

Reception Long Term plan 26/27

The Early Years curriculum is underpinned by the children's interests. The EYFS team plan topics around these, and help guide the children's learning around their play based exploration and experimentation.

	Autumn	Spring	Summer
Personal, Social and Emotional Development	The children will become familiar with their environment, their grown ups and their peers. They will continue to build on the friendships they have previously developed, and make new ones, learning the important skills of turn taking and sharing. They will learn school routines, and begin accessing the resources inside and outside independently. The children will discuss feelings and emotions, and begin learning techniques to support their 'big' emotions. In order to become independent learners, children need to have a secure understanding of health and self care. In particular to be clean and dry and to appreciate how to practise appropriate safety measures without adult support. The children will practise good hygiene and understand why it is important. They will be attending to their toileting needs independently and practising getting dressed independently.	Children will be encouraged to initiate play/conversations with their peers, and to listen and take account of what others say. They will be asked to explain their own knowledge and understanding, and to ask appropriate questions of others. Children will be encouraged and supported to take steps to resolve conflicts with others more independently. The children will be pushed to try new activities, and communicate their needs, wants, interests and opinions. The children will be engaged in restorative justice. They will be included in conversations about how their actions affect others, and the consequences of our actions. The children discuss the effects of exercise on our bodies, and the importance of a healthy diet. We will discuss the need for safety when tackling new challenges. The children will begin to consider and manage some risks independently.	Children will be expected to play cooperatively, taking turns and share with others. Support will be provided for those children still struggling with these skills in the form of class buddies, adult support and small group work. The children will be involved in two way conversations with their peers, whereby they take account of one another's ideas, showing compromise, about how to organise their activity. Children will show sensitivity to others' needs and feelings, and form positive relationships with adults and peers. Children show self confidence when trying new activities, speaking to a familiar group and when selecting resources they need for their chosen activity. They will ask for help if required. The children are aware of expectations and can talk about their own and others feelings, behaviour and consequences. The children can adapt to different routines, and adjust their behaviour to different situations. The children know the importance

			for good health of physical exercise, mental wellbeing, and a healthy diet. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Communication and Language	During this term the children will grow in confidence when speaking to others, both as a group and independently. They will begin to use more complex sentences, and build a vocabulary that reflects their experiences. They will understand the importance of listening to others, and show increasing attention and recall when listening to stories. They will be able to respond to simple instructions, and begin to understand why and how questions. They will use talk to organise themselves and their play, and begin singing a variety of songs.	This term the children will be asked to use talk to organise, sequence and clarify thinking, ideas, feelings and events. They will be taught to extend their sentences and vocabulary, and to link statements. They will be challenged to respond with relevant comments, questions or actions, to ideas expressed by others in conversation or discussion. The children will be beginning to show two-channelled attention and to listen attentively in a range of situations.	The children will listen attentively in a range of situations, accurately predicting key events and responding to what they hear with relevant comments, questions or actions even whilst engaged in another activity. The children will be able to follow instructions involving several ideas or actions. Children will express themselves effectively, showing awareness of listeners' needs. They will use past, present and future forms accurately, and develop their own narratives and explanations by connecting ideas or events.
Physical Development	Children will start to apply their fine and gross motor skills to their mark making, use of one handed tools and equipment, and in developing their pencil grip. They will be learning to navigate obstacles safely and at different speeds, and exploring different ways of moving such as slithering, running, hopping.	The children will continue to develop the skills learnt previously and further developed with children encouraged to become increasingly independent. Children will continue to apply their fine and gross motor skills to their writing, use of one handed tools and equipment, and in developing their pencil grip and control.	Children show good control and coordination in large and small movements. They move confidently and safely in a range of ways. They develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education and physical disciplines. They handle equipment and tools effectively, safely and confidently, including

