

Reception Long Term Plan 2024 - 2025

Intent

In the Early Years Foundation Stage at Uplands Manor, we consider the holistic development of our children. In that children develop physically, socially, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We strive for our children to grow into confident, independent learners and become directors of their own lives.

At Uplands Manor Primary School, our Early Years curriculum is designed to

- Reflect the four overarching principles outlined in the Early Years Statutory Framework: The Unique Child, Enabling Environments, Positive Relationships, Learning and Development
- Strengthen and build upon prior learning and life experiences, ensuring children make good progress over time
- Be flexible, allowing the children's interests and needs to be reflected throughout our provision
- Enrich children's vocabulary and develop their oracy skills
- Enable children to discover, explore, make decisions and express their own ideas
- Prepare children for the next stage in their learning journey

Implementation

We will achieve this through a well-sequenced, coherent curriculum which is driven by the four curriculum drivers adopted in KS1 and KS2; Excite, Experience, Extend and Excel.

We endeavour to provide stimulating environments, that provide exciting learning opportunities and promote challenge. Through careful planning of space, activities, equipment and people we are able to offer a curriculum that is right for our children. We plan themes on an annual basis and adapt as necessary to meet the needs and interests of the children.

Reception Long Term Plan 2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/interests/lines of enquiry	Autumn Fabulous Me My family	RE – Divali, Nativity Super Heroes Real life super heroes People who help us	Science, History, Geography Winter Ticket to ride Transport – old/new	Geography, RE Eid Spring India Intro to planting – bean seeds	Science Growth & Change Life cycles of plants and animals	Geography Summer Saving our planet Healthy Me
Story Starter	Starting school	Super Duck	The Train Ride	Chapati Moon	Jasper's Beanstalk Peepo	Daffy's Lucky Escape
WOW Starts/ends	Starting school	Visit from emergency services Divali dance workshop Walk to Gurdwara Walk to Church	Local area walk – vehicle survey Road safety Science – process melting	Walk to Mosque	Chicks hatching Allotment Visit	Recycling – litter pick Visit to the farm Sports Day Visit to library
Storytelling	Mr Wiggle Mr Waggle Dear Zoo/Brown Bear Itchy Bear	The Enormous Turnip Rama & Sita	The Train Ride	Easter Story The Gingerbread Man	The Little Red Hen	Three Billy Goats Gruff
Celebrations	Teddy Bears Picnic (forest school) Harvest Festival	Divali Christmas 5/12/24 Children in Need PCSO Visit Fire fighter Visit Bonfire Night Remembrance Anti bullying week 11-15.10	Chinese New Year Valentines Day E Safety Week	Mothers Day Eid al-fitr 30/31.3 Easter World Book Day Bedtime Stories event Holi Festival 14.3 British Science week Reception Class assemblies	St Georges Day May Day Mental Health awareness week Visit from School Nurse/Dentist	Fathers Day Eid al-adha 6.6 Transition to Y1 Healthy Living week
School events	Stay n play sessions Parent/teacher meetings Parent Phonics meetings EYFS Baseline assessments Wellcom Screening	Indian Dance workshop? Nativity performance Parents evening Beyond the book day Family Friday		Parents evening		End of year reports Stay n play for new Rec chn? Parent Induction meetings

