

EYFS RECEPTION LONG TERM PLANNING

Reception Theme	Welcome to School Autumn 1 Week 1	I am amazing. I feel fine! Autumn 1 Week 2 & 3	Those Nearest and Dearest Autumn 1 Week 4 & 5	Head to Toe Autumn 1 Week 6 & 7 Black History	Season of Plenty Autumn 2 Week 8 & 9	What's on the Menu? Autumn 2 Week 10 & 11
Thematic Concept	<p>School is a fun place for me to learn and to meet friends. My classroom is near other important places in my school. Everything has a name and a place in our room.</p> <p>We are classmates who share. We are capable Reception children.</p>	<p>People have similarities but no-one looks exactly like me. Everyone is special. People are good at different things. Our names are unique. I am special because of the things I enjoy doing. I am becoming more independent as I grow.</p>	<p>Friends are people who like to play with one another. Friends don't always agree, but they still care for one another. Friends help one another and work together. Friends care and share. We are a classroom of friends. People who live with us are usually called our family members.</p> <p>A child is a special member of a family.</p> <p>Family members care for, share with and help one another. Families change. There are many kinds of families.</p>	<p>My body is marvellous. My brain controls my body. My body moves in many ways. My stomach is inside my body. It digests my food. My lungs are inside my chest. I breathe air into and out of my lungs. My heart is inside my chest. It moves blood to all the parts of my body. I have five senses that can help me learn about my world:</p> <ul style="list-style-type: none"> ☑ My ears can hear. ☑ My eyes can see. ☑ My nose can smell. ☑ My tongue can taste. ☑ My skin can feel. 	<p>There are four seasons in the year. The seasons are winter, spring, summer and autumn. The weather changes in autumn. Plants change in the autumn. Animals make changes in the autumn. People make changes in the autumn. Food comes from a variety of sources before it gets to shops. Some eggs come from chickens and ducks. Bread comes from grains. Fruit grows on bushes, vines and trees. Vegetables come from plants. Different vegetables are harvested at different times of the year.</p>	<p>Bodies need food for energy and good health. Breads and cereals are needed for nutrition. Fruits and vegetables are needed for nutrition. Dairy and protein are needed for nutrition. Bodies need limited amounts of fat to stay healthy. Food is sold at shops and markets. Foods are sorted by categories at the shops. Shops are in every country in the world. There are many types of markets and shops. There are many jobs to do in a shop.</p>
EYFS Assessment outcomes	<p>Participate in group activities.</p> <p>Take turns and share.</p> <p>Begin to make transitions with ease.</p>	<p>Express awareness of their own abilities and characteristics.</p> <p>Demonstrate confidence in their abilities and begin to make independent decisions.</p> <p>Follow classroom rules and</p>	<p>Make increasingly independent decisions.</p> <p>Assume classroom jobs without being asked. Expand their understanding of the consequences of their actions. Participate in group activities. Give and receive</p>	<p>Make increasingly independent decisions. Assume classroom jobs independently.</p> <p>Show increasing competence with self-care routines. Follow</p>	<p>Take turns and share</p> <p>Co-operate with others on completing a task.</p> <p>Participate appropriately in co-operative activities.</p> <p>Follow classroom</p>	<p>Take turns and share.</p> <p>Participate appropriately in co-operative activities.</p> <p>Follow classroom rules and routines.</p> <p>Demonstrate confidence in their</p>
Subject Key:	<p>Begin to follow classroom rules and routines.</p> <p>Demonstrate an interest in</p>					

<p>PSED</p> <p>CL</p> <p>PD</p> <p>Literacy</p> <p>Maths</p> <p>UW</p> <p>EAD</p>	<p>classroom activities.</p> <p>Speak in complete sentences.</p> <p>Use prepositions appropriately.</p> <p>Converse in pairs and small groups.</p> <p>Speak within a group. Expand theme-related, common-use and story vocabularies.</p> <p>Demonstrate an awareness of environmental sounds.</p> <p>Pay attention while another is speaking.</p> <p>Begin to run with control.</p> <p>Demonstrate an awareness of the function of writing.</p> <p>Demonstrate curiosity about print. Handle books with care. Identify book conventions.</p> <p>Use vocabulary to demonstrate an understanding of common shapes.</p> <p>Make comparisons between objects based on mathematical attributes.</p> <p>Begin to identify the days of the week in order. Begin to identify the months of the year. Demonstrate an understanding of vocabulary related to position in space.</p> <p>Classify objects by physical characteristics.</p> <p>Recall an item removed from a group.</p> <p>Explore science tools to</p>	<p>routines.</p> <p>Show increasing competence in self-care routines.</p> <p>Demonstrate an active interest in classroom activities.</p> <p>Begin to take turns and share, begin to respect differences, participate in group activities.</p> <p>Use increasingly complex vocabulary. Speak within a group. Converse in pairs and small groups. Discuss.