

Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that it is likely to transform throughout the year in response to our children and the enabling environment we provide for them.

	Autumn Term				Spring Term			Summer Term			
	September	October	November	December	January	February	March	April	May	June	July
Possible Themes	<p>Topic: All About Me! / Here We Are</p> <p><u>RE: School Mission Statement – Following in the Footsteps of Jesus</u></p> <p><u>RE: Hall Display - Friendship</u></p> <p><u>RE: Come and See</u></p> <p>Domestic Church</p> <p>Early Years - MYSELF - God knows and loves each one of us</p> <p>Baptism/Confirmation</p> <p>Early Years - WELCOME - Baptism: a welcome to God’s family</p> <p>Advent/Christmas</p> <p>Early Years - BIRTHDAY - Looking forward to Jesus’ birthday</p>				<p>Topic: Let’s Celebrate / Awe and Wonder</p> <p><u>RE: Come and See</u></p> <p>Local Church</p> <p>Early Years - CELEBRATING - People celebrate in Church</p> <p>Eucharist</p> <p>Early Years - GATHERING - Parish family gathers to celebrate Eucharist</p> <p>Lent/Easter</p> <p>Early Year - GROWING - Looking forward to Easter</p>			<p>Topic: Super Friends / Our Amazing Earth</p> <p><u>RE: Come and See</u></p> <p>Pentecost</p> <p>Early Years - GOOD NEWS - Passing on the Good News of Jesus</p> <p>Reconciliation/Anointing of the sick</p> <p>Early Years - FRIENDS - Friends of Jesus</p> <p>Universal Church</p> <p>Early Years - OUR WORLD - God’s wonderful world</p>			
	<p>Seasons – Autumn/Winter</p> <p>Welly Walk – Autumn scavenger hunt</p>				<p>Seasons – Winter/Spring</p> <p>Welly Walk – Spring signs of growth</p>			<p>Seasons – Spring/Summer</p> <p>School Trip</p>			
	<p>Focus Texts:</p> <p>Here We Are</p> <p>The Growing Story</p> <p>We’re Going on a Bear Hunt</p> <p>Whole School Focus (Everybody Writing):</p> <p>TBC</p>				<p>Focus Texts:</p> <p>How to Catch a Star</p> <p>Lost and Found</p> <p>Whole School Text (Everybody Writing):</p> <p>TBC</p>			<p>Focus Texts:</p> <p>The Very Hungry Caterpillar</p> <p>Superworm</p> <p>Supertato</p> <p>Mad About Dinosaurs</p> <p>Whole School Text (Everybody Writing):</p> <p>TBC</p>			
	<p>Roald Dahl Day – The Enormous Crocodile</p>	<p>Halloween - Room on a Broom</p> <p>Diwali</p> <p>Black History Month – Handa’s Surprise</p> <p>Poetry Day “Truth” – Micheal Rosen</p> <p>Chocolate Cake</p> <p>World Maths Day</p>	<p>Remembrance Day - The Poppy Story (Early Years)</p> <p>Bonfire Night – Van Gogh Starry Night / Leonid Afemrov Houses of Parliament</p> <p>Anti-Bullying Week</p> <p>Monty the Manatee</p>	<p>Christmas – The Nativity</p>	<p>Chinese New Year – The Magic Paintbrush</p> <p>Epiphany – The Fourth King</p>	<p>Valentine’s Day – Full, Full, Full of Love</p> <p>Shrove Tuesday</p> <p>Ash Wednesday</p>	<p>British Science Week – Little Miss Inventor</p> <p>World Book Day – traditional tales</p> <p>Mother’s Day Assembly</p>	<p>St Georges Day - There’s a Dragon in Your Book</p>	<p>International Dinosaur Day - Mad about Dinosaurs!</p> <p>School Trip - TBC</p>	<p>Ramadan</p> <p>Father’s Day</p> <p>Summer BBQ</p>	<p>Eid</p> <p>Moving on – Big Art</p>

Descriptors covering objectives which exceed the early learning goals are in italic font.

