

# Reception Long Term Plan 2023 - 2024



## The EYFS curriculum at Lanchester EP

### Overarching, statutory guiding principles

Four guiding principles shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
  - children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
  - importance of **learning and development**. Children develop and learn at different rates.

### The EYFS curriculum at Lanchester EP Primary School is designed around four key principles:

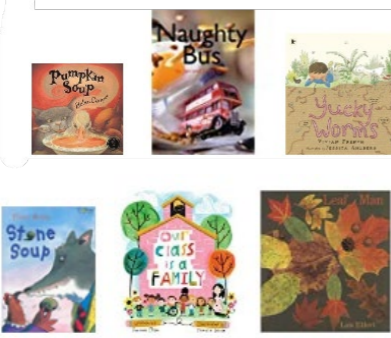

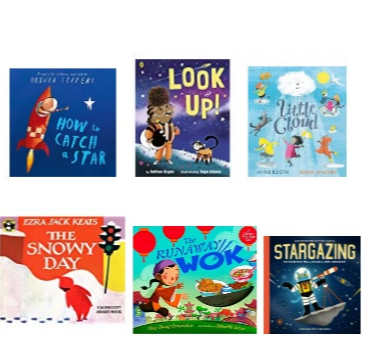



- our agreed curriculum goals
- a set of core books, songs & rhymes
- a language rich environment
- a range of stimulating experiences which link into our local community.

### The EYFS curriculum at Lanchester EP is delivered through:

- Well-planned and purposeful play-based activities.
- Teacher-directed lessons and learning activities.
  - Child-led activities.
- Well-resourced indoor and outdoor learning areas.
- Ensuring continuity and progression of learning through skills development and sequenced experiences.
  - Opportunities for exploration, allowing time for children to become immersed in their play.
- Thoughtful interactions and support from adults who know the children well and are able to plan for, and put into place, the next steps in their learning.



