

| | | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| Area of Learning | Topic/focus | All about me/seasons | Celebrations | Fairy Tales | New Life | My natural world | Around the world/cultures/ explore as a pirate |
| | Communication and Language | Special boxes – all about me Listen and respond to ideas expressed by other. | Vocab based on experiences of different celebrations | Children listen to stories, accurately anticipating key events and responds to what they hear with relevant comments. Tenses | Use talk to organise, sequence and clarify thinking. | Explain and understanding (links statements and sticks to a main theme or intention) | Children to answer 'how' and 'why' questions about their experiences and in response to stories or events. |
| | Physical development | Experiments with different ways of moving Negotiates spaces Travel with confidence on balancing equipment | Shows increasing control over an object by pushing, patting, throwing, catching or kicking it. | Children handle equipment and tools effectively, including pencils for writing, | Show understanding of safety. Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | How does my body work? Gross motor development (anticlockwise movements and retrace vertical lines) Healthy eating | Children show good control and co-ordination in large and small movements. |
| | Personal, social and emotional development | Being me in my own world. Initiates conversations, attends to and takes account of what others say. | Celebrating difference. Confident to speak to others about own needs, wants, interests and opinions. | Relationships. Children talk about how others show feelings, talk about their own and others | Healthy me Beginning to negotiate and solve problems. | Dreams and Goals Can talk about self in positive terms. | Changing Me They adjust their behaviour and take changes of routine in their stride. |

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| | | | | behaviours and its consequences. They know that some behaviour is unacceptable. | Understands that own actions affect other people. | Explain own knowledge | |
| Literacy | Letter formation Curly caterpillar letters Ladder letters Zig - Zag letters One armed robot letters | Phonic sounds Hears the initial sounds in words. Can segment and blend. | Sequencing stories The Three little pigs Goldilocks and the 3 bears Jack and the beanstalk. | Nom fiction Info from computers Caption writing | Reading and writing rhyming words Letter names the alphabet | Children can read and understand simple sentences, and common irregular words. Understanding of reading | |
| Mathematics | Numbers 1-10 Prepositions One to one correspondence | Numbers 11-20 2D shapes | Doubling, halving and sharing. Orders and sequences familiar events. | Measuring Height Weight Time Money | 3D shapes Adding and subtracting Estimating | Patterns Counting on | |
| Understanding the world | All about me seasons | Important times for our family members. Enjoy joining in with family customs and routines. | Similarities and differences in relation to places, objects, materials and living things. | Chicks – growth, decay and change. Comment on and observe the natural world. | Technology Comment on and observe the natural world Seasons | They talk about the features of their own environment and how environments might vary. | |
| Expressive art and design | Creates simple representation of events, people and things. | Exploring colour and sound | Represents their own ideas, thoughts and feelings through design and technology, art, music, dance, | Constructs with a purpose in mind. Create different textures. Explore different sounds (workshop) | Repertoire of songs and dances Storyline into narrative | Dress up | |

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| | | | role-play and stories. | | | |
| Religious education <i>(Taken from the RE Programme of Study)</i> | Why is the word 'God' so important to Christians? | Why is Christmas special for Christians? | Being special: where do we belong? <i>Learn from two religions</i> | Why is Easter special for Christians? | Which places are specially valued and why? <i>Learn from two religions</i> | Which stories are specially valued and why? <i>Learn from at least two religions</i> |
| PE | Gymnastics – balance and shape | Multi – skills: ball control | Multi – skills: team games | Dancing and yoga | Gymnastics: Rolling and Jumping | Athletics: Sports Day |
| WOW Moments | Early reading evening | Stay and play Nativity Trip to the theatre (Hertford) | Gruffalo trail? - Theydon county park, The Avenue, Warley, Brentwood CM13 3RZ 0345 603 7624 | Garden party | Fruit workshop Shepreth Wildlife Park | Sports day Visit to a wildlife park? Hatfield Forest? |
| Role play areas | Home corner Pizza restaurant | Santa's Post office | Jack and the beanstalk castle. | Farm/ice cream shop | Space? Dinosaur world? | Pirate ship |

As EYFS best practice is linked to the children's individual interests this plan is a guide to the areas we will cover and may change as the topics develop.