


EYFS Reception Long Term Plan (Year 2) 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...)	Once upon a time	Transport	Being Healthy	Animals around the World	Plants	Journeys
Experiences /Trips	Harvest Festival, Offsite Forest School Sessions, visit to our local church, Train Trip, Nativity Play		Offsite Forest School Sessions, Trip to a Zoo, Easter, Multi Sports Festival at Lacon Childe School Bird Watch walk in the local area		Offsite Forest School Sessions, Whole School - Sports Day, Swimming Lessons at Highley, Forest School Sessions, Growing competition.	
Important Dates	Recycling Week (19.09) Autumn Equinox (23.09) Harvest Festival (2.10) Black History Month (Oct)	Bonfire Night (05.11) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (16.11) Children in Need (18.11) Advent (27.11) Christingle (01.12) Christmas Jumper Day (10.12)	RSPB's Big School's Birdwatch (05.01) Burns Night (25.01) NSPCC Number Day (04.02) Valentine's Day (14.02)	Sports Relief (March) St David's Day (01.03) Pancake Day (01.03) World Book Day (03.03) Red Nose Day (17.03) Mother's Day (27.03) Easter (09.04)	The Queen's Birthday (21.04) Earth Day (22.04) St George's Day (23.04) May Day (01.05) World Bee Day (20.05)	Healthy Eating Week (13.06) Father Day (18.06)
C and L NELI or Talk Boost interventions will run for the children identified in the assessments	Listening and attention skills Asking and answering 'what' questions 1:1 discussion NELI and Talk Boost Screening	Joining in with repeated refrains in stories Asking and answering 'who' questions' 1:1 discussion	Discussing key events in a story Asking and answering 'when' questions Small group discussions Using present tense.	Identifying main characters in a story Asking and answering 'where' questions Small group discussions Using connectives to join ideas	Linking events in a story to own experiences Asking and answering 'why' questions Whole class discussions Using past tense	Sequence story/real life events in detail Hot seating Whole class discussions Using future tense
Core Books See EYFS Reading Spine for more information	In Reception, core books associated with the topic of 'Starting School' and 'Traditional Tales' will be read. Non-fiction books..	In Reception, core books associated with the topic of 'Transport' will be read. Non-fiction books..	In Reception, core books associated with the topic of 'Being Healthy' will be read. Non-fiction books..	In Reception, core books associated with the topic of Wild Animals will be read. Non-fiction books..	In Reception, core books associated with the topic of 'Plants' will be read. Non-fiction books..	In Reception, core books associated with the topic of 'Journeys' will be read. Non-fiction books..
Core Rhymes	Hickory Dickory Dock Five Little Ducks Hey Diddle Diddle Incy Wincy Spider Dingle Dangle Scarecrow Jack and Jill Old King Cole	Jumping Up and Down on a Tractor London's Burning Row Row Row Your Boat The Wheels on the Bus The Big Ship Sails Riding my Bike The Vehicles Song	Head Shoulders Knees and Toes This is the way I brush my teeth Pat-a-cake Ten Tall fingers Days of the Week If your happy and you know it	Down in the Jungle Kookaburra Sits in the Old Gum Tree Let's go to the Zoo A Zookeeper Old MacDonalds Jungle song The Animals went in Two by Two The Animal Fair	Mary, Mary quite Contrary Round and Round the Garden There's a worm at the bottom of the garden How to make the flowers grow Growing Song Acorns into Oak Tree	Five Little Men in a Flying saucer Down at the station Doctor Foster went to Gloucester Down at the station Five little ducks went swimming one day The grand old duke of York We're driving in our car
Word Aware	Small, large, quick, near, side, same	Next to, less, most, first, after, around	Last, before, different, heavy, thick, shiny	Thin, wide, rough, above, forwards, both	Narrow, smooth, below, backwards, few, enough	Half, second, early, whole, next, lighter
Literacy	Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l Tricky Words is I the Drawing & labelling Ordering letters of my name Writing my name	Week 1 ff ll ss j Week 2 v w x Week 3 z z qu words ending with s ch Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky Words put pull full as and has his hr go no to into she push he of we me be Writing initial sounds Writing CVC words	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words Tricky Words was you they my by all are sure pure Writing CVCC words Writing captions Writing lists	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words, words with s in the middle /z/ s words ending -s words with -es at end /z/ Tricky Words Review all taught so far Secure spelling Writing phrases I can see sentences Writing letters	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky Words said so have like some come love do were here there when what one little says Writing instructions Writing predictions	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words Tricky Words Review all taught so far Secure spelling Writing rhymes Writing poems Writing descriptions