# Reception Long Term Plan 2023 - 2024

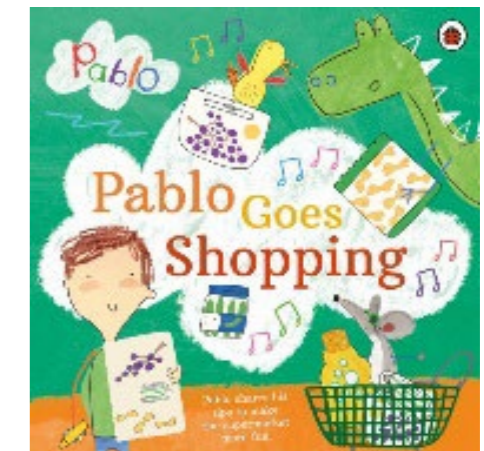
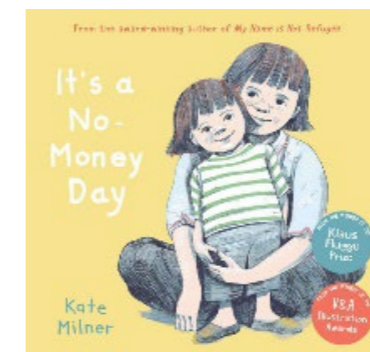
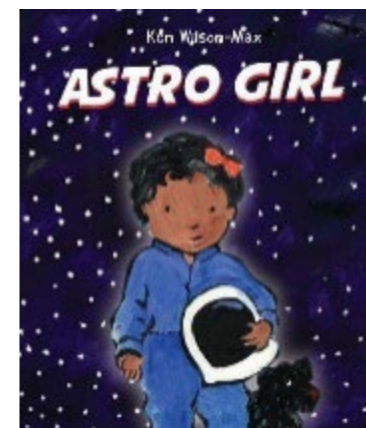
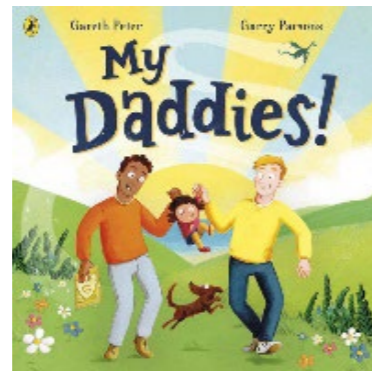
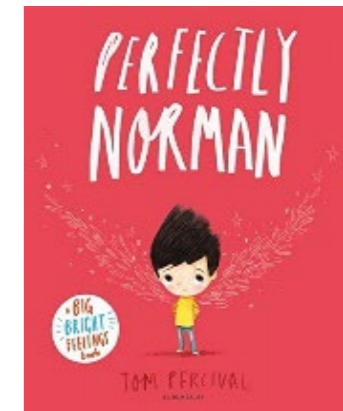
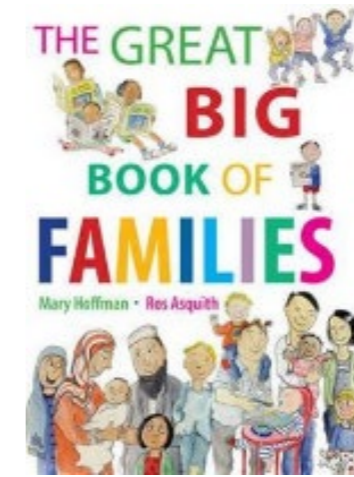
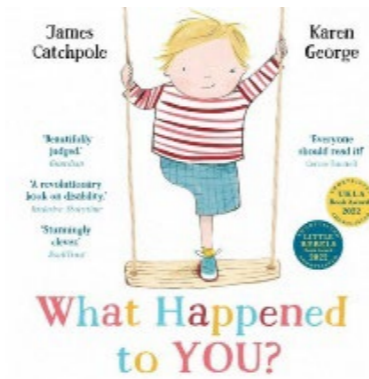
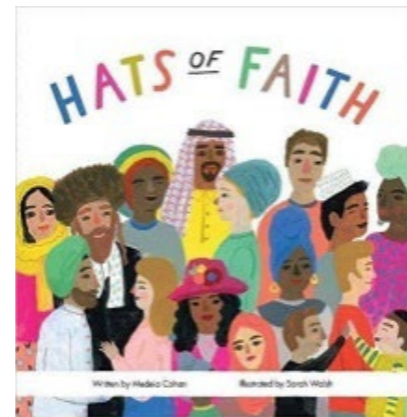
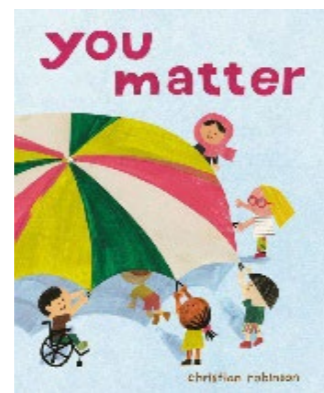
| EYFS                         | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|------------------------------|---|---|---|---|---|---|
| <b>Themes</b>                | <p>Reception<br/>What makes me me!</p> <p>Autumn – discussing seasonal changes</p>  | <p>Autumn – hibernation</p> <p>Advent/ Christmas</p>  | <p>The sun and the moon</p> <p>Feed the birds</p>   | <p>Lovely Lanchester</p> <p>Easter</p>  | <p>Life cycles</p> <p>Wild animals</p> <p>Pets</p>                                    | <p>Keeping healthy</p> <p>The environment under the sea</p>                           |
| <b>Special Occasions</b>     | <p>Harvest</p>  | <p>Bonfire night<br/>Diwali<br/>Remembrance Day<br/>Christmas<br/>Road Safety Week<br/>World Nursery Rhyme Week<br/>Children in Need</p>  | <p>Lunar New Year<br/>Pancake Day<br/>Bird Watch<br/>National storytelling week<br/>Valentine’s Day<br/>Children’s mental health week</p> | <p>Easter<br/>St David’s Day<br/>World Book Day<br/>Red nose<br/>Mother’s Day<br/>Eid/Ramadan</p> | <p>Earth Day</p>  | <p>Father’s Day<br/>Sports Day<br/>Move up Day<br/>World Ocean Day</p>                |
| <b>Community experiences</b> | <p>Autumn walk - collecting Autumn items</p> <p>Village walk</p>                    | <p>First Stay and Play session<br/>Cultural links for staff and children</p> <p>Remembrance Day – visit to War Memorial</p> <p>Winter Wonderland</p> <p>Christmas show in school</p> <p>Art gallery</p> | <p>Food from other cultures<br/>Shop visit<br/>Library trips</p>  | <p>Easter Stay and Play<br/>Fire brigade/ police visit<br/>Library trips</p>                      | <p>Dentist visit<br/>Farm trip<br/>Zoo trip</p>                                       | <p>Sports Day/Big Toddle<br/>Family beach trip</p>                                    |
| <b>Core Texts: Reception</b> |  |   |    |              |  |  |