			pencils for writing. They are developing the foundations of a writing style that's fast, accurate and efficient.
Phonics	Throughout the year we will be using the Read Write Inc sequential phonics scheme to help deliver a robust phonics curriculum to the children. We will begin with set 1 sounds spending time building skills such as letter and sound recognition, word segmenting and word blending. Set 2 and 3 sounds will be taught inline with the progress of the children. Children will be grouped to allow the staff to focus on the specific needs of all.		
Literacy	During this term the children will explore rhyme and alliteration. They will enjoy listening to stories and begin to anticipate key events and phrases. They will begin exploring story structure, settings, characters and events. The children will start to recognise familiar words such as their names. The children will be encouraged to give meaning to the marks they make, and to hear and say the initial sounds in words. We will use the Read Write Inc phonics programme to focus on learning phonemes and linking them to their graphemes.	This term the children will be further encouraged to use their phonics knowledge when reading and writing. They will be expected to start segmenting the sounds in simple words and blending them together, they will know which letters represent some of them. They will begin reading and writing simple sentences, including capital letters and full stops. The children will begin recognising and writing an increased number of 'red' words.	Children can read and understand simple sentences. They use their phonic knowledge to decode regular words for reading and writing. Some words are spelt correctly and others are phonetically possible. They can also read, and write some 'red' words. They demonstrate understanding when talking about what they have read.
Maths	Number Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5.	Number Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two	Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

	They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many'	equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek Shape, space and measure To build on the children's knowledge of 2-D shapes they will begin exploring 3-D shapes. Pupils will: • focus on the concept of 3-D shapes and their properties. • learn to recognise and name cubes, cuboids, cylinders,
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	(cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts Shape, space and measure Children will compare size, mass and capacity, as well as looking at patterns. Pupils will: - make comparisons between objects relating to size, length, weight and capacity. - begin using specific language such as; 'tall', 'short', 'long', 'heavy', 'light'. - talk about and identify the patterns around them and learn that patterns can be both visual and auditory. - copy, continue and create simple AB patterns. They will be challenged to find errors in an AB pattern and will be prompted to fix the problem.	Shape, space and measure Children will then build on their previous learning about mass and capacity by making more precise comparisons using different units. As well as building on the children's knowledge of simple AB patterns from the autumn term. Pupils will: - discover how to find a balance and learn that to balance a scale both sides need to have an equal mass - build on their understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other - explore how non-standard units can be used to measure capacity and make comparisons between containers of different capacities - be introduced to more complex patterns such as ABC and ABCD, where all the elements are different. This may then progress to AABB, AAB and ABB patterns.	pyramids, cones and spheres recognise that whereas a 2-D shape is completely flat, 3-D shapes are solid objects.
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	• talk about and explore 2-D shapes focussing on circles, triangles, squares and rectangles. • begin using informal and mathematical language to describe the properties of 2D shapes.		
Understanding the World	During this term the children will talk about significant events in their own experiences, and recognise and describe special times or events for family or friends. They will begin talking about things they observe in the natural world and ask questions about it. They are beginning to explore the world around them and are showing care and concern for living things and the environment.	This term we will be looking closely at similarities and differences in terms of animal habitats. We will link this to learning about how we are similar or different too. We will be examining changes over time and changes that can be reversed such as melting ice. We will use the question words how, why, where, when, what, which, who? Children will be encouraged to interact with computer software available and as groups we will use technology to research information.	Children will talk about past and present events in their own lives and in the lives of those close to them. They know about similarities and differences between themselves and others, and among families, communities and traditions. They also know about similarities and differences in relation to places, objects, materials and living things. They discuss the features of their own environment and how environments vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. The children will recognise that a range of technology is used in places such as homes and schools. They will select and use technology for particular purposes.
Expressive art and design	This term the children will take part in singing and dancing, and begin to explore how sounds can be changed by experimenting with pitch and tempo. They will explore colour and	This term the children will begin to incorporate musical instruments into our learning. We will learn how instruments can be used and adapted to tell a story. Children will	The children will sing songs, make music and dance, exploring ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with

	colour mixing. The children will be encouraged to use various materials to build and create, and will be learning that we use tools for a purpose. They will continue to develop stories around toys and resources. They will begin to represent their experiences through a range of media.	be encouraged to construct with a purpose in mind, manipulating materials to achieve a planned effect. They will be supported to plan and review their projects, thinking about what went well and how they could make it better.	colour, design, texture, form and function. The children will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will represent their own thoughts, ideas and feelings through design and technology, art, music, dance, role play and stories.
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