Talk 4 Writing Texts	Pete the Cat - Rocking in My School Shoes The Three Billy Goats Gruff Mixed Up Fairy Tales	The Train Ride The Naughty Bus Jump In!	The Gingerbread Man Eat your Peas	Dear Zoo Elmer Brown bear, Brown Bear What do you see?	Jasper's Beanstalk Errol's Garden	Mr. Grumpy's Outing Whatever Next The Everywhere Bear
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
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	Forest Fun: To co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking.	Forest Fun: To be able to use senses to investigate the Forest Schools area (Touch - hug a tree; Sight - colour matching; Smell- To be able to make woodland perfume, using sticks, water and woodland materials and to leave a perfume trail)	Forest Closed	Forest Fun: To be able to safely handle & use tools in the forest	Forest Fun: To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.	Forest Closed
Forest Fun sessions at Pool Meadow link to UTW Experiences	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 - Different ways of moving Changing direction Moving in time to music Exploring different ways of moving	Gymnastics - rolls and sequences/partner work	Ball skills- throwing and catching. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Hand-eye co-ordination Balancing an object	Athletics Marching/running, Throwing overarm/underarm, Jumping Swimming- To build confidence and safety in the water, to float on their back or front with a float.
Fine Motor: Fine Motor activities will be out in the provision for children to access daily.	Fine Motor Dough Disco, Tripod Grip Writing position, Using cotton buds/paintbrushes to form letters	Fine Motor Scissor skills, Chopping with a knife Using cotton buds/paintbrushes to form letters Doing up zips	Fine Motor Stacking and balancing, Letter formation 'around' letters, Letter formation 'down' letters, Using a knife and fork to cut	Fine Motor Stacking and balancing, Letter formation 'around' letters, Letter formation 'down' letters, Using a knife and fork to cut	Fine Motor Pattern making, Capital letter formation A-M, Using small tools, Doing up buttons	Fine Motor Sewing, Capital letter formation N-Z, Doing up laces
Maths	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds	
* From Autumn two, days of the week and months of the year						

<p>will be covered during our daily calendar session*</p>	<ul style="list-style-type: none"> 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 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 <p>Completing and creating patterns, everyday time language / first / then / now</p>	<ul style="list-style-type: none"> 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 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 <p>Spatial thinking and shape 2D / 3D Shape</p>			<ul style="list-style-type: none"> 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 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 <p>Measure Length, Weight, capacity</p>	
<p>UTW Experiences Not limited to just these. Will be regularly reviewed depending on cohort and will be flexible to react to child interest and events.</p> <p>RE UW People, Culture and Communities</p> <p>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, iPad, sound tins, cameras, other programmable toys. To use technology in their role, play e.g., phones, computers, shop tills/scanners, printers/copiers</p>	<p>History - Past and Present Children will explore images, stories and artefacts from the past.</p> <p>Geography / Science - The Natural World Children will identify typical weather in Autumn and the signs and changes of Autumn</p> <p>Children will explore a range of materials for floating and sinking (DT Project: Explore how the objects move in water)</p> <p>Explore natural objects from the surrounding environments (FF)</p> <p>Planned Field Work: Listen to sounds outside in the local area and identify the source Why sounds are in particular areas?</p>	<p>History - Past and Present Children will know that Remembrance day is to remember soldiers who died in the war.</p> <p>Children will look at images of transport from the past and identify similarities and differences.</p> <p>Geography / Science - The Natural World Shine light on or through different materials Explore how to change how things work Feel forces Explore how objects/ materials are affected by forces Learn about our five senses (FF)</p> <p>Listen to sounds outside and identify the source (FF)</p> <p>Planned Field Work: Observing changes of physical features e.g., trees (ICT)</p>	<p>History - Past and Present Children will know how they have changed from being a baby to 4/5</p> <p>Lifecycle of Humans - baby to adult</p> <p>Geography / Science - The Natural World Learning about how to take care of themselves. (Wash, sleep, exercise, diet, oral hygiene, well-being) Children will know the names of body parts. Children will melt and solidify different substances and combine and mix (Pancake Day/Gingerbread Man) Observe, measure and record changes to materials by heating and cooling in cooking (e.g., toast, ice lollies, eggs) Children will know that this time of year is Winter and the signs and changes of Winter.