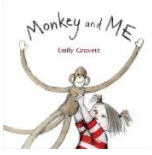

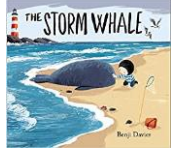
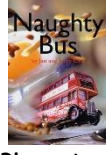
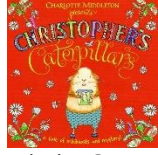



Reception - Long Term Plan with Medium Term plan overview

EYFS 2023/24 - Nutgrove Methodist primary School

(R) Rhyming text	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/ trips/ activities	Marvellous Me People who help us	Autumn Traditional Tales and Rhymes Christmas	Animals - Dinosaurs, farm animals, pets, safari, sea creatures Chinese New Year (10.2.23)	Transport - Where can we go? Where do I live? How is it different? Shrove Tuesday (13.2.23)	Minibeasts/ Growth Plants	Space and Aliens Summer holidays - Past and Present
Quality Texts	Monkey and Me (R)  You Choose	Gingerbread Man  Little Red Riding Hood Three Little Pigs Goldilocks	Storm Whale  How to Grow a Dinosaur	The Naughty Bus  Blown Away Handa's Surprise	Christopher's Caterpillars  Tadpoles Promise	Toys in Space  Aliens Love Underpants (R)
Other Texts	I'm special I'm Me My mum and Dad make me laugh Funny Bones (R) Non-fiction books about people who help us.	Stick Man (R) Dear Santa	The Rainbow Fish Farmer Duck Commotion in the Ocean (R)	Mr Wolf's Pancakes Non Fiction transport texts Transport Poems (R)	The Very Hungry Caterpillar Mad about Minibeasts (R) Non-fiction texts about mini beasts	Whatever Next Beegu Katie Morag
Role Play	Home Corner	Home corner with Christmas enhancements e.g. tree, fireplace	Home Corner with Chinese New Year enhancements	Home Corner with pancake ingredients and recipes	Home Corner with table and menu's and box of café objects for Mr Rosetti's café.	None (dependent upon the class)
Enrichments Trips/Visitors	Visit from police, fire, lollipop man etc	Visit to the library	Reptile Man Safari Park	Visit to local park, walk round local area. Transport Museum	Life cycles - butterflies/tadpoles	Beach Trip
Assessment	Baseline Phonics phase 2 assessments	Phonics assessments End of Autumn assessment.	Phonics assessments	Phonics assessments End of Spring assessment.	Phonics assessments	Phonics assessments Complete GLD for each child Reports to Parents
Diversity Global Citizenship Culture	D - Celebrating differences and uniqueness (RE link)	C - Link to harvest - food from around the world. GC - How we can help others - advent calendar with 'gifts to give' such as a hug etc.	D, C - Chinese culture and food - differences and similarities to British	D - Looking at differences between countries C - African food/dress GC - Awareness of other countries	C - Link to RE - comparing different places of worship	D - Comparing different places to where we live C - Looking at Island life (Katie Morag)

Reception – Long Term Plan with Medium Term plan overview

3 prime areas of learning and development	Personal, Social and Emotional Development PATHS program run throughout the year	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build Constructive and respectful relationships. • Express their feelings and consider the feelings of others. Develop particular friendships with other children. • Aware of behavioural expectations. 					<ul style="list-style-type: none"> • Shows resilience and perseverance in the face of a challenge and can choose resources with confidence. • Identify and moderate their own feelings socially and emotionally. • Proactive in seeking adult support and able to articulate their wants and needs. 					<ul style="list-style-type: none"> • Think about the perspective of others. • Manage their own needs. • Has a clear idea about what they want to do in their play and how they want to go about it. • More able to manage their feelings and tolerate situations in which their wishes cannot be met. • Seeks way to manage conflict. 				
	NB These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.															
Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. • Shows a preference for a dominant hand. 	<ul style="list-style-type: none"> • Revise the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Begins to form recognisable letters independently. 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Progress towards a more fluent style of moving, with developing control and grace. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop overall body strength, balance, co-ordination and agility. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. 										
<ul style="list-style-type: none"> • 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 spoons. <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. 																

