Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible	COLOUR (8 weeks)	COLOUR (7 weeks)	CHANGES (5 weeks)	CHANGES (5 weeks)	ANIMALS (7 weeks)	ANIMALS (7 weeks)
Themes/Interests/Topics		<u> </u>		<u> </u>		
of Enquiry	Themes:	Themes:	Themes:	Themes:	Themes:	Themes:
	Elmer	Autumn	Growth (me as a	Life Cycle of a	Farm Animals	Dinosaurs
	Rainbow Fish	Bonfire Night	baby/now, owl babies,	Chick	Farmer Duck	Polar Animals
	The Colour Monster	The Little Goose'	oral health)	Weather (materials)	Who's on the Farm?	Jungle Animals
	All About Myself	Autumn	Toys (then and now)	What Plants Need to	Minibeasts	Handa's Surprise
	(self-portraits)	Weather (materials)	The Very Hungry	Grow		1
			Caterpillar	Jack and the	Trip:	Trip:
	Festivals:		Life Cycle of a Frog	Beanstalk	Ryton Pools	Whole School Trip
	Harvest	Festivals:	Water Cycle			
		Guy Fawkes		Artists:	Enhanced	Enhanced
	Enhanced	Diwali	Festivals:	Van Gogh Sunflowers	Experiences:	Experiences:
	Experiences:	Christmas	Chinese New Year		Ryton pools trip	Whole school trip
	Harvest festival			Enhanced		Sports morning @ All
	church Service	Artists:	Trip:	Experiences:		Saints' Field
	Autumn walk visit	Kandinsky	St. John's Museum	Living eggs delivery		End of year church
	to St. Nicholas	Miro	St. John S Museum	Spring festival		service
		MILO	Enhanced Experiences:	church service		Service
	park	Enhanced Experiences:	Toymaker trip to	Church Service		
		Christmas church				
		service	museum (St. Johns)			
		Nativity				
		-		· ·		
		The Prim	ne Areas of Devel	Lopment		
Communication &		n will be learning to:				
Language			y listening is important	•		
	- Learn new vocabula	2				
Listening, Attention &	- Use new vocabulary throughout the day					
Understanding	-		they understand what has	been said to them		
		deas and thought in wel				
Speaking			ng a range of connective	es		
	- Describe events in some detail					
	- Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen					
	- Develop social phrases					
	- Engage in story times					
	- Listen to and talk about stories and to build familiarity and understanding					
	- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words					
	- Use new vocabulary in different contexts					
	 Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs 					
	- Learn rhymes, poems and songs - Engage in non-fiction books					
	- Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					
			1 1	-	2 2	
	By the end of the ye	ar:				
	Children at the expe	cted level of developme	nt will:			
	ELG Listening Attent	ion and Understanding				
	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole					
	class discussions and small group interactions;					
	- Make comments about what they have heard and ask questions to clarify their understanding;					
	- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
	ELG Speaking					
	Children at the expe	cted level of developme	nt will:			

