

EYFS: Reception Long Term Plan



Coleshill C of E Primary School's Reception Curriculum document displays the progression of knowledge and skills throughout the year. Outcomes for each area of learning are taken from the Educational Programmes stated within the [Statutory Framework for the Early Years Foundation Stage](#). This document, in addition to [Birth to 5 Matters](#), is used to ensure that learning and developmental needs are met across all areas of learning. Our curriculum reflects age-related expectations at key points over the year. However, we are mindful that all children have unique starting points. Therefore, we assess them using the [Birth to 5 Matters](#) guidance and then adapt our curriculum accordingly to meet their individual needs. Progression from both Nursery and Reception to Year 1 and beyond have been considered to ensure curriculum coverage so that each child thrives on their individual educational journey through our school.

	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
	Baseline/ settling in					
Big Question	What makes me special and unique?	What does celebration mean to me?	Who is significant to me?	What does it mean to grow?	What is around me in Coleshill?	Why should we care for our planet?
Theme & possible directions of child-led interest	Marvellous Me: Me, family, friends, diversity, animals, pets, feelings, school	Celebrations: Autumn seasonal changes, Harvest festival, light and dark, bonfire night, Remembrance, Diwali, stars, the moon, Christmas	My Community: Heroes, Jobs, Roles in community	Growing & New Life Plants, growing, senses, healthy eating, cooking, fruit and vegetables, insects, minibeast, weather	Journeys: Transport, trains, boats, buses, maps, tickets	We've got the Whole World in our Hands: Looking after our world, environment, maps

Educational Programme: Literacy (Specific Area)

Reading is at the heart of our curriculum. Key texts become a springboard for inspiring cross-curricular learning, embedding imagination and a love of reading at the core of our curriculum. The vehicle text stimulates talking, thinking and learning. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. **Writing** involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Possible Vehicle Text/s	Starting school by Janet Ahlberg	Best Diwali Ever The Nativity	A Superhero Like You by Dr Ranj Singh The 3 little pigs	Jack and the Beanstalk by Carly Geldhill The Easter Story	Whatever Next Lost and found	Somebody Swallowed Stanley Here we are by Oliver Jeffers The Usborne book of Planet Earth
Poetry & Rhyme	I'm special (PSED)	Christmas Pine (Poetry) Poppy Poppy Twinkle Twinkle	Each Peach, Pear Plum	Seasons of Trees A tiny seed was sleeping	A Sailer went to sea	The Sound Collector

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We follow Sound!Start Synthetic Phonics Programme



See [Literacy Policy](#) for further information.

