

Nawton Community Primary School: EYFS/Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Area	Topic Me and My World <i>(Families, Body, keeping healthy, where I live, travel and transport, autumn, celebrations)</i>		Topic Let's go exploring <i>Space, Arctic, Jungle, Dinosaurs</i>	Topic Once upon a time	Topic Underground/Overground <i>(planting, minibests, under the sea, travel and transport, the local environment)</i>	
PSED	Learning behavioural expectations of setting. Play with children engaged in the same activity/theme. Will separate from main carer	Follow the behavioural expectations of the setting, can adapt behaviour to changes in routine. Come into school independently and sort belongings	Take turns in structured games. Beginning to negotiate and solve problems (adult scaffolding).	Enjoy carrying out responsibility. Playing co-operatively with others and taking into account others ideas. Confident to attempt challenges in the provision.	Can play games, taking turns without adult supervision. Confident to ask for help after having a go themselves.	Negotiate and solve problems without aggression. Can talk about own and others behaviour. Takes changes to routine in their stride.
CAL	I Can listen during carpet time for up to 10 minutes. I Can put up hand <u>and wait</u> when responding. I Can talk to a partner when instructed. I join in with action rhymes. I can informally recount incidents in my own life (show and tell)	I join in with repeated refrains and anticipate key events and phrases or rhymes in stories. I am able to follow directions (even if not intently focused on own choice of activity). I can informally recount incidents in my own life (show and tell)	Can listen during carpet time for up to 15 minutes. Volunteers ideas and thoughts readily when asked or using hands up. Can talk <u>and listen</u> to a 'talk partner' when instructed. I can informally recount incidents in my own life (show and tell)	Can listen during carpet time for up to 20 minutes. Volunteers ideas and thoughts readily when asked or using hands up. Listens and responds to ideas expressed by others in conversation or discussion. (asks suitable questions in show and tell) <i>I can work independently for 5 mins</i>	I can express myself effectively, so that listeners understand me. Speak in Class Assembly	I can answer 'how' and 'why' questions about their experiences and in response to stories or events. I can develop story narratives, explain my understanding and connect ideas or events. <i>I can work independently for 10 mins.</i>

PD Moving and Handling <i>Complete PE Scheme</i>	<i>Locomotion: Walking and Jumping</i> Pencil Control – Penpals book 1 (pencil grip and copy and tracing patterns)	<i>Ball Skills Hands 1 (Hawkes)</i> Pencil Control – Penpals book 1 (pencil grip and copy and tracing patterns)	<i>Gymnastics: High, Low, Over, Under</i> Pencil Control – Penpals book 2 (pencil grip and letter formation)	<i>Ball skills feet (Hawkes)</i> Pencil Control – Penpals book 2 (pencil grip and letter formation)	<i>Ball Skills Feet Yoga</i> Pencil Control – Penpals book 3 (correct pencil grip and letters correctly formed and orientated)	<i>Games For Understanding</i> Pencil Control – Penpals book 3 (correct pencil grip and letters correctly formed and orientated)
Health & Self Care <i>Links to Science</i>	I can put my own coat on. I try a range of healthy food. <i>I know that I need to eat a balanced diet</i> I can talk about personal hygiene (washing hands/brushing teeth) <i>I know when I must wash my hands to stay healthy.</i> <i>I know why I should brush my teeth</i>	I can zip up my coat. I can undress for PE independently. I can transport scissors safely.	I can dress after PE with little help. I can talk about ways of keeping safe in school.	I can transport equipment safely without supervision.	I understand how to keep safe in the sun. I can manage dressing and undressing independently.	I can talk about ways to keep healthy and safe.
Specific Areas						
Literacy	RWI – Set 1 sounds Assisted blending and segmenting with magnetic letters	RWI – Set 1 sounds Independent blending and segmenting. Ditties Writing simple words/names and labels	RWI – Review Set 1 sounds intro set 2 Ditties Hold a sentence Captions	RWI – Review set 1 sounds and intro set 2 Green Books Compose and write simple sentences	RWI – Review set 2 sounds. Intro set 3 Green/Purple Books Compose simple sentences.	RWI – Review set 2 sounds. Intro Set 3 sounds Purple/Pink Books Composing simple sentences over a range of genres.
Text Types (See document that explains how texts are integrated into daily provision)	Recounts (Orally) Information texts – writing labels	Recounts (orally) Recounts – shared composition to match an event eg bonfire night) Poetry – Playing with words, making word collections	Information texts – writing lists, labels Poetry – joining in, copying actions, choosing words to describe an animal	Narrative – retelling known stories Instructions – read and follow.	Information texts – order letters of alphabet Instructions - writing	Narrative – writing own stories in a given setting.