</p>	<p>History - Past and Present Children will know who David Attenborough is and why he is important Animals & their babies and how baby animals change over time.</p> <p>Geography / Science - The Natural World Children will know that we don't have certain animals in England and will compare with another country. Name and describe animals that live in different habitats (desert, arctic, rainforest, oceans, grasslands) Describe different habitats Children will know that a globe shows different countries around the world Lifecycle of an animal Children will know that this time of year is Spring and the signs and changes of Spring.</p> <p>Planned Field Work: Visit a zoo/ safari park. Creating a map of an ideal zoo.</p>	<p>History - Past and Present Children will know that the past is anything before the current day. Children will know that the present is now.</p> <p>Geography / Science - The Natural World Lifecycle of a sunflower Explore plants in the surrounding environments Plant seeds, and care for growing plants Observe living things throughout the year (seasons) Compare how materials change over time and in different conditions e.g., plants in different places Explore rainbows</p> <p>Planned Field Work: Bug Hunt, Where would we find different bugs. Where would be best to build a bug hotel?</p>	<p>History - Past and Present Children will look at images of seaside holidays from the past and present and identify similarities.</p> <p>Geography / Science - The Natural World Explore light sources / shadows Learn about the solar system and stars Learn about space travel</p> <p>Children will know that the green on a global is land and the blue is sea.</p> <p>Children will know that this time of year is Summer and the signs and changes of Summer.</p> <p>Planned Field Work: Map a Journey in the local area recognising services in Stottesdon - surgery, café/pub, school, church</p>
<p>Expressive Arts and Design Experiences</p> <p>Evaluation from Autumn 2 Recognise and describe key features of their own and others' work. Adapt work if necessary Talk about how things work Look and talk about what they have produced, describing simple techniques and media</p>	<p>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</p> <p>Painting To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours. Artist Focus: Colours: Jackson Pollock</p> <p>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. 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.</p>	<p>Printing Load an object with paint and print it Make rubbings from textured surfaces Print to make pictures</p> <p>Print regular, irregular patterns, symmetrical</p> <p>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.</p> <p>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. DT Project: Design and make a boat for a goat (Three Billy Goats)</p> <p>Imagination: Use their own ideas to create their own role play music and dance linked to the 'Harvest festival' and 'Christmas Nativity Story'</p>	<p>Drawing To draw on a range of surfaces and scales Draw accurate representations of people and objects Artist Focus: Guiseppe Arcimboldo.</p> <p>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.</p> <p>Structures can be made by moulding a malleable material with hands and simple tools DT Project: Design and make a healthy fruit kebab</p> <p>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</p>	<p>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.</p> <p>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</p> <p>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).</p> <p>To work from direct observation and imagination.</p> <p>Imagination: Use their own ideas to create their own role play music and dance linked to the 'Easter'</p>	<p>Sculpture Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved.</p> <p>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. DT Project: Design and make a bird feeder</p> <p>Drawing Draw accurate representations of people and objects To talk about their own and others work</p> <p>Painting Explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized, and shaped paper).</p> <p>To work from direct observation and imagination. Artist Focus: Vincent Van Gough</p>	<p>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</p> <p>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</p> <p>Talking about materials, especially their colours and textures. Materials can be cut and reassembled into new shapes</p> <p>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.</p>
<p>Music</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>
<p>Parent Partnership</p>	<p>Welcome to Reception Evening Parents Evening Harvest Assembly Home / School Agreement Parent Volunteers - Forest Fun</p>	<p>Nativity Play Parent Volunteers - Forest Fun Phonics workshop</p>	<p>Writing workshop Stay and Read morning</p>	<p>Parents Evening Maths workshop Parent Volunteers - Forest Fun</p>	<p>Share a story Parent Volunteers - Forest Fun</p>	<p>Sharing Reports Book Look</p>