<p>Phonics Word Reading & Writing (Transcription)</p>				
<p>Writing Transcription</p>	<p>Writing has been described as the product of transcription skills (spelling and handwriting) and composition (vocabulary, grammar and punctuation – sometimes referred to as text generation). This has been summarised as the Simple View of Writing. Therefore, in our approach to teaching writing, we use shared adult writing, Drawing Club and our Phonics Scheme to build strong foundations in successful writing.</p>			
	<p>Autumn Focus: to write words independently</p> <p>Finger strengthening activities- playdough etc. Handwriting- basic lines, shapes and patterns Focus on 'Good Handwriting Habits' Securing correct letter formation- letter shape groups e.g. curly caterpillars, one-armed robot, long ladders, zig-zag ladders. Daily Name Writing: Recognise name card, trace or copy name. Begin to break the flow of speech into words, to hear and say the initial sound in words. Beginning to segment the sounds in words and blend them together. Segments letters in words. Begins to write known graphemes.</p> <p>Drawing Club: Take part in shared/guided writing, orally composing captions and applying emerging phonic skills within child-initiated and small-group adult led writing.</p>	<p>Spring Focus: to write captions independently</p> <p>Segment sounds in words and blend them together Write words based on phonic knowledge during directed tasks and play. Use their developing phonic knowledge to write things such as labels and captions Write a transcribed caption, remembering, repeating simple captions aligning with Phonic Knowledge. Write simple sentences in Guided Writing- apply phonic skills and write tricky words. Spell tricky words correctly: Is, the, I, has, to, into, no, go, his, of</p> <p>Drawing Club: Write a short sequence of simple captions.</p>	<p>Summer Focus: to write sentences independently</p> <p>Contribute during shared writing, help to spell simple words, identify tricky words, check for mistakes e.g. "we need a full stop there" 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. Spell tricky words correctly: He, she, we, me, be, was, my, you, put, pull, her, they, all, are, by, today Use 'and' in written sentences to connect ideas.</p> <p>Drawing Club: Use developing phonic knowledge to write labels and captions, progressing to simple sentences. Write a transcribed sentence. Write a sequence of linked sentences that form a narrative.</p>	
<p>Writing skills Composition</p>	<p>Taking part in speaking activities, using clear speech, being engaged with storytelling, using actions and varying voice.</p> <p>Playing with ideas suggesting additions and substitutions,</p>	<p>Draw simple text maps following a model and use to rehearse text before writing.</p> <p>Taking part in speaking activities, using clear speech, being engaged with storytelling, trying out new vocabulary confidently.</p>	<p>Making suggestions during shared writing, help to spell simple words, identify tricky words, identify where a full stop or capital letter is needed</p> <p>Create own text maps, adding words for description etc. Use to rehearse text before writing.</p> <p>Orally retell text using text maps. Alter voice according to text type and content. Remember and use new vocabulary trying it out in different contexts.</p>	<p>Contribute during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary,</p> <p>Composes own sentences orally</p> <p>Confidently retell texts, vary voice as appropriate, add own ideas and embellishments to texts, use an increasing number of connecting words to link ideas, use adjectives to describe.</p>

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<p>understanding and using new vocabulary.</p> <p>Draw simple text maps following a model</p>	<p>Participate in shared writing make suggestions, identify sounds, tricky words, re read text.</p>	<p>In spoken sentences use 'and', 'so', 'but'</p> <p>Composes sentences orally</p>	<p>Create own text maps, adding words for description, notes etc. Use to rehearse text before writing.</p> <p>Use 'and' in written sentences to connect ideas.</p> <p>Composes and writes simple captions independently.</p> <p>Composes and writes simple sentence that can be read by others.</p>
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Educational Programme: Communication and Language (Prime Area)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Communication and Language (ongoing)</p>	<p>'time to talk'TM</p> <p>'Time to talk' is our strategy for supporting the development of speech, language and communication skills. Quality interactions between children and practitioners are at the core of progress in communication and language and permeate daily play, teaching and learning.</p>		
	<p>Listening and Attention</p> <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span 	<p>Understanding</p> <ul style="list-style-type: none"> Understand a range of complex sentence structures including negatives, plurals and tense markers. Beginning to understand humour, e.g nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as <i>who; why; when; where and how</i> 	<p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play

Educational Programme: Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interactions with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Ongoing</p>	<p>Children enter reception with varying background experiences and starting points in their personal, social and emotional development and we recognise that these skills take feelings of belonging, safety, trust time and strong relationships in order for the child to make progress. The following skills will be practised through established classroom routines, continuous provision and skilful interaction from the practitioner to move their learning and development forward.</p>
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PSHE	<p>Understands their own and other people's feelings, offering empathy and comfort</p> <ul style="list-style-type: none"> • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <ul style="list-style-type: none"> • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
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Jigsaw is our whole school approach to teaching personal, social and emotional

PSHE	Being Me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Who am I and how do I fit?	Respect for similarity and difference. Anti-bullying and being unique.	Aspirations, how to achieve goals and understanding the emotions that go with this.	Being and keeping safe and healthy,	Building positive, healthy relationships.	Coping positively with change.



The Zones of regulation

At Coleshill CE Primary we use The Zones of Regulation with all children across the school. It is first introduced in EYFS. Zones of Regulation is a proactive, skills based approach used to support the development of self-regulation in children.