</p> <p>Express an opinion. Use prepositions appropriately.</p> <p>Speak in complete sentences.</p> <p>Expand theme-related, common-use and story vocabularies. Begin to understand narratives.</p> <p>Manipulate small objects with precision. Co-ordinate hand-eye movements. Jump on one foot. Balance on one foot.</p> <p>Begin to hear initial sounds in words. Begin to identify book conventions. Begin to identify some letter sounds.</p> <p>Rote count to 10. Develop number concepts and vocabulary. Develop numeric awareness. Begin to identify the months of the year. Begin to read and interpret data.</p> <p>Make comparisons between objects based on</p>	<p>social support from peers.</p> <p>Respond appropriately to feelings of others. Know common manners and customs.</p> <p>Use compromise and discussion to resolve conflicts. Consider the perspective of others.</p> <p>Use increasingly complex vocabulary. Explain.</p> <p>Converse in pairs and small groups. Describe what is happening in a picture.</p> <p>Discuss.</p> <p>Speak in complete sentences.</p> <p>Respond to a question in a complete sentence.</p> <p>Participate in group discussions.</p> <p>Pay attention while another is speaking.</p> <p>Retell a simple story in their own words.</p> <p>Manipulate small objects with precision.</p> <p>Balance on a low beam.</p> <p>Hear initial sounds in words.</p> <p>Demonstrate an increasing awareness of the sounds of language.</p> <p>Begin to identify separate phonemes in a word (auditory blending).</p> <p>Demonstrate an interest in writing to communicate meaning.</p> <p>Write some recognisable letters and numbers.</p> <p>Notice differences in story characters. Identify book</p>	<p>classroom rules and routines. Participate in group activities.</p> <p>Negotiate effectively with peers.</p> <p>Speak with clear diction. Use increasingly complex language. Recite learned rhymes and songs. Describe an object. Describe what is happening in a picture. Express an opinion. Speak in complete sentences.</p> <p>Make inferences and draw conclusions about stories heard.</p> <p>Retell stories sequentially and in detail.</p> <p>Manipulate small objects with precision.</p> <p>Throw, kick or roll an object in intended direction.</p> <p>Catch a ball.</p> <p>Hear initial sounds in words.</p> <p>Demonstrate an increasing awareness of the sounds of the language.</p> <p>Identify some letters and letter sounds.</p> <p>Explore books independently.</p> <p>Demonstrate understanding of conventions of print.</p>	<p>rules and routines.</p> <p>Demonstrate confidence in abilities. Assume classroom chores without being asked.</p> <p>Participate actively in classroom activities.</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>Subject: Science</p> <p>Unit: Health and Growth</p> <p>Autumn 1</p> <p>I can tell you something that makes me feel proud</p> <p>Subject: IPC</p> <p>Unit: Society, celebrations that I am proud of</p> <p>Summer 1</p> <p>Use increasingly complex vocabulary. Explain. Recite learned rhymes and songs. Describe what is happening in a picture. Discuss.</p> <p>Express an opinion.</p> <p>Report observations.</p> <p>Use thematic vocabulary in conversations.</p> <p>Throw, kick or roll an object in an intended direction.</p>	<p>abilities.</p> <p>Participate actively in classroom activities.</p> <p>Make a plan when doing an activity.</p> <p>Use increasingly complex vocabulary.</p> <p>Speak within a group.</p> <p>Recite learned rhymes and songs.</p> <p>Discuss.</p> <p>Form a question.</p> <p>Report observations.</p> <p>Make inferences and draw conclusions from stories.</p> <p>Use increasingly complex vocabulary.</p> <p>Throw, kick or roll an object in an intended direction. Catch a ball or beanbag.</p> <p>Manipulate small objects with precision.</p> <p>Identify initial phonemes in words.</p> <p>Identify book conventions. Handle books carefully.</p> <p>Retell stories.</p> <p>Demonstrate an awareness of the function of writing.</p> <p>Demonstrate an interest in writing to communicate.</p> <p>Create and name sets of 9 and 10 objects.</p> <p>Name and describe a</p>
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<p>discover what they do. Identify colours. Demonstrate an awareness of the roles people play in society.</p> <p>Participate in singing and chanting activities. Experiment with a variety of art materials. Pretend with objects.</p> <p> Why school is important?</p> <p> Following Boulton way and being a good role model.</p>	<p>mathematical attributes. Begin to understand vocabulary related to position in space.</p> <p>Begin to identify body parts. Classify objects by physical characteristics. Use objects, actions and symbols. Explore with science tools to discover what they do. Begin to use scientific method. Recognise human similarities and differences. Begin to acquire concepts about various methods of communication.</p> <p>Enjoy a variety of musical styles and genres. Experiment with a variety of art materials. Pretend with objects. Take on dramatic play roles. Participate in singing and chanting activities.