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| SSD:Users:anna:Desktop:thumbnail_Logo.png  **Winnington Park CP & Nursery Primary School Early Years Foundation Stage**  **Reception Long Term Plan 2024-2025**  **Our planning is flexible to allow us to follow the interests and enthusiasms of our children.** | | | | | | | |
|  |  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| Curriculum Areas | Key Vocabulary  (Including but not limited to) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme/**  **Focus story** |  | All About Me | Nursery Rhymes | Owl Babies  Whatever Next! | The Little Red Hen | The Enormous Watermelon  Growing plants | Dear Zoo  Living creatures |
| **Communication & Language**  Listening, Attention & Understanding  Speaking | listen speak talk  tell share  take turns  (New vocabulary from shared fiction and non-fiction texts)  Social phrases (e.g. hello, good morning, afternoon, how are you? please, thank you, excuse me please). | Begin to listen to others.  Talk to friends and adults 1:1 in the classroom with support if appropriate.  Meet and listen and talk to my buddy.  Join in with rhymes and songs.  Retell rhymes as direct repetition.  Engage in story groups.  Develop social phrases with modelling and support. | Listen to others.  Talk to friends and adults in the classroom in small groups.  Take turns to talk and listen to my buddy.  Join in with rhymes and songs and ‘Talk 4 writing’ retelling of rhymes and simple stories as direct repetition. | Listen to and talk about stories in story groups.  Begin to answer simple questions.  Listen to and talk about selected non-fiction texts, learning and using new vocabulary.  Retell stories in their own words and talk about stories.  Offer their own ideas. | Begin to ask questions.  Respond to others appropriately.  Follow instructions independently.  Retell and talk about stories.  Use recently introduced vocabulary appropriately. Offer their own ideas. | Ask relevant questions.  Follow instructions independently.  Respond to others appropriately.  Retell and talk about stories.  Offer their own ideas.  Developing skills to express ideas and feelings about their experiences using full sentences.  Use past, present and future tenses accurately and use conjunctions, with modelling and support. | Ask questions to check understanding.  Follow instructions independently.  Offer their own ideas.  Express their ideas and feelings about their experiences using full sentences.  Use past, present and future tenses accurately and use conjunctions, with modelling and support. |
| **Personal, Social & Emotional**  Self-Regulation  Managing Self  Building Relationships | Social phrases (e.g. hello, good morning, afternoon, how are you? please, thank you, excuse me please).  Language of feelings – sad, happy, cross, angry, worried, hurt.  share polite manners healthy  take turns  friend feelings  kind safe  calm quiet wait listen sorry | Develop independence with self-help skills– going to the toilet and washing hands, putting on coat.  Share toys and activities.  Wait for my turn.  Making friends.  Be confident to try new activities.  All about me – what am I good at?  How can I be a good friend?  How am I feeling?  Expressing their feelings.  Understand right from wrong.  School rules. | Develop independence with self-help skills– going to the toilet and washing hands, putting on and doing up coat and shoes.  Develop skills to share toys and activities.  Wait for my turn.  What makes a good friend?  Expressing their feelings.  How are my friends feeling?  Healthy Me - understand the importance of healthy food choices and physical activity, | What do I know about my friends?  Identify how I am feeling and how to manage my feelings.  Be confident to try new activities. | Identify and moderate their own feelings socially and emotionally.  Maintaining friendships.  Considering the needs and feelings of others.  Working with others.  Healthy Me - understand the importance of toothbrushing and having a good sleep routine. | Maintaining friendships.  Considering the needs and feelings of others.  Developing resilience, persevering when things become tricky.  Working with others.  Healthy Me - Understand the importance of being a safe pedestrian.  Go for a walk in the local area. | Developing independence in my choices.  Developing resilience, persevering when things become tricky.  Working with others.  Healthy Me - understand the importance of sensible amounts of ‘screen time’. |
