

EYFS Long Term Planning Overview Reception 2021 2022

| Term                       | Reception Autumn 1   | Reception Autumn 2  | Reception Spring 1   | Reception Spring 2  | Reception Summer 1   | Reception Summer 2  |
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| Power of Reading Core Text | 'Here We Are'  | 'Owl Babies   | 'Blue Penguin  | 'Croc and Bird  | 'The Bog Baby  | 'Wild'  |
| Overview of learning       | Earth and Space<br>My Family<br>Friends/friendships<br>Dilemmas and problems<br>Fears and phobias<br>Letter writing<br>Thought bubbles   | Intro to topic<br>Light and dark<br>Shadows<br>Owls and other night time creatures<br>Autumn<br>Recipes                       | Penguins<br>Animals in the snow<br>Arctic/Ice Worlds<br>Winter   | Eggs<br>Life cycles<br>Hatching eggs<br>Farm animals<br>(Mini topic 'Spring and Growing')<br>Life cycles, baby animals, signs of Spring, growth and change. | Intro to topic.<br>Rivers and the river bank.<br>Habitats<br>Under the sea<br>Friendships<br>Morals  | The Jungle/Forest<br>Places around our world<br>Forest animals<br>Habitats                                      |
| Come and See/PSHE          | Myself/Welcome.<br><br>Focused activities and continuous provision.<br><br>Circle time/directed PSHE sessions  | Hinduism<br>Judaism<br>Birthdays<br><br>Focused Activities and continuous provision<br><br>Circle time/directed PSHE sessions | Celebrating Gathering<br><br>Focused Activities and continuous provision<br><br>Circle time/directed PSHE sessions | Growing<br>Good News<br><br>Focused Activities and continuous provision<br><br>Circle time/directed PSHE sessions   | Friends<br><br>Focused Activities and continuous provision<br><br>Circle time/directed PSHE sessions | Our World<br>Cafod<br><br>Focused Activities and continuous provision<br><br>Circle time/directed PSHE sessions |
| Communication and Language | <p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>- Learn to speak with confidence during circle/carpet times.</li> <li>- Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>   |   |  |   |  |   |
| Physical Development       | <p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>- Develop both their gross and fine motor skills to aid their readiness to become writers                             <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> </li> <li>- Begin to show accuracy and care when drawing</li> </ul> |   |  |   |  |   |

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| <p>Mathematics</p>             | <p>Number and place value: 0-10<br/>Subitising<br/>Representing numbers in different ways<br/>Addition and subtraction: sorting into groups &amp; number bonds to 5.<br/>Writing numerals 0-10<br/>Directional and positional language</p>  |  | <p>Number and place value 11-20.<br/>Counting on from number 10<br/>Addition and subtraction<br/>Number bonds<br/>Doubling and halving<br/>Spatial awareness, 2d and 3d shapes<br/>Time - o'clock<br/>Money 1p, 2p, 5p 10p<br/>Number formation 0-10<br/>Symmetry</p> |   | <p>Revisiting and exploring all 7 areas pattern, comparison, number operations (composition) measurement, shape and space, cardinality and counting, [problem solving through numbers 0-20. Emphasis on number bonds using manipulatives and models - ten frame, part, part, whole, bar models.<br/>Orally count to 100 and beyond. Count up and back in 2's, 5's and 10's. Recognising numerals 50-100<br/>Positional and directional language</p> |  |
| <p>Literacy</p>                | <p>In addition to core text teaching through Power of Reading and Read Write Inc, throughout the year, children will...</p> <ul style="list-style-type: none"> <li>- Be provided with mark making and writing opportunities throughout all aspects of the indoor and outdoor environment <ul style="list-style-type: none"> <li>- Show an interest in a range of books, using illustrations and story telling language to re-tell these stories.</li> </ul> </li> <li>- Use daily phonics to engage children in letters and sounds, listening games, music and rhyme and develop their skills to become independent readers and writers.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Write simple phrases and sentences that can be read by other</li> </ul> </li> </ul> |  |   |   |   |  |
| <p>Understanding the World</p> | <p>Earth and Space<br/>The Moon<br/>Planets<br/>Our World<br/>Neil Armstrong – significant person from the past.<br/><br/>Our own history – Growing up and changing.</p>  | <p>Seasonal Changes<br/>Autumn<br/>Children will learn about the changes to the environment at different times of the year.<br/>Children to talk about their own experiences and special times they have shared with their family (Diwali, Christmas)<br/><br/>Light and Dark – exploring shadows.</p> | <p>Investigating ice<br/>Melting and Freezing<br/><br/>Exploring Antarctica<br/><br/>Children will learn about other cultures and celebrate Chinese New Year.</p>   | <p>Minibeasts – growth and change<br/><br/>Looking at growth- what we need/ what plants needs. Plant seeds and watch them grow.<br/><br/>Children to talk about some of the things they have observed. Children to show care and concern for the animals<br/><br/>Life cycles – baby animals.<br/>Signs of Spring<br/>Growth and change</p> | <p>Amphibians and habitats<br/>Rivers and habitats<br/><br/>Children to talk about some of the things they have observed. Children to show care and concern for the animals<br/><br/>Mini topic<br/>'Castles'<br/>Exploring castles<br/>Famous landmarks<br/>Knights and dragons.</p>   | <p>The Jungle – habitats<br/><br/>Children to talk about some of the things they have observed. Children to show care and concern for the animals<br/><br/>Children to compare habitats and surroundings with our own environment.</p> |

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| <p>Expressive Arts<br/>and Design</p> | <p>Artist study - Kandinsky / Including Printing<br/>Charanga units</p> <p>Sing a variety of nursery rhymes, and other songs, and become familiar with these<br/>To move to music and play instruments to a variety of different songs<br/>Listen to and express opinion about a variety of different genre of music</p> | <p>Artist study - Georgia O'Keefe<br/>/Flowers/Springtime<br/>Charanga units</p> <p>Sing a variety of nursery rhymes, and other songs, and become familiar with these<br/>To move to music and play instruments to a variety of different songs<br/>Listen to and express opinion about a variety of different genre of music</p> | <p>Artist study - Van Gogh 'Sunflowers'<br/>Charanga units</p> <p>Sing a variety of nursery rhymes, and other songs, and become familiar with these<br/>To move to music and play instruments to a variety of different songs<br/>Listen to and express opinion about a variety of different genre of music</p> |
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