Mathematical Development White Rose Maths (mastery approach)	Place Value – Numbers to 5 Addition and Subtraction – sorting Place Value – Comparing groups Addition and Subtraction – within 5 Measurement - Time	Addition and Subtraction – numbers to 5 Place Value – Numbers to 10 Addition and Subtraction – within 10 Geometry – Shape and Space	Geometry – Exploring Pattern Addition and Subtraction – Count on and back Place Value – numbers to 20 Multiplication and Division – Numerical Patterns Measurement -measure			
Understanding the World						
People and Communities <i>(History)</i>	<p>Enjoy joining in with family customs and routines. <i>I can talk about special things that have happened to me.</i></p> <p><i>I can talk about special things that have happened to my family.</i></p> <p>Talk about the features of their home and school.</p> <p>Our Unique Community: Harvest Festival (St. Hilda’s Church)</p>	<p>Talk about family life and events Know differences between themselves and others, and among families, communities and traditions. Celebrating with colour/light Fireworks Diwali , Christmas</p> <p><i>I can talk about special times I have had with my family.</i></p> <p><i>I am starting to show an interest in events that have happened in the past.</i></p> <p>Our Unique Community: Christmas Plays, Carol service, Christmas Lunch</p>	<p>Can talk about some of the similarities and differences in relation to occupations, communities friends or family. Know differences between themselves and others, and among families, communities and traditions.</p> <p><i>I can talk about special times I have had with my family.</i></p> <p><i>I am starting to show an interest in people who are well known.</i></p> <p>Celebrating New Year, Chinese New Year, Shrove Tuesday.</p>	<p>Celebrate- Mothering Sunday, Easter Know differences between themselves and others, and among families, communities and traditions.</p> <p><i>I can talk about special times I have had with my family.</i></p> <p>Our Unique Community: Mother’s Day Assembly, Egg Rolling</p>	<p>Occupations and ways of life <i>I am starting to show an interest in people who are well known.</i></p>	<p>Our Unique Community: Father’s Day Assembly, Sport’s Day, Grow your own wheelbarrow community competition</p>
The World <i>Geography</i>	<p>I can talk about the place where I live and compare to other places.</p> <p><i>I know the name of the town and village where I live.</i></p> <p><i>I can describe the place I live.</i></p>	<p>Talk about similarities and differences in relation to places.</p> <p>Talk about features of environments and how</p>	<p>Talk about similarities and differences in relation to objects and materials.</p>	<p>Talk about similarities and differences in relation to places. <i>I can ask questions about the place I live</i></p>	<p><i>I can name local seaside towns.</i></p> <p>Shows care and concern for the environment.</p>	

<p style="text-align: center;"><i>Science Working scientifically</i></p>	<p><i>I can describe my immediate environment sometimes using the correct terminology.</i></p> <p><i>I can use appropriate words to describe the features of a place.</i></p> <p><i>I can draw or make models to represent ideas in relation to places.</i></p> <p>Can talk about similarities and differences in relation to themselves.</p> <p><i>I can name external parts of the body.</i></p> <p><i>I know that humans change and grow as part of their lifecycle.</i></p> <p>Notices changes in the season.</p> <p><i>I know that we have 4 seasons.</i></p> <p><i>I can talk about activities that I like doing during different seasons.</i></p> <p><i>I can make simple description of the world around me.</i></p> <p><i>I can suggest ideas for testing.</i></p> <p><i>I can use pictures and images to record.</i></p>	<p>they vary from each other.</p> <p><i>I can make comments about places in stories.</i></p> <p><i>I can say how places are similar and different to each other.</i></p> <p><i>I can look at and follow simple maps (linked to story).</i></p> <p><i>I can look at maps and globes and identify land and sea.</i></p> <p><i>I can draw or make models to represent ideas in relation to places.</i></p> <p>Talk about similarities and differences in relation to animals/habitats.</p> <p><i>I know that different animals live in different places.</i></p> <p><i>I can talk about similarities and differences in relation to where animals live.</i></p> <p>Notices changes in the season.</p>	<p>Can talk about why things happened and how things work.</p> <p><i>I can explore the different properties of materials.</i></p> <p><i>I can talk about what happens.</i></p> <p><i>I can sequence pictures to show the change of different matter.</i></p> <p><i>I can suggest ideas for testing.</i></p> <p><i>I can make a simple guess about what might happen.</i></p> <p><i>I can use pictures and images to record.</i></p>	<p><i>I can talk about how places are similar and different to each other.</i></p> <p><i>I can create my own map.</i></p> <p>Can talk about things that have observed focusing in patterns and change.</p> <p>Talk about similarities and differences in relation to animals and plants.</p> <p><i>I can recognise that plants grow in different places.</i></p> <p><i>I know that flowers can be similar and different.</i></p> <p><i>I can explain how to plant a seed.</i></p> <p><i>I can explain what happens after I plant a seed.</i></p> <p><i>I can help to look after growing plants.</i></p> <p><i>I know that animals live in different places.</i></p> <p><i>I can talk about similarities and differences in animals.</i></p>	<p><i>I know that I should look after and care for all animals.</i></p> <p>Asks questions about the wider world beyond the place that they live and the natural world.</p> <p><i>I can describe what another place is like using the correct terminology.</i></p> <p><i>I can say how places are similar and different to each other.</i></p> <p><i>I can ask question about the world I live in.</i></p> <p><i>I can look at maps and globes and identify land and sea.</i></p> <p><i>I can look and follow simple maps.</i></p>
--	--	--	---	---	---