Reception – Long Term Plan with Medium Term plan overview

	Communication and Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Develop social phrases. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Listen to and talk about stories to build familiarity and understanding. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as extract repetition and some in their own words. • Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Describe events in some detail. • Engage in non-fiction books. • Listen to and talk about selected non-fiction with new knowledge and vocabulary. • Understands questions such as who; why; when; where and how. 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span.
		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Use talk to help work out problems and organise thinking, and to explain how things work and why they might happen. <ul style="list-style-type: none"> • Engage in storytimes. • Use new vocabulary in different contexts. <ul style="list-style-type: none"> • Learn rhymes, poems and songs. 					
4 specific areas of learning and	Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Gives meaning to the marks they draw, write, paint and type using the keyboard or touch-screen technology. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words. • Re-enact and reinvent stories they have heard in their play. 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. 	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. 	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check it makes sense. • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

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Phonics	<ul style="list-style-type: none"> Phase 2 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, l <p>Tricky words is, I, the</p>	<ul style="list-style-type: none"> Phase 2 ff, ll, ss, j v, w, x, y z, zz, qu, ch sh, th, ng, nk words ending in s <p>Tricky words as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p>	<ul style="list-style-type: none"> Phase 3 ai, ee, igh, oa oo, oo, ar, or ur, ow, oi, ear air, er, words with double letters longer words <p>Tricky words - was, you, they, my, by, all, are, sure, pure</p>	<ul style="list-style-type: none"> review phase 3 words with two or more digraphs longer words ending in -ing words with s in the middle words with s at the end words with es at the end <p>Tricky words - review all taught so far.</p>	<ul style="list-style-type: none"> Short vowels CVCC Short vowels CCVC Short vowels CCVCC, CCCVC, CCCVCC Longer words Root words ending in -ing, -ed, -est <p>Tricky words - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<ul style="list-style-type: none"> Long vowel sounds CVCC, CCVC Long vowel sounds CCVC, CCCVC, CCV, CCVCC Phase 4 words with s and es at the end Root words ending in -ing, -ed, -er, -est <p>Tricky words - review all taught so far.</p>
Mathematics	<ul style="list-style-type: none"> Count objects, actions or sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. 		<ul style="list-style-type: none"> Count beyond ten. Compare numbers. Explore the composition of numbers to ten. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. 		<ul style="list-style-type: none"> Continue, copy and create repeating patterns. Compare length, weight and capacity. In practical activities, adds one and subtracts one with numbers to ten. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-". 	
	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Getting to know you</p> <p>Just like me!</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>It's ME 1,2,3!</p> <p>Light and Dark</p> <p>Consolidation</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Alive in 5!</p> <p>Growing 6,7,8</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Building 9 and 10</p> <p>Consolidation</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>To 20 and beyond</p> <p>First then now</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Find my pattern</p> <p>On the Move</p> <p>Consolidation</p>
Understanding the world	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Knows about similarities and differences in relation to places, objects, materials and living things. 	<ul style="list-style-type: none"> Draw information from a simple map. 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. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them, 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.