Educational Programme: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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<p>Continuous Provision</p>	<p>In their daily play, children continually practise and strengthen their gross and fine motor control throughout the indoor and outdoor learning environment (Continuous provision). Children enter reception with varying starting points in their physical development and we recognise that building muscle to achieve control over movement takes time, repetition and practise. The following skills will be practised through continuous provision and skilful interaction from the practitioner to move their learning and development forward.</p>				
<p>Ongoing</p>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. • Practise crossing the midline to help the two sides of the brain communicate with each other to build essential pathways for learning. • Develop Bi-Lateral Coordination - Symmetrical Movements where both sides of the body are doing the same thing at the same time • Use small apparatus safely indoors and outside, alone and in a group. • Moves energetically, such as running, jumping, dancing, hopping, skipping • Negotiate space and obstacles safely, with awareness and consideration for themselves and others • Develop Finger Isolation and Finger Strength to support fine motor control and dexterity • Develop Wrist Mobility to allow the fingers to be flexible and strong and provide stability to the hands and finger for fine motor control. • Hold a pencil using the tripod grip • Use a writing implement to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand. 	<p><u>Health and Self-Care</u></p> <p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> • Describe a range of different food textures and tastes when cooking and notice changes when they are combined or exposed to hot and cold temperatures. • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. • Can initiate and describe playful actions or movements for other children to mirror and follow • Establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 			
<p>Fine Motor Skills</p>	<table border="1"> <tr> <td data-bbox="302 946 495 1246"> <p>Posture</p>  <p>Support the children to sit correctly with their bottoms at the back of the chair and their feet firmly on the floor.</p> </td> <td data-bbox="506 946 698 1246"> <p>Paper</p>  <p>Remind the children to use their supporting hand to put pressure onto their paper as they write. The paper should be tilted slightly towards the left for right-handed writers and towards the right for left-handed writers as shown above.</p> </td> <td data-bbox="710 946 902 1246"> <p>Pencil Hold</p>  <p>Support the children to hold their pencil effectively using a "froggy fingers" pincer grip.</p> <p>The writing tool must be held beneath the sharpened area (so that the child can see the writing they produce) and rest securely in the web of the hand as the child writes.</p> </td> </tr> </table>	<p>Posture</p>  <p>Support the children to sit correctly with their bottoms at the back of the chair and their feet firmly on the floor.</p>	<p>Paper</p>  <p>Remind the children to use their supporting hand to put pressure onto their paper as they write. The paper should be tilted slightly towards the left for right-handed writers and towards the right for left-handed writers as shown above.</p>	<p>Pencil Hold</p>  <p>Support the children to hold their pencil effectively using a "froggy fingers" pincer grip.</p> <p>The writing tool must be held beneath the sharpened area (so that the child can see the writing they produce) and rest securely in the web of the hand as the child writes.</p>	<p>The Sound! Start programme places a strong focus on handwriting from the beginning of the Reception year. Children complete a small-group adult-led handwriting task each week focusing on establishing good handwriting habits and securing correct letter formation.</p> <p><u>Weeks 1 – 4.</u></p> <p>Good handwriting habits Tracing/copying lines and shapes. Drawing lines.</p> <p><u>Weeks 5 – 15 Letter families</u></p> <p>Tracing/copying letter shapes Curly caterpillar letters: C o a d g One-armed robot letters: R n m h b Long ladder letters: L t l u Zig zag letters: V w x z Handwriting instruction continues throughout the year.</p>
<p>Posture</p>  <p>Support the children to sit correctly with their bottoms at the back of the chair and their feet firmly on the floor.</p>	<p>Paper</p>  <p>Remind the children to use their supporting hand to put pressure onto their paper as they write. The paper should be tilted slightly towards the left for right-handed writers and towards the right for left-handed writers as shown above.</p>	<p>Pencil Hold</p>  <p>Support the children to hold their pencil effectively using a "froggy fingers" pincer grip.</p> <p>The writing tool must be held beneath the sharpened area (so that the child can see the writing they produce) and rest securely in the web of the hand as the child writes.</p>			
<p>Gross Motor Skills</p>	<p>Using Guidance from 'Let's Get Physical and Ready to Write' by Nicky Simmons and Ginny Morris, children develop the following skills:</p> <p>Core stability Upper Body Strength Crossing the Mid-Line</p>				

