

Reception Long Term Plan

Personal, Social and Emotional Development and Communication and Language underpin all teaching and learning in EYFS, alongside the development of children's characteristics of effective learning. Key themes focus planning and teaching linked to key elements of self-regulation, managing self and building relationships:

Autumn 1 What Makes us Unique?	Autumn 2 Around the World	Spring 1 Once Upon a Time	Spring 2 Build It!	Summer 1 The Great Outdoors	Summer 2 We're Going on an Adventure
<p><u>PSED Theme:</u> Feelings & Friendships</p> <ul style="list-style-type: none"> -Identify and moderate feelings socially and emotionally. -See yourself as a valuable individual. -Build constructive and respectful relationships. 	<p><u>PSED Theme:</u> Respectful Relationships</p> <ul style="list-style-type: none"> -Express feelings and consider the feelings of others. -Develop a sense of community. -Build constructive and respectful relationships. 	<p><u>PSED Theme:</u> Own Goals</p> <ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Manage own needs. -Think about the perspectives of others. 	<p><u>PSED Theme:</u> Valuable Individuals</p> <ul style="list-style-type: none"> -Express feelings and consider the feelings of others. -See yourself as a valuable individual. -Build constructive and respectful relationships. 	<p><u>PSED Theme:</u> Our Community</p> <ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Develop a sense of community. -Think about the perspectives of others. 	<p><u>PSED Theme:</u> Changes</p> <ul style="list-style-type: none"> -Identify and moderate feelings socially and emotionally. -See yourself as a valuable individual. -Think about the perspectives of others.
<p>Communication Language and Literacy Develop vocabulary. Talk about things they enjoy and begin to consider why. Make comments, ask questions, offer explanations. Non-fiction books each half term link to key learning themes and children's interests.</p> <p>Autumn: Fiction: That's Not My Name, A Squash and a Squeeze, My Friends and Me, What Makes Me Happy, All Are Welcome, Lost and Found, The Nativity.</p> <p>Spring: Fiction: Goldilocks and the Three Bears; The Three Billy Goats Gruff; alternative versions of familiar traditional tales; Not a Box; The Three Little Pigs.</p> <p>Summer: Fiction: Monkey Puzzle, Tap Tap The Egg Cracked, Fruits, Jack and the Beanstalk, The Gingerbread Man, Afro Girl</p>		<p>Maths</p> <p>Autumn: Match, sort and compare, talk about measure and patterns, It's me 1, 2, 3, Circles and triangles, 1, 2, 3, 4, 5, Shapes with 4 sides.</p> <p>Spring: Alive in 5, Mass and capacity, Growing 6, 7, 8, Length, Height and Time, Building 9 and 10, Explore 3-D shapes.</p> <p>Summer: To 20 and beyond, How many now? Manipulate, compose and decompose, Sharing and Grouping, Visualise, build and Map, Make connections, Consolidation.</p>		<p>The Natural World</p> <p>Ongoing themes: Understanding the effects of the changing seasons on the natural world and everyday materials; exploring the natural world.</p> <p>Autumn: Life cycles – harvesting fruit and vegetables. Similarities and differences between the natural world and contrasting environments.</p> <p>Spring: Seasonal changes, how do we know something is living?</p> <p>Summer: British Wildlife. Plants and trees – nurturing them to grow. Find out about life cycles – animals (frogs, caterpillars, snails, chickens) plants (sunflowers, beans). What living things can we find? How do insects; animals; plants move?</p>	

People, Cultures and Communities

Autumn: Where we live – know the name of where they live and where they go to school. Become familiar with simple maps.

Simple similarities and differences between life in this country and other countries.

Learn about celebrations from a range of cultures: Autumn; Harvest; Diwali; Bonfire Night; Remembrance day; Thanksgiving; Hanukkah; St Andrew's Day; Advent; Christmas.

Spring: Describe immediate environment and settings/places in stories and non-fiction. Talk about similarities and differences between places. Holi; Chinese New Year; St Valentine's Day; St David's Day & Shrove Tuesday; St Patrick's Day; Easter

Summer: Our local area, become more familiar with simple maps. St George's Day; King Charles's Birthday; Eid-al-fitr; Eid-al-adha.

Past and Present

Timelines of stories and knowledge organisers across the year; photographs of events throughout the year.

Autumn: Own personal history - photographs from a memorable event/experience.

How have I changed since I was a baby? Photographs of special occasions in the past from familiar people and characters.

What are our favourite celebrations each year?

Spring: Photographs of local buildings and places now and in the past. **Older versions of traditional stories.**

Summer:

Own personal history and the people who helped them when they were younger.

Computing

Autumn:

Take a photo using a digital resource such as an iPad. Draw and write using interactive drawing programmes.

Spring:

Explore digital images.

Summer:

Create a simple digital collage using images and photos children have taken.

Expressive Arts and Design Creating with Materials

Autumn: Meaningful paintings and collage work; self-portraits. Printing using natural materials. Explore a wide range of materials.

Spring: Continue to promote exploration of media and materials with a focus on a wide range of construction materials.

Summer: Make models of varying scales independently and collaboratively.

Expressive Arts and Design- Being Imaginative and Expressive

Autumn: Sharing our favourite songs, learn new songs and perform them.

Develop story lines in their play. **Spring:** Make props for role-play and use them in imaginative play. Listen and respond to music, expressing their feelings.

Summer: Invent and adapt stories to retell and perform independently and collaboratively.

Physical Development – Gross Motor

Autumn: Exploring the school grounds – picking fruit from the orchard.

Fundamental skills – experimenting with ways of moving and negotiating space.

Spring: School Adventure Playground.

Bike Challenge. Multi skills – throwing and catching.

Summer: Walking a mile. Sporting challenge. PE games linked to previously taught skills.

Visits and Visitors

Autumn: Visit the school kitchen garden and orchard – Mrs Vickers. Visit a local farm – pumpkin picking. (small group visit) Local walk.

Spring: Travel on a train to Leeds. Visit a book shop or library.

Summer: Local green spaces beyond school -parks, or woods. Visit the countryside – a farm.

Focus Weeks: **Autumn:** Arts **Spring:** Owlcotes Literature Festival **Summer:** Outdoor Adventure **Owlcotes Elements:** Grow fruit and veg. Perform in a Nativity play. Visit a local park. Observe chick. Perform poetry. Produce a 'gallery' of art work for parents/carers/the local community. Visit a farm. Travel on a train. Take part in a sporting event. Hold a singing performance for Nursery. Visit Pudsey Library.