</p>	<p>conventions. Identify conventions of print. Identify some letters, letter sounds and numerals. Know that letters combine to make words. Begin to decode (know the sound that some letters represent). Read groups of words.</p> <p>Rote count to 10. Develop numeric awareness. Develop number concepts and vocabulary. Create and name sets of 1, 2, 3 and 4 objects. Identify the days of the week in order.</p> <p>Observe and make discoveries. Make a plan when doing an activity. Explore science tools and discover what they do. Observe and record data. Identify family relationships. Acquire concepts about various methods of communication. Develop an awareness of the economic process. Use words to identify the characteristics of an object.</p> <p>Take on increasingly complex dramatic roles. Pretend with objects. Participate in singing and chanting activities. Approach activities with increasing flexibility and imagination.</p>	<p>Demonstrate an interest in writing to communicate meaning. Demonstrate increasing facility with the process of writing.</p> <p>Rote count to 10. Develop numeric awareness. Demonstrate an awareness of counting to determine quantity. Develop number concepts and vocabulary. Create and name sets of 5. Count in 5's and 10's. Copy, extend and create patterns.</p> <p>Observe and make discoveries. Discriminate among different visual, auditory, tactile and gustatory stimuli. Recognise human similarities and differences. Demonstrate an awareness of the roles people play in society. Explore science tools to discover what they do. Expand knowledge of body parts and explain their functions. Collect, describe and record information through a variety of means. Report observations.</p>	<p>Catch a ball or beanbag. Manipulate small objects with precision.</p> <p>Identify initial, final and medial phonemes in words. Discriminate visually between individual words and sentences in print. Identify book conventions. Explore books independently. Recall facts from stories heard. Blend sounds to read words. Demonstrate an awareness of the function of writing. Demonstrate an interest in writing to communicate.</p> <p>Create and name sets of 6, 7 and 8 objects. Estimate quantity. Use the terms yesterday, today and tomorrow. Measure objects using non-standard units. Classify and sort. Order objects in sequence related to size, space.</p> <p>Predict outcomes, record observed data, draw conclusions. Describe basic life cycles of selected plants (apples, pumpkins).</p>	<p>circle, a square, a rectangle and a triangle. Name and identify a box, a ball and a cone.</p> <p>Predict outcomes. Observe using all senses. Record observed data, expand knowledge of basic environmental and nutritional needs of selected plants and animals. Demonstrate an awareness of the roles people play in society. Demonstrate an appreciation of respect for differences in customs of varying cultural groups. Classify objects by physical characteristics. Classify by multiple characteristics. Observe and make discoveries.</p> <p>Pretend with objects. Experiment with a variety of art materials. Take on dramatic roles. Participate in singing and chanting activities. Respond to music with increasingly complex movements. Dramatise buying,</p>
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EYFS LONG TERM PLANNING OVERVIEW

Reception Theme	Sing a Song, Paint a Picture Autumn 2 Week 12 & 13 Week 14- Assessment	Winter Wonderland Spring 1 Week 15 & 16	Day and Night, Dark and Light Spring 1 Week 17 & 18	Words and Roads take Us Places Spring 1 Week 19 & 20	Safe and Sound Spring 2 Week 21 & 22	Buggy About Spring Spring 2 Week 23 & 24 Week 25- Easter Week
<p>Thematic Concept</p>	<p>Music is arranged sounds played on instruments by musicians. There are four instrument families: brass, percussion, string and woodwind. Music can tell stories through rhythm, tempo and dynamics. People around the world create and enjoy music. We can all make music and be musicians. Art is the arrangement of colour and form created by artists. Artists may choose from a wide variety of materials to create artwork. There are many ways to express ideas and feelings through art. People all over the world create and enjoy art. We can all create artwork and be artists.</p>	<p>The weather affects our world and us. Weather is different around the world on the same day. The sun determines the weather. Wind is moving air. Sometimes the weather is rainy. Rain is part of the water cycle. It is winter. Snow is one of the signs of winter in some places. Low temperature and plant changes are other signs of winter. Animals change their behaviour in the winter. People change their behaviour in the winter. Water changes its state depending on its temperature.</p>	<p>The sun provides light and heat for the earth. All living things need solar energy to grow. The moon reflects light from the sun. Each day, our planet spins, creating night time and daytime. The moon revolves around the earth, while earth revolves around the sun. Opposites are things that are related, and are very different from one another. Easy and difficult are opposite experiences. People can feel opposite emotions. Two things can be similar in some ways and different in others. Opposites can be used to compare and describe.