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Bi-Lateral Co-ordination



Introduction to PE	Fundamentals	Dance	Ball skills	Games
<p>I can demonstrate balance I can make independent choices I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively and take turns with others I use movement skills with developing balance and co-ordination</p>	<p>I can develop balancing whilst stationary and on the move I can develop running and stopping I can develop changing direction I can develop jumping and landing I can develop hopping and landing with control I can explore different ways to travel</p>	<p>I can explore different body parts and how they move. I can express and communicate ideas through movement exploring directions and levels I can create movements and adapt and perform simple dance patterns I can copy and repeat actions showing confidence and imagination I can move with control and co-ordination, linking, copying and repeating actions</p>	<p>I can roll a ball to a target I can stop a rolling ball. I can develop accuracy when throwing to a target. I can develop bouncing and catching a ball. I can develop dribbling a ball with my feet I can kick a ball</p>	<p>I can work safely and develop running and stopping I can develop throwing and learning how to keep score I can play games showing an understanding of the different roles with in I can follow instructions and move safely when playing tagging games I can work co-operatively and learn to take turns I can work with others to play team games.</p>

Educational Programme: Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We follow guidance from White Rose Maths to support our teaching of the key aspects of the EYFS curriculum. The scheme supports specific teaching through small steps with adult-led activities and continuous provision. The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up. It is also important that teachers are aware of, and children are supported in gaining an understanding of, the counting principles. 1. The one-to-one principle. 2. The stable-order principle. 3. The cardinal principle. 4. The abstraction principle. 5. The order-irrelevance principle.



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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number Shape, space and Measure	Autumn	Getting to know you VIEW	Match, sort and compare FREE TRIAL VIEW	Free trial VIEW	Talk about measure and patterns VIEW		It's me 1, 2, 3 VIEW		Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
	Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW		Building 9 and 10 VIEW			Explore 3-D shapes VIEW		
	Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW		Visualise, build and map VIEW			Make connections VIEW		Consolidation

Educational Programme: Understanding of the World

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence. In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.

The World	Where do I live?	What's happening outside at this time of year? <i>Look closely at similarities, differences, patterns and change in nature.</i>	Where are the important places around me?	How does the weather help growth?	How has Coleshill changed?	Is the temperature the same all over the world? Which animals live in hot/cold places?
	What are the parts of my body?	Why do we wear poppies?	How can I help to look after my body (including teeth)?	How do animals and plants change as they grow?	Where have my family travelled to/from? How did they travel? What is the weather like in those places?	What materials would we use to offer shelter to animals living in different temperatures? How do our guinea pigs stay warm in winter? How do they stay cool in the summer?
				How have I grown?	What do I notice about the plants and trees in the area? What animals and creatures do I see around me?	

