
 Pensilva Primary School

EYFS Long Term Plan 2023/2024 – Reception

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| Autumn 1Me and My World | Autumn 2Light and Dark | Spring 1Travelling the World | Spring 2Who’s Growing in the Garden? | Summer 1Healthy Me - Olympics | Summer 2Let’s make a splash! |
| Significant eventsHarvestBaseline assessments  | Significant eventsDiwaliHalloweenBonfire NightChristmas | Significant eventsChinese New Year | Significant eventsEaster Service | Significant events | Significant eventsSports day |
| Assessment weekBaseline – 18th Sep16th Oct  | Assessment week11th Dec | Assessment week5th Feb | Assessment week18th Mar | Assessment week20th May | Assessment week8th Jul |
| Visits/VisitorsPensilva Growing Project | Visits/Visitors | Visits/VisitorsPensilva ChurchVillage walk – local environment | Visits/VisitorsPensilva Growing Project  | Visits/Visitors | Visits/VisitorsBeach trip |
| Topic General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provisionStarting school/My new class and expectations New Beginnings/My family Who lives in my home?Where do I live?Local environmentAll about me – my favourite toy, food, game etcHarvest, making soup and bread | Topic General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provisionHalloweenBonfire NightDiwlaiLight and Dark Nocturnal animalsChristmas | Topic General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provisionAround the Town/World - How do I get there? Where in the world have you been? Where do we live in the UK/world? Vehicles past and present Design your own transport Differences between own country and other countries | Topic General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provisionPlants & Flowers Animal life cyclesWeather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy | Topic General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provisionThe OlympicsDifferent sportsHow to be healthyHealthy foodActive bodiesPersonal hygieneLife processes | Topic General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provisionWaterThe seaRock poolingComparisons with different coastlinesBoats |
| Key Texts-The Colour Monster-The Big Book of Families-This is my family-Home-The Can Caravan-Goldilocks and the three bears-A squash and a squeeze-The Enormous Turnip- Britannica First Big Book of Why – Sally Symes  | Key TextsWhatever NextEach Peach Pear PlumOi FrogWe’re going on a Bear HuntRama and SitaThe NativityThe Jolly Christmas Postman | Key TextsWha me mudder do - Grace Nichols [Wha me mudder do | Centre for Literacy in Primary Education (clpe.org.uk)](https://clpe.org.uk/poetry/poems/wha-me-mudder-do) (Poetry)Coming to EnglandDragon Noodle PartyThe Runaway WokNon – Fiction P is for Passport The Journey World Atlases   | Key Texts*Non-chronological reports  - Roots, Stems, Leaves and Flowers: All About Plant Parts – Ruth Owen*Explanations How to grow cress Recount (Diary entry for growing cress)The Tiny SeedOliver’s Vegetables | Key Texts*Film narrative* Tuesday – David Wiesner Owl Babies – Martin Waddell [Owl Babies (Channel 4) - YouTube](https://www.youtube.com/watch?v=bXP66T2wp-k)  PoetryThe Great Big CuddleInformation texts about sports and The Olympics | Key TextsSignificant authors Julia Donaldson – Tiddler, The snail and the whale.Under the Sea World Atlases Information texts about sea life and water.  |
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| Jigsaw-Being me in my community. Settling in making friends To be confident when making new friends. To describe how we feel and why we feel that way. To share with other children. Understanding school/classroom rules and responsibilities Learn about the Colour Monster |

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| Jigsaw- Celebrating Difference To form positive relationships with other children when working together.To develop ways to solve problems when they arise.To recognise what makes us unique.  |

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| Jigsaw-Dreams and Goals To express their feelings and to consider the feelings of others. Begin to think about the perspectives of others.  |

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| Jigsaw- Healthy Me 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.  |

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| Jigsaw-Relationships To learn about road safety rules and look at the important clothing people have to wear when travelling on certain modes of transport.  |

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| Jigsaw- Changing Me To talk about changes and prepare ourselves for the big transition of getting ready for Year 1!  |