<p>White Rose Maths</p>	<p><u>Getting to Know You</u></p> <ul style="list-style-type: none"> - Exploring routines and times of the day - Using positional language <p><u>Just Like Me!</u></p> <ul style="list-style-type: none"> - Matching and sorting - Making comparisons - Comparing size, mass and capacity - Exploring pattern <p><u>It's Me: 1, 2, 3</u></p> <ul style="list-style-type: none"> - Representing 1, 2 and 3 - Comparing 1, 2 and 3 - Composition of 1, 2 and 3 - Circles and triangles - Positional language <p><u>Light and Dark</u></p> <ul style="list-style-type: none"> - Representing numbers to 5 - One more and one less - Shapes with four sides - Time 	<p><u>Alive in 5!</u></p> <ul style="list-style-type: none"> - Introducing zero - Comparing numbers to 5 - Composition of 4 and 5 - Comparing mass - Comparing capacity <p><u>Growing 6, 7, 8</u></p> <ul style="list-style-type: none"> - Composition of 6, 7 and 8 - Making pairs - Comparing two groups - Length and height - Time <p><u>Building 9 and 10</u></p> <ul style="list-style-type: none"> - Composition of 9 and 10 - Comparing numbers to 10 - Number bonds to 10 - 3D Shape - Pattern 	<p><u>To 20 and Beyond</u></p> <ul style="list-style-type: none"> - Building numbers beyond 10 - Counting patterns beyond 10 - Spatial reasoning - Match, rotate, manipulate <p><u>First, Then, Now</u></p> <ul style="list-style-type: none"> - Adding more - Taking away - Spatial reasoning - Compose and decompose <p><u>Find My Pattern</u></p> <ul style="list-style-type: none"> - Doubling - Sharing and grouping - Even and odd - Spatial reasoning - Visualise and build <p><u>On The Move</u></p> <ul style="list-style-type: none"> - Deepening understanding - Patterns and relationships - Spatial reasoning - Mapping
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Reception Long Term Planning	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Literacy Comprehension	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><i>Class Teacher to choose stories based upon children's interests.</i></p>	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><i>Class Teacher to choose stories based upon children's interests.</i></p>	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><u><i>Class Teacher to choose stories based upon children's interests.</i></u></p>	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><u><i>Class Teacher to choose stories based upon children's interests.</i></u></p>	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><u><i>Class Teacher to choose stories based upon children's interests.</i></u></p>	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><u><i>Class Teacher to choose stories based upon children's interests.</i></u></p>

<p>Literacy Word Reading</p> <p><u>Phonics</u></p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds - Phase 2 Phoneme/grapheme correspondence</p> <p><u>Blending and Segmenting words using taught letters</u></p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds - Phase 2 Phoneme/grapheme correspondence</p> <p><u>Blending and Segmenting words using taught letters</u></p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds - Phase 3 Phoneme/grapheme correspondence</p> <p><u>Blending and Segmenting words/captions using taught letters</u></p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds - Phase 3 Phoneme/grapheme correspondence</p> <p><u>Blending and Segmenting words/captions using taught letters</u></p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds - Phase 3 Phoneme/grapheme correspondence</p> <p><u>Blending and Segmenting words/captions using taught letters</u></p>	<p>Letters and The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds - Phase 4 Phoneme/grapheme correspondence</p> <p><u>Blending and Segmenting words/captions using taught letters</u></p> <p><u>Blending to read captions Polysyllabic words</u></p>
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<p>Literacy Writing</p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing <p><u>Labels</u></p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing <p><u>Labels</u></p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels <p><u>Simple Sentences</u></p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences <p><u>Instructions</u></p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Instructions <p><u>Narrative/Recount</u></p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Instructions <p><u>Narrative/Recount</u></p>
<p>Understanding the World</p> <p>People, Culture and Communities</p>	<p>The children will begin to understand some important processes and changes in the natural world around them, including the seasons. The children will learn about</p>	<p>The children will begin to understand some important processes and changes in the natural world around them, including the seasons. They will explore the natural world around them, making observations and drawing pictures</p>	<p>The children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will learn about similarities and differences between the natural world around them and contrasting</p>	<p>The children will begin to explain some similarities and differences between life in this country and life in other countries (Antarctica), drawing on knowledge from stories, nonfiction texts and maps. They will explore the natural world around them,</p>	<p>The children will explore the natural world around them, making observations and drawing pictures of plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing</p>	<p>The children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books</p>