| **Physical Development**  Gross Motor | run roll jump land skip climb crawl stop start throw catch kick move fast slow positional language – on, in front, in between, under  directional language – forwards, backwards, sideways  together friends group team | Squiggle whilst you wriggle  Dough Disco  PD groups: Balance bikes, large apparatus (both halls and outdoor equipment). Climbing, travelling along, landing safely.  Rolling, kicking, throwing large balls, rolling hoops.  Throw bean bag into a hoop.  Learning station, Sticky Kids movement to music, following instructions. | Squiggle whilst you wriggle  Dough Disco  Revise and refine the fundamental movement skills they have already acquired: rolling crawling walking jumping running hopping skipping climbing  PD groups: Balance bikes, large apparatus (both halls and outdoor equipment), Climbing, travelling along, landing safely.  Rolling, kicking, throwing and catching large balls, rolling hoops.  Throw bean bag accurately into a hoop.  Develop physical awareness of directional movement and changes in direction.  Learning station, Sticky Kids movement to music, following instructions. | Dough/Pen Disco  Progress towards a more fluent style of moving, with developing control and grace.  Develop using a combination of different movements with ease and fluency.  PD groups: Balance bikes, apparatus (both halls and outdoor equipment), large apparatus, trim trail, tyre park.  Throwing and catching a medium sized ball.  Hitting a ball with a bat. | Dough/Pen Disco  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PD groups: Balance bikes, apparatus (both halls and outdoor equipment), trim trail, tyre park, traversing wall.  Hitting a small ball with a bat.  Control a football to kick accurately to another person.  Stop ball before kicking back. | Dough/Pen Disco  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education.  PD groups: Balance bikes, apparatus (both halls and outdoor equipment), trim trail, tyre park, traversing wall.  Control a football to follow a route.  Hit a small ball with a bat to another person with control and attempt to return.  Take part in Sports Day. | Dough/Pen Disco  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education.  PD groups: Balance bikes, apparatus (both halls and outdoor equipment), trim trail, tyre park, traversing wall.  Control a football to follow a route.  Hit a small ball with a bat to another person with control and return. |
| **Physical Development**  Fine Motor | draw write  up down across  round top bottom  letter formation phrases | Squiggle, whilst you wriggle  Dough Disco  Gross motor activities to develop cross body and hand/eye coordination.  Finger gym.  Use scissors to make snips in paper.  Use knives, forks and spoons effectively.  Develop good posture for sitting at a table in an appropriate position for handwriting.  Hand dominance  Form shapes and strokes.  Letter formation linked to phonics. Learn, and use, specific start and finish points. | Squiggle, whilst you wriggle  Dough Disco  Gross motor activities to develop cross body and hand/eye coordination.  Finger gym.  Use scissors to make snips in paper.  Use knives, forks and spoons effectively.  Develop good posture for sitting at a table in an appropriate position for handwriting.  Hand dominance  Letter formation linked to phonics. Learn, and use, specific start and finish points.  Paper Tilt and position. | Dough/Pen Disco  Develop tripod pencil grip.  Gross motor activities to develop cross body and hand/eye coordination.  Finger gym.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Pencils for drawing and writing, art tools, paintbrushes, scissors, knives, forks and spoons.  Letter formation. linked to phonics Learn, and use, specific start and finish points.  Paper Tilt and position. | Dough/Pen Disco  Develop tripod pencil grip.  Gross motor activities to develop cross body and hand/eye coordination.  Finger gym.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Pencils for drawing and writing, art tools, paintbrushes, scissors, knives, forks and spoons.  Letter formation. linked to phonics. Learn, and use, specific start and finish points. | Dough/Pen Disco  Ensure correct pencil grip.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Finger gym.  Revisit and practise all letter formation. | Dough/Pen Disco  Ensure correct pencil grip.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Finger gym.  Revisit and practise all letter formation |