	EIFS LONG TELM LONG-TELM PLAN 2023-2024
	- Participate in small group, class and one-to-one discussions, offering their own ideas, using
	- Offer explanations for why things might happen, making use of recently introduced vocabulary poems when appropriate;
	- Express their ideas and feelings about their experiences using full sentences, including use
Democracial desired and	and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and	Children in Reception will be learning to:
Emotional Development	- See themselves as a valuable individual
	- Build constructive and respectful relationships
Self-Regulation	- Express their feelings and consider the feelings of others
	- Shoe resilience and perseverance in the face of challenge
Managing Self	- Identify and moderate their own feelings socially and emotionally
	- Think about the perspectives of others
Building Relationships	- Manage their own needs
	By the end of the year:
	ELG: Self-Regulation
	Children at the expected level of development will:
	- Show an understanding of their own feelings and those of others, and begin to regulate their
	- Set and work towards simple goals, being able to wait for what they want and control their im
	- Give focused attention to what the teacher says, responding appropriately even when engaged i
	follow instructions involving several ideas or actions.
	Torrow instructions involving several facas of actions.
	ELG: Managing Self
	Children at the expected level of development will:
	- Be confident to try new activities and show independence, resilience and perseverance in the
	- Explain the reasons for rules, know right from wrong and try to behave accordingly;
	- Manage their own basic hygiene and personal needs, including dressing, going to the toilet an
	healthy food choices.
	ELG: Building Relationships
	Children at the expected level of development will:
	- Work and play cooperatively and take turns with others;
	- Form positive attachments to adults and friendships with peers;
	- Show sensitivity to their own and to others' needs.
Physical Development	Children in Reception will be learning to:
	- Revise and refine the fundamental movement skills they have already acquired: rolling, crawli
Fine Motor	hopping, skipping, climbing
	- Progress towards a more fluent style of moving, with developing control and grace.
Gross Motor	- Develop the overall body strength, co-ordination, balance and agility needed to engage succes
	sessions and other physical disciplines including dance, gymnastics, sport and swimming.
	- Develop their small motor skills so that they can use a range of tools competently, safely an
	pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
	- Use their core muscle strength to achieve a good posture when sitting at a table or sitting o
	- Combine different movements with ease and fluency.
	- Confidently and safely use a range of large and small apparatus indoors and outside, alone an
	- Develop overall body-strength, balance, co-ordination and agility.
	- Further develop and refine a range of ball skills including: throwing, catching, kicking, pas
	- Develop confidence, competence, precision and accuracy when engaging in activities that invol
	- Develop the foundations of a handwriting style which is fast, accurate and efficient.
	- Know and talk about the different factors that support their overall health and wellbeing: re
	eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a
	- Further develop the skills they need to manage the school day successfully:
	- Lining up and queuing, mealtimes, personal hygiene
	Lining ap and Accaing, meatermee, personar nygrene

g recently introduced vocabulary; from stories, non-fiction, rhymes and of past, present and future tenses behaviour accordingly; mmediate impulses when appropriate; in activity, and show an ability to face of challenge; nd understanding the importance of ing, walking, jumping, running, ssfully with future physical education nd confidently. Suggested tools: on the floor. nd in a group. ssing, batting, and aiming. lve a ball. egular physical activity, healthy safe pedestrian

	By the end of the year:
	<u>ELG: Gross Motor Skills</u>
	Children at the expected level of development will:
	- Negotiate space and obstacles safely, with consideration for themselves and others;
	- Demonstrate strength, balance and coordination when playing;
	- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	ELG: Fine Motor Skills
	Children at the expected level of development will:
	- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost a
	- Use a range of small tools, including scissors, paint brushes and cutlery;
	- Begin to show accuracy and care when drawing
	The Specific Areas of Development
Literacy	Children in Reception will be learning to:
	- Read individual letters by saying the sounds for them.
Comprehension	- Blend sounds into words, so that they can read short words made up of known letter-sound corres
Word Reading	- Read some letter groups that each represent one sound and say sounds for them.
Writing	- Read a few common exception words matched to the school's phonic programme.
	- Read simple phrases and sentences made up of words with known letter-sound correspondences and
• PHONICS - Floppy	words.
Phonics	- Re-read these books to build up their confidence in word reading, their fluency and their under
	- Form lower-case and capital letters correctly.
	- Spell words by identifying the sounds and then writing the sound with letter/s.
	- Write short sentences with words with known sound-letter correspondences using a capital lette:
	- Re-read what they have written to check that it makes sense.
	By the end of the year:
	ELG: Comprehension
	Children at the expected level of development will:
	- Demonstrate understanding of what has been read to them by retelling stories and narratives us
	introduced vocabulary;
	 Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fictio.
	play.
	ELG: Word Reading
	Children at the expected level of development will:
	- Say a sound for each letter in the alphabet and at least 10 digraphs;
	- Read words consistent with their phonic knowledge by sound-blending;
	- Read aloud simple sentences and books that are consistent with their phonic knowledge, including
	ELG: Writing
	Children at the expected level of development will:
	- Write recognisable letters, most of which are correctly formed;
	- Spell words by identifying sounds in them and representing the sounds with a letter or letters
Maths	- Write simple phrases and sentences that can be read by others.
Maciis	Children in Reception will be learning to:
Number	- Count objects, actions and sounds. - Subitise.
	- Subicise. - Link the number symbol (numeral) with its cardinal number value.
Numerical Patterns	- Link the humber symbol (humeral) with its cardinal humber value. - Count beyond ten.
	- Compare numbers.
	- Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers.
• Following WHITE	- Explore the composition of numbers to 10.
ROSE	Exprore the composition of numbers to ro.

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- Sing a range of well-known nursery rhymes and songs;								
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.								