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<p>The Learning Environment will naturally give rise to playing, exploring and teaching of Scientific investigation and vocabulary such as in the areas exemplified below throughout the year.</p>					
<p>Identifying body parts, noticing things that are the same and different compared to peers</p> <p>Sequencing growth of a human</p> <p>Knowing about the 5 senses and the body parts that are used</p>	<p>What is happening to our trees and plants?</p> <ul style="list-style-type: none"> • How do they look/feel/smell? • Caring for animals on bonfire night. • What do animals do when they are cold? 	<p>The Natural World</p> <ul style="list-style-type: none"> • What has changed since we were last at school? • What do we need to wear during this season? • What impact has winter had on our environment? • How is winter affecting the animals/creatures/plants/trees? 	<p>The Natural World</p> <ul style="list-style-type: none"> • Walks around the school grounds and local area looking for weather patterns. <p>Daily use of weather chart adding to a pictogram to show weather patterns.</p> <ul style="list-style-type: none"> • Observations of changes that take place to the caterpillars over time. • Sequence life cycles butterfly 	<p>The Natural World</p> <ul style="list-style-type: none"> • Local walk to see what has grown and changed • What's happening in the allotments? • What's happening in the farm? • Continue to add to daily use of weather chart 	<p>What is happening outside now the weather is getting warmer?</p> <ul style="list-style-type: none"> • What is happening in the allotments?
	<p>Investigations</p> <p>Discussions through natural exploration of materials in the in/outdoor area (eg soil, ice, dough)</p> <ul style="list-style-type: none"> • What has happened? • Why do you think that has happened? • What is the same/different? • What can you see/hear/feel? • I wonder if... 	<p>Healthy Eating</p> <p>Discussions during snack/lunch time, PE lessons</p> <p>Vocab: Healthy, unhealthy, balance, sleep, safe, bodies, exercise.</p>	<p>Materials/ Changing States</p> <ul style="list-style-type: none"> • Explore similar/different properties. • Talk about changes they notice. <p>eg through exploration of natural materials, making playdough for use during the week.</p> <p>Vocab: rough, smooth, wet, dry,</p>	<p>Seasons/ Environments</p> <p><i>(Drawing on new knowledge and our own experiences)</i></p> <p>Vocab: Weather (Sun/rain/cold/warm/ice/frosty) Autumn, Winter, Spring, Summer. Same/different.</p>	<p>My Body</p> <p>During self-care activities such as handwashing, toileting, care when hurt</p> <ul style="list-style-type: none"> • Labelling my body parts (including body parts linked to protective behaviours: penis, vulva) • Recognise that some parts of our body are private
<p>Technology</p>	<p>Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.</p>				
<p>People, Community Links / Enrichment</p>	<p>Significant Events of Focus: <i>(reviewed annually to reflect the cohort community)</i></p>				
	<ul style="list-style-type: none"> • Birthdays • Harvest • Starting school 	<ul style="list-style-type: none"> • Diwali • Christmas • Remembrance • Bonfire Night 	<ul style="list-style-type: none"> • New Year • Pancake Day/Lent • Chinese New Year 	<ul style="list-style-type: none"> • Easter • Mother's Day 	

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		Significant Events to be used as a learning opportunity during the year as they become relevant <ul style="list-style-type: none"> • becoming a brother / sister • wedding • moving house • death of a pet • christening/ baptism • going on holiday (link to geography: maps, cultures, weather) 					
		Changing Seasons: Autumn <ul style="list-style-type: none"> • Contrasting environments • Celebrating Harvest (link between farm, food and Harvest Festival) 	Church Visit (Worship Council Members to support)	Local Walks <ul style="list-style-type: none"> • Number Hunt • Library (Reading Champions to support) 	Farm Visit <ul style="list-style-type: none"> • Changing Seasons: Spring • Growth • Baby animals • Growth of crops 		Local Walk Litter picking (Eco Council Members to support)
Parental Involvement	Meet the teacher	Parent Consultation		Parent Consultation			Sports Day
	Phonics Workshops	EYFS Nativity		Mother's Day Celebration			Father's Day Celebration
							
Religious Education	F1 – How can people show they belong together? Where do I belong? What groups can people be part of? How do some people show their worldview (introduce vocabulary 'God', cross symbol, school prayer and 'Hats of Faith', what clothes do we wear?) How do some people show their worldview?	(F1 continued) What times do people celebrate together? <i>Harvest, Diwali, Christmas</i> Which places are special? Visit our local Church Incarnation Why do Christians Perform Nativity Plays at Christmas?	F2 – Who are the people in sacred (special) stories and why might they be special today?	Salvation Why do Christians put a cross in an Easter Garden?	F3 - How do people know how to treat each other? What are values? How do values affect the way we live and work together? What is the 'golden rule'?	God/Creation Why is the word 'God' so important to Christians?	
	Ongoing experiences	See significant events above, to be capitalised on during the year <ul style="list-style-type: none"> • Engagement with the Reflection Area to remember and recall aspects of our learning • Special Events through the year with enhancements through provision • Understanding the past through settings, characters, and events encountered in books that are read in class • Recall simple stories connected with a festival from another faith • Say why Christmas, Easter and festival from another faith are special times for believers • Talk about things they find interest, puzzling or wonderful and also about their own experiences and feelings about the world 					