| **Literacy**  Comprehension | understand listen speak talk  tell question answer turn | Listen to and join in with simple rhymes and number songs.  Identify who/what is in the rhyme/song.  Answer simple questions about themselves and their family with support. | Listen to and join in with simple rhymes and number songs.  Identify what happened first, next, finally.  Make comments about what they have heard. | Hold back and forth conversations – Talking partners.  With support, complete ‘what do you know about…?  Answer simple questions about the stories and rhymes they have heard.  Ask questions to clarify understanding.  With support, complete ‘what do you know now?’ as a group. | Hold back and forth conversations – Talking partners. Feed back their conversation to others.  With support, complete ‘what do you know about…?  Respond to what they hear with relevant comments and questions.  With support, complete ‘what do you know now?’ as a group. | Hold back and forth conversations – Talking partners. Feed back their conversation to others.  Respond to what they hear with relevant comments and questions.  Independently complete what do you know now? | Independently complete what do you know now?  Respond to what they hear with relevant comments and questions. |
| **Literacy**  Word reading  Little Wandle  Phonics | phoneme sound grapheme letter  word blend segment read  sentence | Phase 2  s a t p I n m d g o c k e u r h b f l Tricky words is, I, the | Phase 2  ff,ll,ss v w x y z sh th ch nk ng Tricky Words and has his her go no to into she he of we me be | Phase 3  ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff longer words Tricky words: was you they my by all are sure pure | Review all phase 3 Secure spelling words with double letters longer words some come love do –s words with –es at end /z/ Tricky words: Review | Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: said so have there when what one like were here little says out today some come love do | Phase 4 long vowel sounds CVCC CCVC Secure spelling long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d  Phase 4 words ending in: –s /s/, –s /z/, –es longer words Tricky words: Review all |
| **Literacy**  Writing | write phoneme  sound grapheme  letter word  blend segment  read sentence  finger space  full stop  capital letter  right sense | Form shapes and strokes.  Mark making in role play, writing letters as they become familiar with them.  Learn phrases to form letters correctly linked to sequence in Little Wandle.  Write some or all of their name.  Build models and label with their name.  Draw their family, label with initial sounds | Write some or all of their name.  Learn phrases to form letters correctly linked to sequence in Little Wandle.  Mark making in role play, writing letters as they become familiar with them.  Draw story maps.  Write labels.  Sequence nursery rhyme pictures.  Label the characters.  Simple captions. | Learn phrases to form letters correctly linked to sequence in Little Wandle.  Story maps.  Write labels and simple captions for focus stories.  Describe owls.  Write speech bubbles for the owls/Baby bear/Mum.  Note from Mummy Owl.  List of items for Baby Bear’s picnic.  Caption/sentence – where did you go? What did you do? | Story maps.  Sequence story pictures and label.  List of animals in the story.  Describe the animals.  Speech bubbles  for characters.  Write simple sentences to retell story.  Letter from Little Red Hen.  Shopping list for bread.  Write a set of simple bread making instructions. | Story maps.  Speech bubbles. Thank you letters.  Describe the watermelon.  List of characters.  Simple sentences to retell story.  Write own version of story.  Draw and label healthy foods.  Design and label own healthy meal. | List of animals.  Describe animals.  Describe cages.  Labels for cages.  Simple sentences to retell story.  Write letter to zoo.  Write own version of story.  Write letters to pet shop/farm/safari park. |
| **Mathematics**  Number/Numerical  Patterns  **First 4 Maths** | number names  next before after more fewer most fewest  in front behind in between on in, under, first second third  forwards backwards up down across  equal double  pattern  repeat  set group  number names  line  more less  odd even | Accurate counting of sets of objects 1-5  Subitising 1-3  Numeral recognition to 5  Conceptual subitising  Compare sets 1-5 using vocab of more, fewer, most, fewest  Shape/Space2D shapes and their properties  Pattern | Accurate counting of sets of objects 1-10  Recognising and ordering numerals 1- 10  Subitising 1-5  Applied conceptual subitising  Inverse operations - splitting and recombining sets of  objects 