</p>	<p>Communication is sharing information through writing or speaking. Pictures communicate messages. Signing and lip reading are two forms of communication used by people who are deaf. Writing is a form of communication. A writer sends a message and the reader receives a message. There are many ways to communicate feelings and ideas. There are many modes of transport that help us get from one place to another. Transport is sometimes needed to help communicate or carry a message. There are different ways to travel to the same place. Vehicles travel in different ways. There are many kinds of transport.</p>	<p>There are many people in my neighbourhood. There are many places in my neighbourhood. A postal worker delivers letters in my neighbourhood and far away. A dentist is a person in my neighbourhood who helps me take care of my teeth. A barber/hairdresser is a person in my neighbourhood that cuts and styles my hair. Many people in my community work together and help one another. A fire-fighter helps keep my community safe. A police officer helps keep my community safe. We need to be safe when crossing the road. We need to be safe on our bikes and riding toys. We need to be safe in a park or playground.</p>	<p>Insects and other small creatures are part of our world. Ants are insects that live and work together in a community. Insects have three body parts and six legs. Insects communicate with each other. A spider cannot be classified as an insect. It is an arachnid. Spring is the season that follows winter. Many changes occur during the spring season. Plants and trees change in the spring. Animal behaviours change in the spring.</p>

<p>EYFS Assessment outcomes</p> <p>Subject Key:</p> <p>PSED CL PD Literacy Maths UW EAD</p>	<p>Express feelings appropriately with words. Stand up for self. Demonstrate confidence in their abilities. Make increasingly independent decisions. Respect differences. Seek help from peers when needed. Offer to help others. Move from parallel play to co-operating with others to complete tasks. Use compromise and discussion to resolve conflicts.</p> <p>Recite songs and rhymes. Use increasingly complex vocabulary (theme and descriptive). Explain. Describe an object. Discuss. Express an opinion. Use prepositions appropriately. Use appropriate pronoun. Respond to a questions in a complete sentence. Report observations. Identify story elements. Sequence story events.</p>	<p>Express feelings appropriately with words. Demonstrate curiosity. Approach activities with increasing flexibility and imagination. Converse with adults. Speak within a group. Co-operate with others on completing a task. Participate appropriately in co-operative activities.</p> <p>Use increasingly complex vocabulary. Speak using several complex sentences to express thoughts. Converse in pairs and small groups. Describe what is happening in a picture. Discuss. Express an opinion. Speak in complete sentences. Respond to a question in a complete sentence. Pay attention while another is speaking. Produce rhyming words. Make inferences and draw conclusions from stories. Report observations.</p> <p>Co-ordinate eye/hand movements. Throw, kick or roll an object in the intended direction. Catch a ball. Manipulate a small object with precision.</p>	<p>Display common manners and customs. Move from parallel play to co-operating with others on completing a task. Use compromise and discussion to resolve conflicts. Demonstrate confidence in their abilities. Attempt to complete tasks before asking for help, persist in completing a challenging task. Know the daily schedule and move to next component easily.</p> <p>Listen to and follow multi-step directions. Use thematic vocabulary in conversations. Use several complete sentences to express thoughts. Use increasingly complex language. Speak within a group. Converse in pairs and small groups. Describe an object. Discuss. Express an opinion. Use prepositions appropriately when speaking. Pay attention while another is speaking. Use appropriate pronoun. Report observations.</p>	<p>Participate in group activities. Respond appropriately to the feelings and ideas of others. Respect differences. Seek help from peers when needed. Come to consensus on conflict resolution. Assume classroom chores without being asked. Make independent decisions. Demonstrate curiosity independently. Show increasing competence with self-care routines. Follow classroom rules and routines.</p> <p>Use increasingly complex language. Discuss. Express an opinion. Use appropriate pronoun. Pay attention while another is speaking.</p> <p>Co-ordinate hand-eye movements. Throw an object in an intended direction. Catch a ball. Manipulate small objects with precision.</p> <p>Segment phonemes in a word; identify initial, final and medial phonemes. Demonstrate awareness of the function of writing. Demonstrate increasing</p>	<p>Demonstrate confidence in abilities. Follow classroom rules and routines. Participate appropriately in co-operative activities. Provide support to peers, offer help to others. Display common manners and customs. Respect differences and come to consensus on conflict resolution.