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RE	<p>I am Special</p> <ul style="list-style-type: none"> • Know they are fearfully and wonderfully made by God • Know they are unique special and loved. • Know that Christians believe that God is our heavenly father, we are his children and we are members of a wider world family. • Talk about themselves, their likes, dislikes, and what makes them special. • Talk about feelings they have experienced. • World Faith Link - Islam 	<p>Harvest</p> <ul style="list-style-type: none"> • Talk about the food they enjoy. • Talk about harvest around the world. • Talk about why we celebrate harvest. • Talk about why it is important to help others, particularly at harvest time. <p>Christmas</p> <ul style="list-style-type: none"> • Recall/retell the nativity story. • Identify the characters in the nativity story. • Use religious words to talk about Christmas. • Talk about why Christmas is important. • Talk about how the church celebrates Christmas. • Talk about their own experiences of Christmas. • Talk about feelings related to celebrating Christmas and birthdays. • World Faith Link - Festivals of light Divali, Hannukah 	<p>Stories Jesus Heard</p> <ul style="list-style-type: none"> • Recall/retell some of the Old Testament stories Jesus heard. • Talk about their favourite stories. • Talk about their feelings and experiences. <p>Stories Jesus Told</p> <ul style="list-style-type: none"> • Know that Jesus told stories and that they are found in the Bible. • Know that Jesus told the stories to teach people about God. • Identify a Bible. • Recall/retell some of Jesus stories. • Talk about their own experiences and feelings. 	<p>Special People</p> <ul style="list-style-type: none"> • Recall/retell stories about Jesus. • Talk about why Jesus is special. • Talk about people who are special and give reasons why they are special. • Connect people's actions and Christian values. • Talk about why the vicar is special. <p>Easter</p> <ul style="list-style-type: none"> • Briefly retell the story of Easter. • Identify symbols associated with Easter. • Talk about their own experiences of love and other emotions expressed in the Easter Story. • Ask questions about the Easter story. • World Faith Link - Founders and leaders of Faith, 	<p>Special Places</p> <ul style="list-style-type: none"> • Know that Christians worship in a church. • Talk about their special places. • Talk about places of worship as special/holy places. • Talk about taking off your shoes in a special/holy place. • World Faith Link - Places of worship <p>Special Times</p> <ul style="list-style-type: none"> • Recall/retell the story of Pentecost. • Talk about feelings associated with special times. • Ask questions about special/holy times. • World Faith Link - Festivals and celebrations 	<p>Friendship</p> <ul style="list-style-type: none"> • Know Jesus has 12 friends called disciples. • Recall/retell stories of Jesus with his friends. • Talk about why friendship is important. • Talk about their own experiences of friendship. <p>Prayer</p> <ul style="list-style-type: none"> • Know prayer is a form of communication with God. • Talk about the stories of Daniel and Jonah. • Talk about the different ways people pray. • Talk about their own experiences of prayer. • World Faith Link - Prayer
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Reception - Long Term Plan with Medium Term plan overview

Expressive Arts and Design	<ul style="list-style-type: none"> Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Return to and built on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Create, develop and act out an imaginary idea or narrative. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feeling and responses. 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.
<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in a group. 						
<ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, water colours, powder paint, to express and communicate their discoveries and understanding. 						
French	<ul style="list-style-type: none"> Bonjour! Ca va? Bonjour Salut Au revoir Celebrating other languages children may speak 1 2 3 Listening and responding with an action Phonics: b s 	<ul style="list-style-type: none"> Ca va? 1 à 6 Colours Christmas Ca va bien , Ca va mal Pop mange toutes les couleurs (PLN KS1 stories) rouge bleu vert Merci Christmas vocabulary Joyeux Noël 	<ul style="list-style-type: none"> Colours and Fruits Chinese New Year noir jaune violet orange blanc marron Asking for fruit at snack time - une pomme s'il vous plaît Toc toc toc Monsieur pouce (Rhyme) How is Chinese New Year celebrated - link to work on colour Preparing to celebrate Mardi Gras French style! - reinforcing work on colour and patterns 	<ul style="list-style-type: none"> Animals 1 à 15 Celebrating Mardi Gras French style! Spring animals eg un poussin, un agneau un /une Counting animals describing colour 	<ul style="list-style-type: none"> La chenille qui fait des trous Poisson L'arc en ciel Combining colours numbers and fruits Ca va ? Comme ça comme ça Phonics: soft c 	<ul style="list-style-type: none"> Nursery Rhymes and games old and new L'araignée Gypsie Cinq tartelettes Joining in with traditional songs and games following instructions, showing understanding with actions Comment t'appelles tu ? Je m'appelle ...

Taken from Development Matters and other research e.g. Birth to Five matters, to show further details in skill/development progression at Nutgrove.