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| PDFine motor skills – Fine Motor Activities - Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip Name Writing Holding their knife and fork correctly.Zipping up their coat independently.Gross motor skills – Cooperation games i.e, parachute games. Climbing – Outdoor equipment/Park Visit Different ways of moving to be explored. Changing for PE/Help individual children to develop good personal hygiene. Regular reminders about thorough handwashing & toileting | PDFine motor skills – Fine Motor activities - Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Holding their knife and fork correctly.Zipping up their coat independently.Gross motor skills – Ball skills- Throwing and Catching. Climbing - Crates play Skipping ropes in outside area. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows & prams. | PD Fine motor skills – Fine Motor activities - Threading, cutting, weaving, playdough. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small itemsButton clothing Cutting with scissors independently.Gross motor skills – Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Dance - Moving to music. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows & prams. | PDFine motor skills – Fine Motor activities - Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Begin to cut along a straight line with scissorsGross motor skills – Gymnastics – Balance, children moving with confidence. Obstacle course equipment in outside area for children to climb, balance, jump on and over. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | PDFine motor skills – Fine Motor activities - Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Begin to cut along a curved line, like a circle with increasing control.Gross motor skills – Obstacle course equipment in outside area for children to climb, balance, jump on and over. Understand the differences between healthy foods and unhealthy foods.Teach about how our body feels when it is working hard – heart beating fast, out of breath and how this is a good feeling. Sports day activities practice and running races.  | PDFine motor skills – Fine Motor activities - Threading, cutting, weaving, playdough. Form all letters correctly Given opportunities to draw recognisable shapes/pictures  Colour inside the lines of a picture with increasing control.Gross motor skills – Team games/races.  |
| ComprehensionJoining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand we read English text from left to right and from top to bottom.Engage in extended conversations about stories, learning new vocabulary.Listen with intent and understand what is being said.  | Comprehension Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books | ComprehensionMaking up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read and understand simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | ComprehensionRe-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.Develop their own narratives and explanations by connecting ideas or events. | ComprehensionRetell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story Can draw pictures of characters/ event / setting in a story.  | ComprehensionCan draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a nonstory- it gives information instead.Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. |
| ReadingPhonics Sounds: RWI Set 1 whole class. Reading Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Children to read the sounds speedily. This will make sound blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | ReadingPhonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration. Reading: Knows that print is read from left to right. Reading: Spotting diagraphs in words. Show children how to touch each finger as they say each sound. Reading: For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | ReadingPhonic Sounds: RWI Differentiated Groups/Ditties Reading: Rhyming strings, common theme in traditional tales Reading: identifying characters and settings. Reading: Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Reading: Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’ | ReadingPhonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words. | ReadingPhonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Reading (Fred in your head) Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.  | ReadingPhonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading: Reading CVCC and CCVC words confidently. |
| WritingDominant hand Tripod gripMark making Name Writing Giving meaning to marks LabellingSequencing instructions for bread making.Shopping lists Writing initial sounds and simple captions.Use initial sounds to label characters/images. Names Labels Captions Lists | WritingName writing. Labelling, using initial sounds. Story scribing. Retelling stories in writing area.Help children identify the sound that is tricky to spell. Sequence stories. Letter writing to Father Christmas, using pictures and initial sounds. Begin to write simple sentences with finger spaces. | WritingWriting some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context, using finger spaces, capital letters and full stops. Create a story board. | WritingLabelling & creating own story maps.Writing captions and labels.Writing simple sentences with increasing independence, focussing on finger spaces, capital letters and full stops. Writing short sentences to accompany story maps.Labels and captions for vehicles/countries | WritingWrite new version of stories. Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words.Sentence writing to include capital letters, finger spaces, full stops and correct letter formation.Rhyming words. Acrostic poems | WritingLabelling Story writing. Writing sentences using a range of tricky words that are spelt correctly. Using full stops, capital letters and finger spaces with increasing accuracy, independently. Innovation of familiar texts. Using familiar texts as a model for writing own stories. Character descriptions Write three sentences – B, M & E for story writing. |