</p> <p>Use increasingly complex vocabulary. Respond to a question in a complete sentence. Speak using several complete sentences to express thoughts. Use increasingly complex vocabulary. Explain directions for completing a task. Make inferences and draw conclusions from stories.</p> <p>Manipulate a small object with precision. Run with increasing control.</p> <p>Sequence story events, retell stories. Identify initial, final and medial phonemes in words. See books as sources of information. Identify letter sounds, blend sounds to read</p>	<p>Come to a consensus on conflict resolution. Initiate interaction. Move from parallel play to co-operating with others on completing a task. Give and receive social support from peers. Know the daily schedule and move to the next component easily. Demonstrate an interest in classroom activities. Demonstrate confidence in their abilities.</p> <p>Use increasingly complex vocabulary. Describe an object. Explain directions for completing a task. Make inferences and draw conclusions.</p> <p>Throw, kick or roll an object in an intended direction. Walk along a line. Manipulate small objects with precision.</p> <p>See books as a source of information. Demonstrate an understanding of conventions of print (identify basic punctuation marks; discriminate visually between individual words and sentences in print). Identify initial, final and medial phonemes in words,</p>
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	<p>Jump forwards, backwards and sideways with control and coordination. Hop several steps forward using either foot. Skip with a rope when assisted by others swinging the rope. Throw, kick or roll an object in an intended direction. Manipulate small objects with precision.</p>	<p>Segment phonemes in a word. Identify letter sounds, and identify initial, final and medial sounds in words. Demonstrate an increasing awareness of the function of writing. Demonstrate increasing facility with the process of writing. Retell stories. Identify book conventions. Discriminate visually between individual words and sentences in print.</p>	<p>Jump forwards, backwards, sideways with control and co-ordination. Hop several steps forward using either foot. Climb up/down equipment.</p>	<p>facility with the process of writing. See books as sources of information. Understand narratives, identify book conventions and identify conventions of print. Identify upper and lower case letters. Begin to decode, read simple phonetically controlled text accurately. Comprehend reading; discriminate visually between different words in print. Demonstrate an interest in writing to communicate.</p>	<p>words. Read simple, phonetically controlled text accurately. Demonstrate interest in writing to communicate. Demonstrate increasing facility with the process of writing.</p>	<p>demonstrate auditory blending, and blend letter sounds to read words. Recognise some sight words. Read with one to one correspondence. Make predictions about stories to be read. Recall facts from stories read. Retell a story they have previously read. Answer higher order questions about the text read. Demonstrate an increasing awareness of the function of writing. Demonstrate an interest in writing to communicate meaning.</p>
	<p>Demonstrate an increasing awareness of the sounds of language. Identify and write upper and lower case letters and numerals. Know the alphabet. Identify and write letter sounds. Blend letter sounds to read words. Read groups of words. Recognise some sight words (own first and last names). Write readable words with approximated spelling. Demonstrate an interest in writing to communicate meaning.</p>	<p>Group and count by 1's to 12. Identify the numbers 1 to 12. Create and name a set of 1-12. Write the numerals 1-12. Count by 10's. Estimate quantity. Collect and record data on a graph over time. Read and interpret data on a graph. Draw conclusions based on graphs and charts.</p>	<p>Recall experiences and stories sequentially, with detail and with accuracy. Demonstrate an understanding of conventions of print – identify basic punctuation marks. Identify book conventions. Demonstrate auditory segmenting, blend sounds to read words. Read simple, phonetically controlled text accurately. Use approximated spelling to write readable words. Demonstrate an increased facility with the process of writing. Demonstrate an interest in writing to communicate meaning.</p>	<p>Compare objects heavier than or lighter than a given object, measure weight using non-standard units. Develop numeric awareness up to 15, create and name a set of 1 – 15. Demonstrate an awareness of numbers as a way to solve problems, Count by 10's. Construct sets of 1 more and 1 less than a given set. Organise objects by weight. Draw conclusions based on graphs and charts.</p>	<p>Identify numbers 1 -15. Order numbers. Create and name sets of 1 – 15. Construct a set of 1 or 2 more and 1 or 2 less than a given set. Represent a model for addition using manipulatives. Count by 10's. Estimate quantity. Analyse and extend a pattern. Solve simple problems. Draw conclusions based on graphs</p>	<p>Create and name sets of 1 – 20 objects. Count in 5's to 100. Read and interpret data using tally marks. Understand basic statistics and probability. Collect and record data over time on a graph. Develop numeric awareness.</p>