# Reception Long Term Plan 2023 - 2024

|                  |  |   |   |  |  |   |
|------------------|--|---|---|--|--|---|
| Poems and rhymes | <p>If you're happy and you know it<br/>Monday's Child<br/>Polly put the kettle on<br/>The Animal Fair<br/>The Muffin Man</p> | <p>Five Little Men in a Flying Saucer<br/>Pease Pudding Hot<br/>Ten in the Bed<br/>Hey Diddle Diddle<br/>10 Green Bottles</p> | <p>One, Two Buckle my shoe<br/>Sing a Song of Sixpence<br/>Old King Cole<br/>This Old Man<br/>There was an old woman who swallowed a fly...</p> | <p>Mary had a little lamb<br/>Dingle, Dangle Scarecrow<br/>The Grand Old Duke of York<br/>5 Speckled Frogs<br/>Mary, Mary Quite Contrary</p> | <p>London Bridge<br/>Little Miss Muffet<br/>Down in the Jungle<br/>I had a little nut tree<br/>10 fat sausages</p> | <p>5 Little Monkeys<br/>The Queen of Hearts<br/>Apples and Bananas<br/>Bobby Shaftoe<br/>Oranges and Lemons</p> |
|                  | <p><u>Poetry basket</u><br/>Leaves are falling<br/>A basket of apples<br/>Five little pumpkins</p>                           | <p><u>Poetry Basket</u><br/>I'm a T-rex<br/>Oh, dinosaur!<br/>Things I can do</p>   | <p><u>Poetry Basket</u><br/>Carrot Nose<br/>Icicles<br/>Gravity<br/>Five little astronauts</p>  | <p><u>Poetry Basket</u><br/>Flowers<br/>Rain<br/>Tadpole<br/>Five little Owls</p>  | <p><u>Poetry Basket</u><br/>Creepy crawlies<br/>Buster the fly<br/>Digging<br/>Wild Beast</p>                      | <p><u>Poetry Basket</u><br/>A grain of sand<br/>Holiday<br/>Ice cream<br/>The tide</p>                          |

Books we will share to support children's understanding of diversity and inclusion:



# Reception Long Term Plan 2023 - 2024

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| <b>PSED</b>                               | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|   | Settling in<br>Making friends<br>To describe how we feel and why we feel that way.<br>Talk freely about their own home and community. Seek out a familiar adult for comfort, help and assistance.                      | To form positive relationships with other children when working together.<br>Recognise that they belong to different communities and social groups.<br>See themselves as a valuable individual. Can talk about what they can do well and what they need help with. | To express their feelings and to consider the feelings of others. Begin to think about the perspectives of others.  | To share ideas about how we can help others and show that we care. To develop ways to solve problems. To explore feelings and experiences that make us feel certain emotions.              | To learn about road safety rules and look at the important clothing people have to wear when travelling on certain modes of transport.   | To talk about changes and prepare ourselves for the big transition of getting ready for Year 1!  |
| <b>SCARF</b>                              | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|   | What makes me special<br>People close to me<br>Getting help  | Similarities and difference<br>Celebrating difference<br>Showing kindness  | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe   | Looking after things: friends, environment, money  | Keeping by body healthy – food, exercise, sleep<br>Growth Mindset  | Cycles<br>Life stages<br>Girls and boys – similarities and difference  |
| <b>Communication and Language</b>         | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|   | Joining in with repeated refrains in stories<br>Modelling social phrases throughout the day.<br>Asking and answering 'who' questions'<br>1:1 discussions<br>Retelling the story 'Stone Soup'<br>Learn rhymes and songs | Understand how to listen carefully and why<br>Discussing key events in a story<br>Asking and answering 'when' questions<br>Small group discussions<br>Using present tense<br>Retelling the story 'The Magic porridge pot'<br>Using new vocabulary through the day  | Identifying main characters in a story<br>Asking and answering 'where' and 'how' questions<br>Small group discussions<br>Using connectives to join ideas<br>Retelling the story 'The White Mitten'<br>Story invention – Tales Toolkit<br>Ask questions to find out more and to check they understand what has been said to them | Linking events in a story to own experiences<br>Asking and answering 'why' questions<br>Whole class discussions<br>Using past tense<br>Retelling the story 'The Little Red Hen'            | Sequence story/real life events in detail<br>Hot seating<br>Whole class discussions<br>Using future tense<br>Retelling the story 'Jack and the Beanstalk'                              | Listening and attention skills<br>Asking and answering 'what' questions<br>1:1 discussions<br>Retelling the story 'The three little pigs'<br>Use of past, present and future forms in speech.<br>Instructions with several ideas or actions. |
| <b>PE sessions (taught by specialist)</b> | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|   | Movement<br><br>Cooperation games e.g. parachute games.<br>Climbing – using large equipment and climbing wall<br>Different ways of moving to be explored.<br>Regular reminders about thorough handwashing & toileting. | Ball Skills 1<br><br>Ball skills- Throwing and Catching. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.<br>Regular reminders about thorough handwashing & toileting.  | Gymnastics/dance<br><br>. Dance - Moving to music.<br>Gymnastics – Balance<br>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.  | Ball Skills 2<br><br>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. | Striking Skills<br><br>Changing for PE – dressing and self-help skills.<br>Obstacle activities - children moving over, under, through and around equipment.<br>Dance - Moving to music | Athletics<br><br>Races/team games involving gross motor movements.<br>Skipping ropes in outside area.  |

