

Calverley Parkside Reception Long Term Plan

People, Cultures and Communities

Autumn: To explore and name where they live and the name of where they go to school; Explore place names and begin to look at simple maps; Understand why places are special to people in the community; Begin to look at a range of celebrations from a range of cultures; Autumn; Harvest; Diwali, Bonfire Night; Remembrance Day; Thanksgiving; Hanukkah; St Andrew's Day; Advent; Christmas; New Year

Spring: Describe immediate environment and settings in stories and non-fiction; Talk about the similarities and differences between places. Holi; Chinese New Year; St Valentine's Day; St David's Day & Shrove Tuesday; St Patrick's Day; Easter

Summer: Simple similarities and differences between life in this country and other countries. St George's Day, Queen Elizabeth's Birthday.

Past and Present

Autumn: Own personal history. Photographs of themselves and family. Favourite celebrations that they have experienced with familiar people/characters or a memorable event; How have I changed since I was a baby?

Spring: Photographs of local buildings in Calverley and places now and in the past; explore traditional tales-different settings; talk about places in stories and how they have changed.

Summer: Own personal history and the people who helped them when they were younger. Explore older versions of traditional stories.

The Natural World

Ongoing themes: Understanding the effects of the changing seasons on the natural world; everyday materials; exploring the world.

Autumn: Learn about the seasonal changes in Autumn. Talk about things that are the same, different and have changed.

Spring: Learn how to respect and care for the natural environment and all living things; Talk about what they see, using a wide vocabulary; Talk about the similarities and differences between the natural world and contrasting environments. Learn about the seasonal changes.

Summer: - Plant seeds and care for growing plants. Learn about the key features of the life cycle of a plant and an animal; Describe what they see, hear and feel whilst outside; Learn about the seasonal changes.

Creating with Materials

Autumn: Colour recognition; exploring paints with fingers, paint brushes and other tools; Representations of themselves using a range of materials and medium; Self-portraits;

Spring: Explore different materials, using all their senses to investigate them; Learn how to manipulate and play with different materials; Making simple models – House building challenges/animal houses. Making and following maps. Creating story settings and props.

Summer: - Create closed shapes with continuous lines, and begin to use these shapes to represent objects; Join different materials and explore different textures; Use and explore a variety of tools and techniques, experimenting with colour, texture, form and function; Colour mixing;

Imaginative and Expressive

Autumn: Singing songs and nursery rhymes; Engaging in pretend play, using objects to represent other objects. For example, a wooden block to represent a phone; Nativity performance and Christmas songs.

Spring: Re-telling and creating stories; Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park; puppet theatre; Talk about music, dance and performance art expressing their feelings and responses;

Summer: Performing songs to an audience; Invent narrative and stories with their peers; sing well-known nursery rhymes; Listen and respond to music.

Visits, Visitors & Focus weeks

Autumn:

Autumnal walk
Shake Rattle & Boogie
Focus week: Enterprise week

Spring: Visiting the school grounds – pond and garden area; Minibeast hunt; Easter Bunny visit; Library Visit/book shop.
Focus week: Owlcotes Literature Festival

Summer: Local park visit; Real life heroes from the local community;
Focus week: Outdoor Adventure

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Personal, Social and Emotional Development and Communication and Language underpin all teaching and learning in EYFS, alongside the development of children's characteristics of effective learning. Key themes focus planning and teaching linked to key elements of self-regulation, managing self and building relationships.