	<p>Develop numeric awareness. Create and name sets of 1-10 objects. Name and describe a circle, a square, a rectangle and a triangle. Compare and organise objects by</p>	<p>Observe using all senses. Predict outcomes. Conduct organised experiments. Record observed data. Draw conclusions. Build basic understanding of changes in earth and sky. Demonstrate awareness beyond the</p>	<p>Develop numeric awareness. Create and name sets of 1 – 14 objects. Identify and create a set that is more or less than a given number. Measure capacity using non-standard units. Estimate numbers of</p>	<p>Observe using all senses, predict outcome.</p>	<p>Identify and use basic personal hygiene practices. Collect, describe and record information. Analyse data to draw conclusions. Understand basics of personal safety. Build basic knowledge and understanding of human body systems. Demonstrate an awareness of the local neighbourhood and community. Demonstrate an</p>	<p>Classify objects by multiple physical characteristics. Observe and make discoveries. Draw conclusions based on graphs and charts. Demonstrate awareness beyond the community. Acquire concepts about various</p>

	<p>increasing size. Measure objects using non-standard units.</p> <p>Begin to develop a basic understanding of the properties of objects and materials. Observe, predict, experiment and draw conclusions. Collect, describe, and record information through a variety of means, identify colours. Demonstrate an appreciation of and respect for differences in customs among different cultural groups. Demonstrate an awareness of the roles people play in society. Acquire concepts about various methods of communication. Begin to understand cause/effect relationships. Classify objects by physical characteristics. Make a plan when doing an activity. Observe and make discoveries.</p> <p>Experiment with musical instruments. Enjoy a variety of musical genres and styles. Participate in singing and dancing activities. Experiment</p>	<p>community. Recognise human similarities and differences. Acquire concepts about various methods of communication. Observe and make discoveries.</p> <p>Pretend with objects. Experiment with a variety of art materials. Take on dramatic roles. Participate in singing and chanting activities. Explore creative ways of moving to music. Respond to music with increasingly complex movements.</p> <p> Individual Rights</p>	<p>objects. Copy, extend and create patterns. Understand vocabulary related to positions in space (prepositions).</p> <p>Approach activities with increasing flexibility and imagination. Begin to understand cause and effect relationships. Use senses and tools to investigate the physical world. Demonstrate an appreciation of and respect for differences in customs of varying cultural groups. Identify opposites. Solve simple problems.</p> <p>Approach activities with increasing flexibility and imagination. Participate in dramatic play activities. Experiment with a variety of art materials. Participate in singing and chanting activities.</p> <p> Rule of Law</p>	<p>Explore science tools to discover what they do. Apply learning to a new context. Collect, describe and record information through a variety of means. Demonstrate an awareness beyond the community. Expand understanding about the need to communicate, demonstrate various methods of communication. Become familiar with various forms of transportation, demonstrate knowledge of various purposes of transportation. Classify objects by physical characteristics, observe and make discoveries. Demonstrate early geographic thinking.</p> <p>Pretend with objects. Experiment with a variety of art materials. Take on dramatic roles. Participate in singing and chanting activities. Respond to music with increasingly complex movements.</p> <p> Rule of Law</p>	<p>awareness of the roles people play in society. Tell address and telephone number. Classify objects by physical characteristics. Demonstrate early geographic thinking.</p> <p>Pretend with objects. Participate in singing and chanting activities. Respond to music with increasingly complex movements. Approach activities with increasing flexibility and imagination.</p> <p> Rule of Law</p> <p>Trip- Fire Station</p>	<p>methods of communication. Ask science related questions. Identify selected plants and animals by known characteristics. Describe basic life cycles of selected plants and animals. Demonstrate a basic understanding of seasonal changes. Report observations.</p> <p>Engage in a variety of creative arts. Use arts to represent and express experiences or feelings. Respond to music with increasingly complex movements.</p> <p> Equality</p>
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with a variety of art materials. Identify similarities and artistic representations. Pretend with objects. Approach activities with increasing flexibility and imagination.