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<p>Ongoing learning opportunities</p>	<p>Continuous Provision/ Ongoing Experiences and Learning</p> <ul style="list-style-type: none"> • Reflection on celebrations and family customs such as weddings, birthdays, christenings • Discussion of past and present events in our own lives and activities the children may have completed with their friends and families • Differences between ourselves and others and how things are different/similar to how they were in the past 														
<p>Educational Programme: Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>															
<p>Continuous Provision</p>	<p>Ongoing opportunities through continuous provision in indoor and outdoor provision to strengthen and practise knowledge and skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Building areas for construction</td> <td style="width: 33%;">Playdough area</td> <td style="width: 33%;">Mud Kitchen</td> </tr> <tr> <td>Art workshop area</td> <td>Home Corner Role Play</td> <td>Small World Imaginative Play</td> </tr> <tr> <td>Outdoor Stage</td> <td>Transient Art</td> <td>Dress up</td> </tr> </table>						Building areas for construction	Playdough area	Mud Kitchen	Art workshop area	Home Corner Role Play	Small World Imaginative Play	Outdoor Stage	Transient Art	Dress up
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<p>EAD</p>	<p>Skill Focus - Drawing:</p> <p>Masterpiece: Draw a Self-portrait</p> <p>Artist: Quentin Blake, Charlie Macksey</p> <p>Progression of skills: Make and describe different lines including thick and thin. Feel different textures and use line to describe how they feel. Draw from observation, understanding how line and texture can be incorporated in a self-portrait.</p>	<p>Skill Focus - Painting:</p> <p>Masterpiece: Fireworks in the sky landscape inspired by Starry Night</p> <p>Artist: Van Gogh</p> <p>Progression of skills: Changing the pressure of the brush and describe how it affects the marks that are made. Paint on a strip of paper and use water to observe how the paint gets paler. Creating pattern and texture to paint fireworks Draw inspiration from Van Gogh to create a night time sky landscape.</p>	<p>Skill Focus: Textiles</p> <p>Masterpiece: Make a bookmark for Coleshill Library</p> <p>Progression of skills: Develop threading and weaving. Practise and apply weaving skills to a specific material e.g paper, hessian and wool. Use threading or sewing to design a product.</p> <p>Vocabulary: thread, weave, pinch, sew, wool, hessian.</p>	<p>Skill Focus: Cooking and Nutrition</p> <p>Masterpiece: Soup</p> <p>Progression of skills: Explore fruit and vegetables and the differences between them. To explore a seasonal vegetable and describe it using the 5 senses Design a fruit and vegetable soup recipe Learn how to use a knife safely Safely use tools to prepare ingredients Design food packaging.</p> <p>Vocabulary: juicy, sweet, sour, dry, wet, bitter, chewy, watery,</p>	<p>Skill Focus: Structures</p> <p>Masterpiece: Create a boat based upon your own design.</p> <p>Progression of skills: Understand what waterproof means and test waterproof materials. Test and make predictions for which materials float or sink Compare the uses of boats Investigate how the shape and structure of boats affects the way they move Design a boat Create a boat based upon their design</p>	<p>Skill Focus - Printing:</p> <p>Masterpiece:</p> <p>Artist:</p> <p>Progression of skills: Create repeating patterns with natural materials Create monoprint Recognise that a print can be made from a raised surface</p> <p>Vocabulary: Line, shape, texture, printing, monoprinting</p>									

EYFS: Reception Long Term Plan



	<p>Vocabulary: Curved, straight, round, thick, thin, texture, shape, pattern.</p>	<p>Vocabulary: Firm, gentle, smudge, pressure, primary colours, dull and bright, pale and dark, landscape.</p>			<p>Vocabulary: waterproof, prediction, investigation, absorb, leak, material, float, sink, types of boats: <i>canoe, kayak, cruise ship etc.</i></p>	
<p>Music</p>	<div style="display: flex; align-items: center;">  <p>Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked. This half termly 6-step focus approach engages all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs.</p> </div>					
	<p>Musical learning focus for Terms 1 and 2: Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform 			<p>Unit 1 Big Bear Funk - A Transition Unit:</p> <ol style="list-style-type: none"> 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share <p>Unit 2 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p>		