Reception Long Term Plan 2024 - 2025

Personal, Social & Emotional Development	To include a structured and focussed PHSE session per week (Jigsaw) and the sharing of PSED linked stories	Educational programme for Personal, Social and Emotional development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Framework 2023					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Personal Safety Developing Experts	Know the people you can trust Understand the term 'stranger danger' Explain where to go for help Identify safe strangers	Firework safety Understand and explain how to keep safe during celebrations involving fireworks and fire E Safety Understand and explain how to keep safe online Demonstrate an understanding of good screen time habits	Road Safety Identify safe places to cross the road (zebra crossing, lollipop person) Explain about how to cross roads safely Rail Safety Understand railway hazards Know how to keep safe when near trains and railways E Safety Understand and explain how to keep safe online Demonstrate an understanding of good screen time habits	Learn about first aid Explain how to get help in an emergency Explain how to apply simple first aid in familiar situations	Know how to stay safe when using electricity Identify electric items around the home Know how to use electric items safely E Safety Understand and explain how to keep safe online	Summer safety Identify places near water Understand and explain precautions to take when near water E Safety Demonstrate an understanding of good screen time habits PANTS Understand how the underwear rule keeps children safe
	Jigsaw	Being me in my world Feeling special and safe Being part of a class Rights and responsibilities Rewards & feeling proud Consequences	Celebrating Differences Feeling special & safe Being part of a class Rights & responsibilities Rewards and feeling proud Consequences	Dreams & Goals Setting goals Successes and achievements Learning styles Working well Partner work Tackling new challenges	Relationships Belonging to a family Making friends Physical contact Qualities as a friend Self acknowledgement Being good to myself Special relationships	Changing Me Lifecycles – human/animal Changes since being a baby Differences between bodies Coping with change Transition	Healthy Me Keeping myself healthy Healthier choices Keeping clean Being safe Medicine safety Road Safety Health & happiness

Reception Long Term Plan 2024 - 2025

Communication & Language		<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>EYFS Statutory Framework 2023</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening	Listen carefully to rhymes and songs, paying attention to how they sound	Retell the story, some as exact repetition and some in their own words	Engage in non fiction books to develop a deep familiarity with new knowledge and vocabulary	<p>Learns rhymes, poems and songs</p> <p>Recites rhymes, poems and songs with others and alone</p>	Listen to and talk about stories – remember key features of plot, characters, settings	Listen carefully to others and repeat what is heard (talk partners)
	Speaking	<p>Develop good social phrases such as ‘good morning’ ‘how are you’</p> <p>Speak to peers in play</p>	<p>Describe familiar events in detail</p> <p>Retell experiences to an adult in the classroom</p>	<p>Use new vocabulary in different contexts</p> <p>Talk about facts they have learning in school/from books</p>	<p>Connect one idea or action to another using a range of connectives</p> <p>Use longer sentences and some questions</p>	<p>Speak in well formed sentences</p> <p>Speak to unknown adults when necessary</p>	Use talk to help work out problems, organise thinking and explain how things work/why they might happen
	To include the introduction of new vocabulary through the Concept Cat, part of Word Awareness scheme	<p>Concept Cat:</p> <p>same, different, some, behind, all, night, day, first, last, second, more, less, both, most</p>	<p>Concept Cat:</p> <p>Forwards, backwards, through, around, before, after, dark, light (not dark) Big, bigger, biggest, thick, thin</p>	<p>Concept Cat:</p> <p>Heavy, heavier, heaviest, large, long, longer, longest, straight, curved, quick, slow, above, below</p>	<p>Concept Cat:</p> <p>Tall, taller, tallest, rough, smooth, later, between, bottom, top, back, front</p>	<p>Concept Cat:</p> <p>Light, lighter, lightest, shiny, dull, near, far, early</p>	<p>Concept Cat:</p> <p>Enough, narrow, wide, half, whole, corner, side, straight, bendy</p>

Reception Long Term Plan 2024 - 2025

Physical Development		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives6. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Framework 2023					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gross motor includes focused PE lessons & daily physical development in outdoor areas	H&S/independence – changing for PE Gymnastics intro including balance	Dance including balance	Ball skills – batting, throwing, catching, aiming, kicking		Target team games Athletics Outdoor and Adventurous (trim trail activities)	
		Also includes bikes & scooters, outdoor climbing equipment, risk taking, forest school, games equipment, soft play, Go Noodle, Yoga					
	Fine motor	Funky fingers, Dough disco, Squiggle while you wiggle, Handwriting practice, use of tools including scissors, knives/forks, writing and painting tools					