Equality

EYFS LONG TERM PLANNING OVERVIEW

Reception Theme	City Gardens, Country Farms- Summer 1 Week 26 & 27 Week 28- Assessment Week Week 29- Healthy Eating and VE day	Fur and Feathers Summer 1 Week 30 & 31 Week 32- Assessment Week	Water Wonders Summer 2 Week 33- World Environment Day Week 34 & 35	Earth Day is Every Day Summer 2 Week 36 & 37	Transition And Assessment Summer 2 Week 38 & 39
Theme Concept	Some plants grow from seeds. Each part of a plant has a name. Plants need soil, sun and water and care to grow. There are different types of gardens. Gardens can be planted anywhere there is soil, sun and water. Many people enjoy the fruits of gardens. Crops from gardens or farms are sources of food for people and animals. People work on farms. Animals are found on farms. Some food products come from farm animals. Everyone depends on farmers.	Some animals make good pets. Pets need special care. Pets and people have special feelings for each other. Some animals do not make good pets and need to live in the wild. Animals from all over the world can live in zoos. Mammals have backbones and hair, and they breathe air. Mammals give birth to and nurse their young. Birds and mammals have different characteristics. Each animal species has a habitat that best suits its needs. There are many animal species in the world.	Fish owners need to be knowledgeable about fish to properly care for them. Specialised anatomy allows fish to live in water. There are a variety of sizes, shapes and colours among fish species. Fish and other creatures live in bodies of water all over the world. Fish are a vital link in the food chain. All living things need water. Water is used in many ways to sustain life and to do tasks. Water is found in three states: liquid, solid or vapour. Water recycles naturally from Earth's surface to the atmosphere and back to Earth. We have the ability and the important responsibility to care for water.	Earth has a wide variety of landforms and environments. Plants, animals and people live together on Earth. Trees are vital to a healthy environment and are an important natural resource. We use many products made from natural resources in our homes and schools. To stay healthy, all people, plants and animals need clean environments. There are natural resources on and below Earth's surface. Reusing products helps conserve natural resources and reduce the volume of rubbish. Recycling used products helps conserve natural resources and reduce the volume of rubbish. Composting biodegradable material	Trip- Wonderland

				reduces rubbish and produces fertile soil. Everyone can help keep Earth's environment clean and healthy.	
<p>EYFS Assessment outcomes</p> <p>Subject Key:</p> <p>PSED</p> <p>CL</p> <p>PD</p> <p>Literacy</p> <p>Maths</p> <p>UW</p> <p>EAD</p>	<p>Assume classroom chores without being asked.</p> <p>Participate actively in classroom activities, and demonstrate curiosity.</p> <p>Co-operate with others on completing tasks.</p> <p>Respect differences.</p> <p>Seek help from peers when needed.</p> <p>Provide support to peers.</p>	<p>Connect consequences to their actions.</p> <p>Demonstrate confidence in their abilities.</p> <p>Assume classroom chores without being asked.</p> <p>Take turns and share.</p> <p>Respect differences.</p> <p>Participate in group activities.</p> <p>Respond appropriately to the feelings of others.</p>	<p>Come to consensus on conflict resolution.</p> <p>Take turns and share.</p> <p>Make friends with peers.</p> <p>Seek help from peers when needed.</p> <p>Provide support to peers.</p> <p>Express feelings appropriately.</p> <p>Develop confidence in their abilities.</p> <p>Follow classroom rules and routines.</p>	<p>Come to a consensus on conflict resolution.</p> <p>Participate in group activities.</p> <p>Respond appropriately to the feelings of others.</p> <p>Express feelings appropriately with words.</p> <p>Follow classroom rules and routines</p> <p>Assume classroom jobs without being asked.</p>	
	<p>Use increasingly complex vocabulary.</p> <p>Speak within a group.</p> <p>Describe an object.</p> <p>Respond to a question in a complete sentence.</p> <p>Report observations.</p> <p>Make inferences and draw conclusions from stories.</p> <p>Pay attention while another is speaking.</p>	<p>Use increasingly complex vocabulary.</p> <p>Understand and use prepositions appropriately.</p> <p>Elaborate on responses with justifications.</p> <p>Ask questions leading to discussions.</p> <p>Listen attentively to stories.</p> <p>Make predictions about stories.</p> <p>Pay attention while others speak.</p>	<p>Use increasingly complex vocabulary.</p> <p>Speak within a group.</p> <p>Describe an object.</p> <p>Respond to a question in a complete sentence.</p> <p>Report observations.</p> <p>Respond to a question in a complete sentence.</p> <p>Produce rhyming words.</p>	<p>Use increasingly complex language.</p> <p>Describe an object.</p> <p>Respond to a question in a complete sentence.</p> <p>Speak in complete sentences using descriptive words.</p>	
	<p>Throw, kick or roll an object in the intended direction.</p> <p>Manipulate small objects with precision.</p>	<p>Will run, hop, skip and jump with increasing facility.</p> <p>Co-ordinate hand movements.</p>	<p>Jump forwards, backwards and sideways with control and co-ordination.</p> <p>Co-ordinate hand-eye movements.</p>	<p>Jump forwards, backwards and sideways with control and co-ordination.</p> <p>Climb up/down equipment.</p> <p>Manipulate small objects with precision.</p>	
	<p>Demonstrate auditory blending; identify</p>		<p>Identify book</p>	<p>Demonstrate an increasing awareness of the sounds of</p>	