1-5 including on part whole model  Compare numbers using vocab of more/less  Find 1 more using sets of objects on tens frames, number track  Identifying unit of repeat – AB & ABC patterns | Counting backwards 10- 1 & ordering numbers 10-1  Systematic approach to partitioning sets of objects 1-5 including on part whole model  Find 1 less using sets of objects on tens frame and on a number track  Measures Height  Spatial vocabulary  Pattern -More complex Generalising pattern and transferring to another format e.g. link pattern of shapes to movement. | Recall number bonds for numbers 1-5  Partitioning and recombining sets of objects 6-9 (Including on part whole model and tens frame)  Measures Length  Shape/Space Representing spatial relationships as maps  Spatial vocabulary  Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental number line. | Counting beyond 10 noticing pattern in ones    Systematic approach to splitting and recombining 10 including on tens frame and part whole model  Recall some number bonds for 10  Measures  Mass  Shape/Space 3D Shapes Properties of shapes Counting beyond 10 noticing pattern in ones  Numerical patterns odds & evens. | Counting beyond 20 noticing pattern in tens  Measures  Capacity Time – sequence of events  Symmetry/reflections – link to doubles  Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and  Look at halving as inverse of doubles (Pattern)  Counting beyond 20, noticing pattern in tens.  Possible extension  Sharing between more than two (comparison)  Splitting into more than 2 parts on a part whole model |
| **Mastering Number** |  | Build on previous experiences of number and further develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison. | | Continue to develop subitising and counting skills. Explore the composition of number within and beyond 5. Begin to identify when 2 sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. | | Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts. | |
| **Understanding the World**  Past and Present | today yesterday a long time ago tomorrow family same different change lives object old new past now then | Me, my parents/carers, my grandparents, other family members important to me.  Home, school, toys and objects in the home – compare now and then. Explore photos of now and then.  Sequence their day.  Stories and non-fiction with images from the past.  What can our grandparents tell us?  Parents and Grandparents to visit school. | Compare and contrast characters from stories – look at nursery rhyme illustrations of characters. What are they wearing? What are they doing? What can you see and what was it used for?  Guy Fawkes story  Remembrance | Artefacts/photos from the past. What can you see?  Curiosity cube – what do you think this is? | Transport now and then. Explore photos and in stories.  Sort objects from present and past, old and new. | Artefacts/photos from the past. What can you see?  Curiosity cube – what do you think this is?  Sequencing events. | Explore photos of seaside in the past.  Identify similarities and differences with today.  Create a timeline of their year. |
| **Understanding the World**  People, Cultures and Communities | God Jesus Christianity nativity Christmas Easter Harvest special place church prayer believe right wrong belong  Place house home bungalow flats school street path building shop beach traffic lights bridge zebra crossing tunnel roundabout map left right town village | What do I look like?  What do I do with my family?  Where do I live?  Draw simple map – My journey to school.  Parents and Grandparents to visit school. | Bonfire Night  Remembrance.  Advent  Christingle  Christmas  Pantomime visit  Celebrations in my family. | People in our school & local community.  What do they do? How do they help us?  Celebrating Chinese New Year  29.1.25  Mrs Cheng to visit. | Special places in our community – visit to St John’s Church for the Easter story.  Draw simple map of our walk to the church. | My local area – draw simple map.  Sports Day | How do Muslims celebrate Eid?  6.6.25  Explore similarities and differences between life in this and other countries.  Look at photos and share stories and non-fiction e.g. Handa’s Surprise, Houses and Homes.  Make observations and draw pictures of animals, birds and plants. |
| *No Outsiders* | family friend  different same  love care respect | The Family Book | Mummy, Mama and Me | The Worrysaurus | Blue Chameleon | Red Rockets and Rainbow Jelly | You Choose |