# Reception Long Term Plan 2023 - 2024

| Literacy  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|--|---|---|---|---|---|
| <b>Word reading</b>   | Sounds-Write Units 1,2,3,4,5,6<br>CVC structure  |   | Sounds-Write Units 7,8,9<br>CVCC, CCVC structure  |   | Sounds-Write Units 10, 11 plus oo, ee, ay<br>CCVCC, CVCCC, CCCVC structure  |   |
| <b>Writing</b><br><br><b>TFW used as stimulus across the year</b><br><br><b>Texts may change due to children's interests</b>                                      | Drawing & labelling<br>Writing my name<br>Dominant hand<br>Tripod grip Mark making<br>Giving meaning to marks<br>Shopping lists<br>Writing initial sounds and simple captions<br>Instructions for Stone Soup | Writing initial sounds<br>Writing CVC words<br>Writing everyday words such as I, me, my, like, to, the<br>Story scribing<br>Retelling Stories<br>Sequence the story   | Rhyming words/sentences<br>Instructions<br>Captions<br>Writing recipes, lists.<br>Tales Toolkit recording, shuffle book.<br>Labels and captions using CVC, CVCC, CCVC words.<br>Guided writing based – short sentences. | Writing phrases<br>Creating own story maps,<br>Writing captions and labels<br>Writing simple sentences<br>Order core texts<br>Character descriptions<br>Instructional Writing | Sequencing stories Writing sentences Describing characters Writing from a character's perspective<br>Writing letters<br>Applying phonics to plausibly spell<br>Rhyming words<br>Using finger spaces | Writing instructions Writing predictions Writing descriptions Beginning to use full stops and capital letters correctly               |
| Maths   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
| <b>(White Rose Mastering Number)</b><br><br><b>Subitising</b><br><br><b>Cardinality, counting and ordering</b><br><br><b>Composition</b><br><br><b>Comparison</b> | X2 weeks: baseline/getting to know you<br>Matching<br>Sorting<br>Comparing amounts<br>Compare size/mass/capacity<br>Exploring patterns   | Representing and comparing 1,2,3<br>Composition of 1,2,3<br>Circles and triangles & Spatial awareness<br>The number 4/ The number 5<br>One more one less<br>Comparing shapes<br>Night and day (routines/time) | Zero and comparing numbers to 5<br>Composition of 4 and 5<br>Mass and capacity<br>Learning about 6,7 and 8<br>Pairs and combining groups to 10<br>Length and height   | 9 and 10<br>Comparing numbers to 10<br>Number bonds to 10 (2 weeks)<br>3D shape<br>Consolidation (respond to what they need more support with)                                | Building numbers beyond 10<br>Counting patterns/spatial reasoning<br>Adding more x2 weeks<br>Taking away x2 weeks   | Doubles<br>Sharing and grouping<br>Odd and Even<br>Spatial reasoning<br>Deepening understanding x2 weeks<br>Patterns<br>Consolidation |
|   | Within 3   | Within 5  | 5 and more<br>Conceptual subitising   | Doubles   | When to subitise Different arrangements   | Consolidation   |
|   | Counting sequence<br>Cardinality<br>1:1 correspondence   | Cardinality of 5<br>Dice patterns<br>Numerals to 5  | Counting beyond 20 Show me (fingers) Link cardinality to numeral  | Within 10<br>Counting Pattern beyond 20   | Beyond 20   |   |
|   | Within 4   | Whole and Part  | Within 6 Hidden parts 5 and a bit   | Odd and Even Composition of numbers to 10.  | Composition of numbers to 10.   |   |
|   | More than<br>Fewer than  | Matching  | Equal and unequal   | "howmanyness" of a number Position of numbers   | Order sets  |   |



# Reception Long Term Plan 2023 - 2024

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|--|--|--|---|---|--|
| <b>Understanding the World</b>                 | <p>Comment on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Beginning to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about what they do with their family and places they have been with their family.</p> <p>Draw similarities and make comparisons between other families..</p> <p>Looking at seasonal changes – what happens in Autumn?</p> | <p>Learning about the dark – nocturnal animals and people who work at night.</p> <p>Seasonal changes – hibernation.</p> <p>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</p> <p>Talk about significant events in my own experience.</p> <p>Talk about why things happen: making soup</p> <p>Describe special times or events for family or friends.</p> | <p style="text-align: center;">Weather</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Celebrate Chinese New year</p> <p>Seasonal changes – cold weather.</p> <p>Identifying places in the world where it is cold.</p> <p>Looking at our solar system.</p> <p>Notable people – Neil Armstrong.</p> | <p>Our local area – Lovely Lanchester!</p> <p>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>I can describe special events (Easter)</p> <p>Seasonal changes – signs of spring.</p> | <p>Growth &amp; Change: frog life cycle.</p> <p>Growing plants – observational drawings, naming parts of a plant/flower.</p> <p>Understanding what plants need to grow.</p> | <p>Materials: Floating / Sinking – boat building</p> <p>Seasides long ago – Magic Grandad</p> <p>compare and contrast past and present</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Pollution.</p> <p>Seasonal changes – summer.</p> <p>Staying safe in the sun.</p> |
| <b>Computing – links to Barefoot computing</b> | Awesome Autumn   | Busy Bodies  | Winter Warmers   | Super Space/Springtime  | Boats Ahoy  | Summer Fun   |
| <b>RE</b>                                      | <p>Let’s find out about Harvest in a church.</p> <p>Let’s find out about Shabbat.</p>  | <p>Let’s find out about the Christmas story.</p> <p>Let’s find out about Christmas celebrations in churches.</p>   | <p>Let’s find out about holy books (e.g. the Qur’an, the Torah, the Guru Granth Sahib).</p> <p>Let’s hear some stories Jesus told (Lost Sheep, Lost Coin).</p>   | <p>Let’s find out about Easter celebrations in churches.</p> <p>Let’s find out about Holi.</p>  | <p>Let’s find out about Diwali.</p> <p>Let’s find out how babies are welcomed around the world (including Christian Baptism).</p>   | <p>Let’s find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupa).</p>   |