<p align="center"><u>Autumn 1</u></p> <p align="center"><u>What Makes us Unique?</u></p> <p>PSED theme: Feelings and Friendships</p> <p>-I can identify and moderate my own feelings socially and emotionally.</p> <p>-I can build constructive and respectful relationships.</p> <p>-I can see myself as a valuable individual.</p>	<p align="center"><u>Autumn 2</u></p> <p align="center"><u>Around the World</u></p> <p>PSED theme: Respectful Relationship</p> <p>-I can express my feelings and consider the feelings of others.</p> <p>-I can think about the perspective of others.</p> <p>-I can develop a sense of responsibility and membership of a community.</p>	<p align="center"><u>Spring 1</u></p> <p align="center"><u>Once Upon a Time</u></p> <p>PSED theme: Own Goals</p> <p>-I can show confidence to try new activities.</p> <p>-I can show independence, resilience and perseverance in face of all challenges.</p> <p>-I can manage my own needs.</p> <p>-I can set and work towards simple goals.</p> <p>-I can wait for what I want and control my immediate impulses.</p> <p>-I can moderate my own feelings socially and emotionally.</p>	<p align="center"><u>Spring 2</u></p> <p align="center"><u>Build It!</u></p> <p>PSED theme: Valuable Individuals</p> <p>-I can see myself as a valuable individual.</p> <p>-I can work and play cooperatively and take turn with others.</p> <p>-I can form positive attachments to adults and friendships with peers.</p>	<p align="center"><u>Summer 1</u></p> <p align="center"><u>The Great Outdoors</u></p> <p>PSED theme: Our community</p> <p>-I can show sensitivity to my own and others needs. (ELG)</p> <p>-I can develop a sense of responsibility and membership of a community.</p> <p>-I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- I can show an understanding of my own feelings and others around me and I can begin to regulate my feelings accordingly.</p>	<p align="center"><u>Summer 2</u></p> <p align="center"><u>We're Going on an Adventure</u></p> <p>PSED theme: Changes</p> <p>-I can set and work towards simple goals and am able to wait for what I want.</p> <p>-I can see myself as a valuable individual.</p> <p>-I can show confidence to try new activities.</p> <p>-I can show independence, resilience and perseverance in face of all challenges.</p>
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Communication, Language and Literacy

Key focus: Taking turns in conversation, including listening then responding, linked to the same theme. Speaking in a sentence, pronouncing sounds and words clearly.

Autumn: Elmer; Super Duper You; I like Bees I don't like Honey; Everywhere Bear; The Nativity;

Spring: Goldilocks and The Three Bears; The Three Billy Goats Gruff; Not a Box; The Three Little Pigs; alternative versions of familiar traditional tales.

Summer: The Tiny Seed; Non-fiction books about minibeasts; Life-cycle of a chick non-fiction book; The Gingerbread Man; Jack and the Beanstalk

Maths - Maths progress models provide clear guidance to support children's knowledge and understanding of maths concepts. Problem solving and mark making in maths are key areas of focus.

Autumn: Match and sort; compare amounts; compare mass; compare capacity; exploring pattern, representing and comparing 1, 2, 3; composition of 1,2,3; circle and triangles; positional language; representing numbers to 5; one more/less; shapes with 4 sides; time

Spring: Introducing zero; comparing numbers to 5; composition of 4 & 5; compare mass; compare capacity; representing/composition of 6,7,8; combining 2 groups; making pairs; length & height; time; building 9 & 10; comparing numbers to 10; number bonds to 10; 3D shapes; spatial awareness; pattern

Summer: Build numbers beyond 10; count patterns beyond 10; spatial reasoning, shape- match, manipulate & rotate; adding more; taking away; compose and decompose shapes; doubling; sharing and grouping; even & odd; patterns and relationships; mapping.

Physical Development: Gross and Fine Motor

Autumn:

- Wake Up Shake up sessions
- Cosmic Yoga
- Scooters, Bikes and Trikes (Outdoor area)
- Climbing frame/Exploring the outdoor equipment
- Exploring the school grounds and local area
- Party games – Musical statues/balances
- PE lessons – exploring different ways of moving and negotiating space

Spring: All of the above
Develop independence as they get dressed and undressed, for example, putting coats on and doing up zips; Learning how to use a knife and fork.

Summer: All of the above
-PE games linked to previously learnt skills.
Sports day practice and session.