| *RE*  *Cheshire West Agreed Syllabus 2024 EYFS Guidance* | Christmas, incarnation, Easter, God, resurrection, church, Bible, Nativity, Christians, Christianity, minister, celebration, miracle, Son of God, Diwali, Eid. | Be aware of own self (unique).  Similarities and differences between self and others. | Explore some similarities and differences between different religious/non-religious communities in our school and the wider community.  Explore how Hindus celebrate Diwali?  (29.10.24-3.11.24)  Remembrance, Advent, Christmas  Take part in nativity performance | Talk about how Christians might worship God in church.  Explore why people believe Jesus is special.  Chinese New Year (29.1.25) | How do Muslims celebrate Eid (Eid-Al-Fitr  30.3.25)  Why is Easter a sad and a happy time? What happens in a church?  Visit to St John’s Church - Easter story focus. | Explore what Christians believe about God. Explore why Christians say Jesus is special through the miracle stories, e.g. The Loaves and the Fishes. | The Bible as a special book.  Noah’s Ark.  How do Muslims celebrate Eid?  (Eid-Al-Hada 6.6.25) |
| **Understanding the World**  The Natural World | similar different  seaside hot cold dry wet river mountain desert forest  animal fish  birds girl boy human alive food smell touch hear taste see  tree petals trunk fruit branch roots leaf/leaves bulb flowers seed stem soil forest  names of materials  hard glass soft smooth shiny rough dissolve touch waterproof  dark light day night  Earth moon sun star  planet space  Spring Summer Autumn Winter  loud quiet sound battery power  science experiment fair find out explain change guess predict | Explore the season of Autumn.  Describe what they see.  Identify what is changing. What is happening?  Create Autumn exhibition.  Draw simple map of my journey to school. | Explore the season of Winter.  Describe what they see.  Identify what is changing. What is happening?  Create Winter exhibition.  Explore garden area.  Draw simple map of school grounds with support.  Changing states of matter -cooking.  Animals Take Over visit into school – owls focus. | Explore the season of Spring.  Describe what they see.  Identify what is changing. What is happening?  Create Spring exhibition.  Find out about owls.  Explore life cycle of owl.  ‘Animals take over’ owl visit to  school.  Draw pictures of owls.  Changing states of matter – ice melting, cooking. | Plant seeds. Keep diary of growth/change.  What a plant needs to grow.  Make observations and draw pictures of plants.  Changing states of matter – making bread, cooking. | Explore the season of Summer.  Describe what they see.  Identify what is changing. What is happening?  Create Summer exhibition.  Make observations and draw pictures of plants.  Garden Centre visit | Where do animals live?  What do they eat?  Matching baby animals to adults.  Make observations and draw pictures of animals, birds and plants.  Zoo/Safari Park/Farm visit |
| **Expressive Arts and Design**  Creating with Materials | Pencil paper  draw painting paint build make print collage model pattern join plan likes dislikes  Names of equipment | What do I look like? Use a mirror to draw their face.  Draw my family.  Model of my house using recycled materials.  Artist – Lowry  People  Printing with vegetables. | Draw and paint nursery rhyme characters.  Make houses for nursery rhyme characters.  Air dry dough numerals.  Artists Kandinsky -  Shapes and patterns  Mondrian – colour, pattern  Design and make a Christmas card. | Observational drawings of owls.  Collage owls.  Create forest for owls.  Artist – Andy Goldsworthy  Natural objects. | Press print animals from story.  Air dry dough to make animals in story.  Artist – Van Gogh  Sunflowers. | Make fruit kebabs.  Observational drawings of fruits, including cross sections.  Artist Monet – Garden paintings | Drawings of animals.  Patterns on animal skins.  Collage animal skin.  Artists –  Degas  Ballet dancers  Philip Wilson Steer –  The Beach at Walberswick |
| **Expressive Arts and Design**  Being Imaginative and Expressive | play pretend  sounds music tempo volume  rhythm  perform | Charanga-Me  Home corner  Role play linked to theme. | Charanga – My Stories  Home corner  Take part in Nativity.  Role play linked to theme. | Music  Charanga – Everyone!  Home corner.  Role play linked to theme.  Cambridge University Brass Band into school. | Music  Charanga – Our World  Home corner.  Role play linked to theme. | Music  Charanga – Big Bear Funk  Home corner.  Role play linked to theme. | Music  Charanga – Reflect, Rewind and Replay  Home corner.  Role play linked to theme. |