# Reception Long Term Plan 2023 - 2024

|                  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|------------------|---|--|--|--|---|---|
| <b>EAD</b>       | Role play opportunity: Doctor/dentist/optician  | Role play opportunity: Post Office/ Nativity/ Toy Shop   | Role play opportunity: Space Station/ Weather station (meteorologist link)                               | Role play opportunity: Bakery/ Police Station  | Role play opportunity: Garden Centre/ Vets Surgery  | Role play opportunity: Seaside shop/café/ice cream parlour  |
| <b>Role play</b> |   |  |  |  |   |   |
| <b>Music</b>     | Beat: Experience moving together with another person<br>Beat: Upper body seated activity clapping games   | Beat: Walking a steady beat<br>Beat: Playing a steady beat on an instrument  | Rhythm: Clap the rhythm of known rhymes<br>Rhythm: Recognise a rhyme by humming/ tapping the rhythm      | Rhythm: Unknown rhythm patterns – children improvises patterns from a picture book – children echo back<br>Differentiate beat and rhythm           | Singing Skills – speaking voice and singing voice - develop to solo singing<br>Singing Skills – pitch matching<br>Inner Hearing                   | Concept Pairs Loud/quiet (Dynamics)<br>Concept pairs Fast/ slow (Tempo)<br>Concept pairs Higher/ lower (Pitch)                      |
| <b>Art</b>       | Self portraits<br>Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures – transient art<br>Mixing colours and exploring textures | Linking colours to festivals.<br>Firework pictures.<br>Rocket models.<br>Christmas decorations, Christmas cards, Divas.                | Winter pictures and scenes.<br>Chinese New Year – lanterns<br>Colour mixing cool colours                 | Spring pictures.<br>Flower painting/drawing.<br>Fruit and veg painting – Arcimboldo  | Collage – Matisse<br>3D paper/card work   | Summer pictures.<br>Junk modelling sea creatures  |
|                  | Food Technology: Soup<br>Pupils explore between fruits and vegetables using their senses.   | Structures: Junk Modelling – exploring temporary and perinate join techniques<br>Product: Hibernation Boxes (link to seasonal project) | Textiles: Bookmarks<br>Pupils will practise threading and weaving techniques using a range of materials. | Seasonal Project: Spring Flower Threading<br>Pupils to create a Spring flower pattern using a range of techniques, tools and materials (eg. wool). | Food Technology: Design and create a rainbow salad.<br>Pupils explore what it means to have a a balanced healthy diet and create a rainbow salad. | Structures: Boats<br>Children explore ‘sinking’, ‘floating’, and ‘waterproof’. Pupils make predictions then create their own boats. |
| <b>DT</b>        | Pupils will listen to ‘The Best Pumpkin Soup’ and discuss key ingredients. Then as a class, they will develop a coup recipe.<br>Product: Vegetable Soup                 |  | Product: Bookmark for their phonics readers.   | Product: Threaded Spring Flower Pattern  | Product: Healthy Salad  | Product: Boat   |