<p><u>The Natural World</u></p> <p><u>Past and Present</u></p>	<p>their bodies and staying healthy. The children will begin to explain some similarities and differences between life in this country and life in other countries (Africa), drawing on knowledge from stories, nonfiction texts and maps. They will compare and contrast themselves to others. They will know some similarities and differences between things in the past and now (birth/toddler/child), drawing on their experiences and what has been read in class.</p>	<p>of animals and plants. They will begin to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will talk about the lives of the people around them and their roles in society: nurse/doctor/teacher.</p>	<p>environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them.</p>	<p>making observations and drawing pictures of animals and plants - British wild animals. They will begin to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>read in class and storytelling. The children will explore the natural world around them, making observations and drawing pictures of animals and seaside plants. They will begin to know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.</p>
<p>Physical Developme</p>	<ul style="list-style-type: none"> • Ring Games • Dough Gym/Funky Fingers 	<ul style="list-style-type: none"> • Ring Games • Dough Gym/Funky Fingers 	<ul style="list-style-type: none"> • Ring Games • Dough Gym/Funky Fingers 	<p>Ring Games</p> <ul style="list-style-type: none"> • Dough Gym/Funky Fingers 	<ul style="list-style-type: none"> • Ring Games • Dough Gym/Funky Fingers 	<ul style="list-style-type: none"> • Ring Games • Dough Gym/Funky Fingers

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<p>nt</p> <p><u>Gross Motor</u></p> <p><u>Fine Motor</u></p>	<ul style="list-style-type: none"> • Parachute Games • PE Lesson • Oral Hygiene <p><u>Hand Washing</u></p>	<ul style="list-style-type: none"> • Parachute Games • PE Lesson • Oral Hygiene <p><u>Hand Washing</u></p>	<ul style="list-style-type: none"> • Parachute Games • PE Lesson • Oral Hygiene • Hand Washing <p><u>PE Scheme</u></p>	<ul style="list-style-type: none"> • Parachute Games • PE Lesson • Oral Hygiene • Hand Washing <p><u>PE Scheme</u></p>	<ul style="list-style-type: none"> • Parachute Games • PE Lesson • Oral Hygiene • Hand Washing <p><u>PE Scheme</u></p>	<ul style="list-style-type: none"> • Parachute Games • PE Lesson • Oral Hygiene • Hand Washing <p><u>PE Scheme</u></p>
<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p><u>Being Imaginative and Expressive</u></p>	<ul style="list-style-type: none"> • Drawing Responding to Music and Songs <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and</p>	<ul style="list-style-type: none"> • Printing Responding to Music and Songs <p>Instruments and Music</p> <p>CHARANGA</p> <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount</p>	<ul style="list-style-type: none"> • Painting Responding to Music and Songs <p>Instruments and Music</p> <p>CHARANGA</p> <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives</p>	<ul style="list-style-type: none"> • Collage Responding to Music and Songs <p>Instruments and Music</p> <p>CHARANGA</p> <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives</p>	<ul style="list-style-type: none"> • Sculpting Responding to Music and Songs <p>Instruments and Music</p> <p>CHARANGA</p> <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with</p>	<ul style="list-style-type: none"> • Textiles Responding to Music and Songs <p>Instruments and Music</p> <p>CHARANGA</p> <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent,</p>

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	recount narratives and stories with peers and their teacher. <u>topical songs. They will perform</u>	narratives and stories with peers and their teacher. <u>topical songs. They will perform</u>	and stories with peers and their teacher.	and stories with peers and their teacher.	peers and their teacher.	adapt and recount narratives and stories with peers and their teacher.
Music and Movement	<u>songs, rhymes, poems and stories with others, and try to move in timewith music.</u>	<u>songs, rhymes, poems and stories with others, and try to move in timewith music.</u>	well-known nursery rhymes and topical songs. They will perform songs, rhymes, poems and stories with others, and try to move in time <u>with music.</u>	<u>topical songs. They will perform songs, rhymes, poems and stories with others, and try to move in timewith music.</u>	<u>songs, rhymes, poems and stories with others, and try to move in timewith music.</u>	<u>songs, rhymes, poems and stories with others, and try to move in time with music.</u>
Personal, Social and Emotional Development Building Relationships <u>Managing Self Self-Regulation</u>	<ul style="list-style-type: none"> • Self Help Skills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering <u>School Rules/Recognition Board</u>	<ul style="list-style-type: none"> • Self Help Skills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self-Regulation • Early Years Gathering <u>School Rules/Recognition Board</u>	<ul style="list-style-type: none"> • Self Help Skills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self-Regulation • Early Years Gathering <u>School Rules/Recognition Board</u>	<ul style="list-style-type: none"> • Self Help Skills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self-Regulation • Early Years Gathering <u>School Rules/Recognition Board</u>	<ul style="list-style-type: none"> • Self Help Skills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self-Regulation • Early Years Gathering <u>School Rules/Recognition Board</u>	<ul style="list-style-type: none"> • Self Help Skills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self-Regulation • Early Years Gathering <u>School Rules/Recognition Board</u>