	<p>initial, final and medial phonemes in words. Demonstrate an increasing facility with the process of writing. See books as sources of information, identify book conventions. Blend sounds to read words, read simple, phonetically controlled text accurately. Recognise some sight words, retell stories. Discriminate visually between individual words and sentences in print. Demonstrate an interest in writing to communicate. Write readable sentences with approximated spellings.</p>	<p>Identify initial, final and medial phonemes in words. Demonstrate an increasing awareness of the function of writing. Blend sounds to read words. Read some sight words. Read groups of words. Recall facts from a story previously read. Retell a story previously read. Answer higher order questions about text previously read. Explore books independently.</p>	<p>conventions. Identify letter sounds, blend sounds to read words. Read simple, phonetically controlled text accurately. Understand narrative, identify story elements. Demonstrate an increasing facility with the process of writing. Retell a story with increasing accuracy and detail.</p>	<p>language. Identify initial, final and medial phonemes in words. Demonstrate auditory segmenting. Demonstrate an understanding of conventions of print: identify basic punctuation marks, identify book conventions. Blend sounds to read words. Read some sight words. Make predictions about stories to be read. Answer some higher order questions about text read. Retell a story with increasing accuracy and detail. Demonstrate an increasing facility with the process of writing. Demonstrate an interest in writing to communicate meaning.</p>	
	<p>Represent a model for addition and subtraction using manipulatives. Identify and use the pence sign. Identify and name 1p, 2p, 5p, 10p coins. Find the value of a set of coins. Match coin amounts to pence.</p>	<p>Determine fair shares. Identify halves, thirds, quarters. Identify time of day. Compare lengths of time. Identify parts of a clock. Tell time to the hour. Identify equal parts of a whole. Understand vocabulary related to position in space.</p>	<p>Count on from a given number. Count back from a given number. Name missing numbers on a line. Order a set. Identify numbers 1-20. Order objects in sequence related to size, space.</p>	<p>Predict outcomes. Record observations. Explain knowledge of basic environment and nutritional needs of selected plants and animals. Begin to develop a basic understanding of the properties of objects and materials e.g. solids, liquids and gases. Begin to understand cause and effect relationships. Draw conclusions based on graphs and</p>	
	<p>Predict outcomes. Observe, using all senses. Conduct organised experiments. Apply learning to a new context. Record observed data.</p>	<p>Demonstrate an awareness beyond the community. Identify roles of parents, grandparents</p>	<p>Begin to understand</p>	<p>Name and identify objects with ordinal number names. Practise writing the numbers 1 to 20. Create and name sets for 1 to 20. Estimate and count quantities.</p>	

	<p>Draw conclusions. Identify selected plants by known characteristics. Describe the basic life cycle of selected plants. Demonstrate an awareness of the local neighbourhood and the community; demonstrate an awareness of the roles people play in society. Classify objects by physical characteristics. Observe and make discoveries.</p> <p>Explore creative arts materials. Take on dramatic roles. Approach activities with increasing flexibility and imagination. Dramatise buying, selling, and manufacturing.</p> <p> Rule of Law Trip to the Farm</p>	<p>and siblings. Identify selected animals by known characteristics. Expand their knowledge of the basic environment and nutritional needs of animals. Collect and describe information. Classify objects by physical characteristics, classify by an increasing number of characteristics. Distinguish between imaginary and real situations. Respect the natural world and its resources. Ask scientific questions.</p> <p>Compare and contrast artistic representations.</p> <ul style="list-style-type: none"> • Explore creative ways of moving to music. • Sing and perform movements. • Pretend with objects. • Experiment with a variety of art materials. • Take on increasingly complex dramatic roles. • Dramatise buying, selling, using currency. <p> Rule of Law</p>	<p>charts. Classify by multiple characteristics. Observe and make discoveries. Demonstrate an appreciation of and a respect for differences in customs of varying cultural groups.</p> <p>Participate in singing and chanting activities. Approach activities with increasing flexibility. Explore creative art materials. Take on dramatic roles. Dramatise buying, selling and manufacturing.</p> <p> Individual Rights</p>	<p>issues of how society causes environmental changes. Demonstrate an awareness of the local neighbourhood and community. Develop an awareness of different geographic locations. Develop an awareness of other environments. Develop a basic understanding of the properties of Earth's materials. Distinguish between natural objects and objects made by humans. Observe, predict, experiment and draw conclusions. Record observed data through a variety of means. Classify objects by physical characteristics. Observe and make discoveries. Demonstrate early geographical thinking. Draw conclusions based on graphs and charts.</p> <p>Experiment with a variety of art materials. Approach activities with increasing flexibility and imagination. Pretend with objects.</p> <p> Mutual</p>	
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