| MathsRepresenting 1,2 & 3I can identify representation of 1,2 & 3.I can subitise or count to find out how many and make their own collections of 1.2 & 3 objects. I can match number names we say to numerals and quantities for 1,2 &3. I can count up to 3 objects in different arrangements using 1:1 correspondence. I can us my own mark making to represent 1,2 & 3. Composition of 1,2 & 3 I can begin to understand the idea that all numbers are made-up of small numbers. I can explore and notice the different compositions on 1 and 3.  I can find one more or one less from a group of up to 5 objects. Numbers to five – 4 & 5 I can count on and back to 4 and 5.I can count or subitise sets of up to 4 or 5 objects. I can match the number names to numerals and quantities for 4 & 5. I can say which sets have more and fewer items. I can represent up to 5 objects on a five frame and understand that if the frame is full there are five. | MathsRepresenting 1,2 & 3I can identify representation of 1,2 & 3.I can subitise or count to find out how many and make their own collections of 1.2 & 3 objects. I can match number names we say to numerals and quantities for 1,2 &3. I can count up to 3 objects in different arrangements using 1:1 correspondence. I can us my own mark making to represent 1,2 & 3. Composition of 1,2 & 3 I can begin to understand the idea that all numbers are made-up of small numbers. I can explore and notice the different compositions on 1 and 3.I can find one more or one less from a group of up to 5 objects. Numbers to five – 4 & 5 I can count on and back to 4 and 5.I can count or subitise sets of up to 4 or 5 objects. I can match the number names to numerals and quantities for 4 & 5. I can say which sets have more and fewer items. I can represent up to 5 objects on a five frame and understand that if the frame is full there are five. | MathsIntroducing Zero I understand the number name ‘zero’. I understand numeral 0 can represent ‘nothing there’ and ‘all gone’. Comparing Numbers to 5 I can understand when comparing numbers one quantity can be more than, the same as or fewer than. Numbers 6,7 & 8 I can count to 6, 7 & 8. I can represent 6,7 & 8 in different ways I can count out the required number of objects from a larger group. I can arrange 6, 7 & 8 into smaller groups to be able to subitise and see how they are made up of smaller numbers. (E.g. I know it is 8 because I can see 4 and 4).I can order and compare my representation the numbers 6, 7 & 8.I can begin to notice one more and one less in my representations.I can count on and back up to the number 8. Making Pairs I can build on my knowledge of matching to find and make pairs. I understand that a pair is two. I can arrange small quantities into pairs and notice some pairs will have one leftover with no partner. 9 & 10 I can apply counting principles when counting to 9 & 10 (forwards and backwards). I can represent 9 & 10 in different ways. I can arrange 9 & 10 into smaller groups to conceptually subitise these larger numbers and explore their composition (I know it is 9 because I see 3, 3, 3). I can notice a 10 frame is full when there is 10. I can use 10 frames, fingers and beads strings to subitise groups of 9 & 10. Number bonds to 10 I can explore number bonds to 10 with real life objects in different contexts, e.g. There are 10 apples. How many in the tree and how many on the ground? | MathsIntroducing Zero I understand the number name ‘zero’. I understand numeral 0 can represent ‘nothing there’ and ‘all gone’. Comparing Numbers to 5 I can understand when comparing numbers one quantity can be more than, the same as or fewer than. Numbers 6,7 & 8 I can count to 6, 7 & 8. I can represent 6,7 & 8 in different ways I can count out the required number of objects from a larger group. I can arrange 6, 7 & 8 into smaller groups to be able to subitise and see how they are made up of smaller numbers. (E.g. I know it is 8 because I can see 4 and 4).I can order and compare my representation the numbers 6, 7 & 8.I can begin to notice one more and one less in my representations.I can count on and back up to the number 8. Making Pairs I can build on my knowledge of matching to find and make pairs. I understand that a pair is two. I can arrange small quantities into pairs and notice some pairs will have one leftover with no partner. 