Reception Long Term Plan 2024 - 2025

Literacy		<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>EYFS Statutory Framework 2023</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonics To include a rigorous phonics programme (RWI) delivered daily	Phase 1 – Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm & rhyme, Alliteration, Voice Sounds, Oral blending & segmenting RWI Set 1 sounds – single letter sounds Tricky red words : l	Consolidation of Set 1 single letter sounds Read RWI sound books Tricky red words: l, the, to	RWI Set 1 sounds – special friends – ch, sh, th, ng, nk RWI Set 2 sounds – special friends – ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Tricky red words: no, of, my, he	Consolidate Set 1 sounds Read & spell CVCC & CCVC words using Set 1 sounds including special friends Read RWI red books Tricky red words: you, your, said, be, are	Teach Set 2 special friends Read & spell words with adjacent consonants (CVCC, CCVC words) Read RWI green books Tricky red words : go, baby, she, we, me	Consolidation of Set 2 sounds and CVCC/CCVC words Read RWI purple books Consolidation of previously taught red tricky words
	Handwriting Sessions delivered twice a week	Fine motor skills: Dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing	Fine motor skills: Dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing Around letters : c o a d g q l i t f	Fine motor skills: Dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing Down letters : b, p, k, h, i, j, m, n, r, u, y	Curly letters: e, s Zig zag letters : v, w z, x	Capital letters : A, B, C, D, E, F, G, H, I, J, K, L, M Numbers : 1, 4, 5, 7, 0	Capital letters : N, O, P, Q, R, S, T, U, V, W, X, Y, Z Numbers : 2, 3, 6, 8, 9
	Letterjoin	Getting ready for handwriting Squiggle while you wiggle Dough Disco Go Noodle Plus Letterjoin activities	Fine motor skills Finger & hand exercises Pencil activities	Pre-cursive patterns: Circles/spirals Lines/diagonals Jellies/zig zag Loopies/waves		Intro to easy letters (more able)	Intro to easy words (more able)
		Comfortable sitting position					
	Suggested stories	Dear Zoo Mr Wiggle & Mr Waggle Rainbow Fish Elmer Colour Monster The Bear Hunt Room on the broom Owl Babies	The Nativity Story Percy the Park Keeper The Divali Story Pig on the Pond Brown Bear, Brown Bear Dear Santa Series – People who help us (Askew & Crowson) Postman Pat series Fireman Sam series Non-fiction people who help us	Mog and the Vee Ee Tee No Dragons for tea Puffin Peter The Train Ride Get off our train Mr Grumpys outing	My Mum is fantastic Chapatti Moon Puffin Peter Mrs Armitage on wheels Lost& Found Duck in the truck Chick information books Easter Story	Peepo The Hungry Caterpillar Jasper's Beanstalk The Little Red Hen The Ugly Duckling Non fiction books about animal life cycles – chicks, frogs, humans, butterflies Non-fiction books about mini beasts	Daffy's Lucky Escape Monsters Don't Eat Broccoli Oi get off the train Non fiction books about healthy living Non fiction books about environmental issues such as recycling and pollution Three Billy Goats Gruff

Reception Long Term Plan 2024 - 2025

Maths	To include a rigorous Maths programme delivered daily.	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. EYFS Statutory Framework 2023					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Power Maths	Unit 19: Sorting Unit 13 : Exploring Pattern Unit 1 : Numbers to 5	Unit 2: Comparing groups within 5 Unit 3: Shape 3D 2D Unit 4: Change within 5 Unit 5: Number bonds within 5	Unit 6: Shape and space Unit 7: Numbers to 10 Unit 8: Comparing nos within 10 Unit 9: Addition to 10	Unit 10: Measure Unit 11: Number bonds to 10 Unit 12 : Subtraction	Unit 14: Counting on/back Unit 15: Numbers to 20	Unit 16: Numerical patterns Unit 17: Shape Unit 18: Measure Unit 20: Time (optional)
	NCETM	Subitising, cardinality, ordinality and counting, composition					

Reception Long Term Plan 2024 - 2025

Understanding the world		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. EYFS Statutory Framework 2023					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Explore natural world around them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.					
	Past & Present	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past					
		Fabulous Me My family	Celebration stories : The Divali Story The Nativity Story Comparing fire engines from the past Finding out about Florence Nightingale	Comparing vehicles from the past and present e.g. trains		Peepo – compare characters, places and objects from the past observing similarities and differences	
	People, Culture & Communities	Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Talk about members of their immediate family and community					
		Places of worship – which places are special & why? Religious stories – which stories are special & why?					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer		
	Being special Where do we belong?	The importance of Nativity Why do Christians perform Nativity plays at Christmas? Visit Old Church Divali story – what happens at Divali?	Why is the word God special? Which places are special & why? Visit Mosque	Creating an Easter garden Why do Christians put a cross in the Easter garden? Compare places of worship	Which stories are special & why?		

