens and curtains etc. To begin to understand that fabrics can be found in a range of thicknesses, textures, patterns and colours. To begin to understand fabrics can be cut and sewn together into new shapes Talking about materials, especially their colours and textures. Materials can be cut and reassembled into new shapes Sculpture Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Structures can be made by putting separate objects or units together. (shape and join materials) Structures can be made and kept for a long time, others can be made and kept for a short time Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their final outcome before making used. <u>DT Project: Design and make shelter for a minibeast /home</u>	

			Talk about how things work Look and talk about what they have produced, describing simple techniques and media		Imagination: Indoor and Outdoor Role Play Area changed to children's reflect the children's interests. Using small world to innovate their own stories / news/ experiences.	
Parent Partnership	Parents Evening Harvest Assembly Home / School Agreement Wow Moments from Home Phonics workshop	Wow Moments from Home Nativity Maths workshop	Wow Moments from Home Writing workshop Share a story Stay and Read morning Look at me!	Wow Moments from Home Parents Evening Art workshop / Gallery Share a story	Wow Moments from Home Share a story Maths Morning - Look how far we have come	Wow Moments from Home Share a story Sharing Reports Parent's Picnic