9 & 10 I can apply counting principles when counting to 9 & 10 (forwards and backwards). I can represent 9 & 10 in different ways. I can arrange 9 & 10 into smaller groups to conceptually subitise these larger numbers and explore their composition (I know it is 9 because I see 3, 3, 3). I can notice a 10 frame is full when there is 10. I can use 10 frames, fingers and beads strings to subitise groups of 9 & 10. Number bonds to 10 I can explore number bonds to 10 with real life objects in different contexts, e.g. There are 10 apples. How many in the tree and how many on the ground? | MathsBuilding Numbers Beyond 10 I can build and identify numbers to 20 (and beyond) using a range of resources. I can use 10 frames, number shapes, tower of cubes and bead strings to compose full 10s and part of next 10. Counting Patterns Beyond 10 I can count on and back beyond 10. I can show representations which clearly show a full 10 and part of 10. I can place a sequence of numbers in order. Adding More I can use real objects to see a quantity of a group has changed due to adding more. Taking Away I can use real objects to see a quantity of a group has changed due to taking away. Doubling I can understand ‘double’ means ‘twice as many’. I can build doubles using real objects and mathematical equipment.I can say the doubles as I build them, e.g. Double 2 is 4. | MathsBuilding Numbers Beyond 10 I can build and identify numbers to 20 (and beyond) using a range of resources. I can use 10 frames, number shapes, tower of cubes and bead strings to compose full 10s and part of next 10. Counting Patterns Beyond 10 I can count on and back beyond 10. I can show representations which clearly show a full 10 and part of 10. I can place a sequence of numbers in order. Adding More I can use real objects to see a quantity of a group has changed due to adding more. Taking Away I can use real objects to see a quantity of a group has changed due to taking away. Doubling I can understand ‘double’ means ‘twice as many’. I can build doubles using real objects and mathematical equipment.I can say the doubles as I build them, e.g. Double 2 is 4.ELG: Number •Have a deep understanding of number to 10, including the composition of each number. •Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| UTWSeasonal changes - Change in living things – Changes in the leaves, weather, seasons.Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations. | UTWPhysical processes Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.Explore toys from the past and compare them to toys the children have now. | UTWMaterials Materials: Floating / Sinking – boat building Metallic / non-metallic objects Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and compare it to transport in the past.Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Encourage them to comment on what their home is like. Show photos homes around the world and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water.Take children to places of worship and places of local importance to the community. | UTWScience experiments - Plants Plant seeds and create diaries recording the changes.Learn about the life cycle of a sunflower.Learn about animal life cycles and their habitatsMake observations of the changes in the wild area. Planting up our raised bed with wild flower seeds. | UTWLife processes and living things.How to be healthyHealthy foodPersonal hygieneHow to brush your teeth properlyListen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants. Building a ‘Bug Hotel’Exploring different habitats in our wild area. | UTWHabitats – comparing habitats of land animals and water animals.Go rock pooling when we go to the beach – explore the habitats of sea creatures. Share non-fiction texts that offer an insight into contrasting environments, Cornish seas compared to the Great Barrier Reef. |
| Computing Kapow - Computing systems and networks: Using a computer  | Computing  | ComputingKapow - Programming 1: all about instructions | ComputingKapow - Programming 2: exploring hardware  | ComputingKapow - Data handling: introduction to data  | Computing |
| EADJoin in with songs Beginning to mix colours. Join in with role play games and use resources available for props; build models using construction equipment. Sing call-and response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. | EADDesign and make rockets and objects they may need in space, thinking about form and function. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. The Nativity play | EADLearn a traditional African song and dance and perform it. Encourage children to create their own music.Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes.Making lanterns, Chinese writing, puppet making Chinese music and composition | EADMake different textures. Make patterns using different colours. Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals Pastel drawings, printing, patterns on Easter eggs. Life cycles Flowers-Sun flowers Mother’s Day crafts Easter crafts Artwork themed around Eric Carle & The Seasons. | EADAnimal prints Designing homes for hibernating animals. Collage owls’ Symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. | EADRainbow fish collages Paper plate jellyfishSalt dough fossils/shells Water pictures, collage, shading by adding black or white. Colour mixing – underwater pictures. |
| MusicKapow - Exploring sound  | MusicChristmas Production  | MusicKapow - Music and movement  | MusicEaster performance  | MusicKapow - Musical stories  | MusicKapow - Big band  |
| REBeing Special – Where Do We Belong Unit F4 | REWhy is Christmas Special for Christians? Unit F2  | REWhich Places are Special and Why? Unit F5  | REWhy is Easter Special for Christians? Unit F3 | REWhy is the word “God” special for Christians? Unit F1  | REWhich Stories are Special and Why? Unit F6  |