			<p><i>I know that we have 4 seasons.</i></p> <p><i>I can talk about activities that I like doing during different seasons.</i></p>		<p><i>I know that animals change and grow as part of their life cycle.</i></p> <p><i>I can measure by direct comparison.</i></p> <p><i>I can make simple descriptions of the world around me.</i></p> <p><i>I look at objects and pictures and talk about what I can see.</i></p> <p><i>I can use pictures and images to record.</i></p>	
Technology	<p>Shows an interest in technological toys eg mobile phones, toys that make noises, cameras</p> <p>PC: Can use the mouse to track the cursor, point and click to make marks (2 paint)</p> <p>PM (EAD planning)- 2 Paint a Picture (Mini Mash & Purple Mash) Paint Projects (Mini Mash & Purple Mash)</p>	<p>Can operate simple equipment eg CD player, I-Pad for taking a photo</p> <p>PC: Can use a mouse to click and drag objects (Topmarks maths games)</p>	<p>Can complete a simple program on a computer.</p> <p>PC: Can type their name (2 publish)</p> <p>PM (Literacy Planning)</p>	<p>Can recognise that technology is used in places such as homes and schools.</p> <p>PC: I can type labels/captions.</p> <p>PM (Literacy Planning)</p>	<p>Can select and use technology for particular purpose</p> <p>PC: I can select an appropriate programme.</p> <p>PM (Technology planning)</p>	<p>Can select and use technology for particular purpose</p> <p>PC: I can save my work.</p>
Expressive Arts and Design Charanga (music)	Drawing and Painting Skills		Joining Skills (model making techniques)		Collage and Weaving Skills	

Being Imaginative	Role Play: Home Corner and Doctors	Role Play: Home Corner and Fancy Dress Shop	Role Play: Home Corner and Vets	Role Play: Home Corner and café Retelling Traditional stories	Role Play: Home Corner and Garden Centre	Role Play: Home Corner and Ice Cream parlour Puppet Theatre – making up own stories
Experiences	Trying tropical fruits Creating and eating food from around the world. Making pizza using school grown ingredients Harvesting pumpkins grown	Visiting a pantomime Visit or trip of local transport (gritter, bus, train) Children in Need (raising money)	Chinese food Handling animals (domestic) Making pancakes	World Book Day Baking	Planting and looking after wildlife in the the outdoor area Handling animals (minibeasts) Growing and caring for minibeast (butterfly/ladybird)	Transition – preparing to move on Trip out beyond the locality
Parental Engagement	Learning journals home twice. Parent Consultation Meetings Phonics- Parents meeting	Learning journals home twice Early reading- Parents meeting Xmas Craft Afternoon Lending Library of maths/literacy games/jigsaws	Learning journals twice Early reading and writing Parents meeting Lending Library of maths/literacy games/jigsaws	Learning journals home Parent Consultation meetings Lending Library of maths/literacy games/jigsaws	Learning journals home Planting afternoon Lending Library of maths/literacy games/jigsaws	Learning journals home Transition to Year 1 meeting Sports day Picnic Lending Library of maths/literacy games/jigsaws