Reception Long Term Plan 2024 - 2025

Understanding the World							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Natural World (Developing Experts)	Understand the effect of changing seasons on the natural world around them Recognise some environments are different to the one in which they live Draw information from a simple map					
		FOREST SCHOOL					
		Seasonal changes – Autumn		Seasonal changes – Winter	Seasonal changes – Spring		Seasonal changes - Summer
		What is in our school grounds? Simple maps Our senses Our body	Describe why air moves Know about materials which act as a mirror	Learn about rain, ice and water Know about snow and melting Know all about the different types of transport	Recognise some similarities and differences between life in this county and life in India? What country do I live in? Learn about chickens and eggs	Know which things sink or float Learn about insects and invertebrates Learn about what plants need to grow	Learn about your diet and how to stay healthy Learn about fruit and vegetables
	Barefoot Computing	Busy Bodies		Winter warmers	Springtime		Summer fun

Reception Long Term Plan 2024 - 2025

Expressive Arts & Design		The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. EYFS Statutory Framework 2023					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups					
	Music	Using the inter-related dimensions of music – pitch, tempo and dynamics					
	Art & Design (Kapow)	Drawing – Marvellous Marks	Painting and mixed media Paint my world – collaborative firework picture Seasonal crafts – Kapow salt dough decorations	Winter crafts – threaded snowflakes	Tuk-tuks	Media & materials Simple 3D sculptures using clay/dough Drawing & Painting Adding details to observational drawings (flowers, shells, stones)	
	D & T (Kapow)	Structures with a focus on joining		Textiles	Sliding mechanisms		Food exploration – fruit kebabs
	Suggested role play	Inside : home corner with different rooms represented; hair dresser Outside : picnic area, flower shop, explorer den	Inside : party shop, baby clinic; santas workshop; police station, fire station Outside : garage	Inside : home corner (multi cultural) and school, high street – veg shop; Outside : garden centre	Inside : home corner and doctors surgery; construction site office Outside : bus station; dinosaurland	Inside : shoe shop; Outdoors : outdoor cinema	Inside : opticians Outside : the beach

Reception Long Term Plan 2024 - 2025

	Autumn	Spring	Summer
British Values	<p><i>Democracy – we can work as a group to make decisions</i></p> <p>Collaboration, turn taking and sharing</p> <p>Voting as a class on activities, themes, choice of snack, role play area, class rules</p> <p>Helping children to understand their role in the wider community of the class</p> <p>Promoting an atmosphere of caring for others and valuing each other’s views and successes</p>	<p><i>The Rule of Law – we know why we have rules and we can follow them</i></p> <p>Atmosphere of choice in the classroom</p> <p>Helping children to understand their actions have consequences</p> <p>Making links with people who help us in the community eg. Police</p> <p>Stories about people making the right choice</p> <p>Helping children make the right choice and understand right from wrong</p> <p><i>Individual Liberty – we know that everyone should be allowed to make their own choices and understand that our choices will affect other people</i></p> <p>Celebration of individual achievements</p> <p>Teaching self worth and taking pride in ourselves</p> <p>Allowing children to take charge of their own learning through child initiated play</p>	<p><i>Mutual respect and tolerance of those with different faiths and beliefs – we know that everyone has different ideas, faiths and beliefs and it is important that we respect this</i></p> <p>Using children’s interests and experiences to learn about different cultures</p> <p>Learning about calendar events such as Chinese new year, Divali, Eid and Christmas</p> <p>Whole school cultural events – Diversity Day</p> <p>Sharing stories from different cultures</p> <p>Promoting the ethos of freely sharing opinions</p>