

Reception Long term Plan and Skills Progression (based on the EYFS Development Matters)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Branch <i>This may change</i>	Me and My World	Celebrate the World	Travel the World	Out of This world	World of Wonder	The World of Fairytales
Possible Ideas / Lines of enquiry <i>To be planned around children's interests</i>	All about me, my family, houses and homes, starting school, making relationships	People who help us, Autumn (hibernation), Halloween, Diwali, Bonfire Night, Christmas, Light and Dark	Compare multiple environments/habitats (Southfields, Antarctica/Arctic, Savanna, Sahara, Rainforest) Winter. Chinese New Year, valentines – showing kindness	Transport (vehicles), underwater, outer space, Easter, rhyme	Minibeasts, farms, plants, fruit and vegetables, looking after our environment	A fairytale a week, how I've grown/changed, - past, present and future.
Suggested Key texts	The Colour Monster Goes to School The same but different Misha makes friends Big Feelings and what they tell us The Disgusting Sandwich	The Christmas Story Little Glow All about Diwali The Leaf Thief Tree (seasons come, seasons go) Emergency!	Jonty Gentoo Catch that chicken Antarctica (Where on Earth?) One day on our blue planet (In the Savannah and Antarctica) The Emperors Egg	How to Catch a Star Aliens love underpants Clean Up Somebody Swallowed Stanley Jabri Tries	Luna Loves Gardening The Tiny Seed The very hungry caterpillar We are the Wiggly Superworm Mad about minibeasts The Minibeast Bop Little Red Hen	The Growing Story The Three Little Pigs The gingerbread Man The three Billy Goats Gruff Goldilocks and the 3 Bears
Additional High Quality Texts	Super Duper You You Choose All are Welcome	Hats of Faith The Queen's Hat Superheroes like you Pumpkin Soup	Non-fiction penguin texts The lights that dance in the night Handa's Hen	Big Book of vehicles The Snail and the whale Non-fiction texts: Ocean, Space Rhyming Books: Oi Frog Snail in Space	Tad Non-fiction minibeast texts ('Bugs, 'life cycle of Butterflies') Recipe Books Jabari Tries	Alternative versions of fairy tales Recipe Books
Nursery Rhymes	Adaptation of 'If you're happy and you know it'	'I'm a little hedgehog'	5 currant buns	10 green bottles Jack and Jill Down by the bay	The animals went in two by two	I am the music man

Songs and Poems	'I've got a grumpy face' (Sing Up) The High 5 Chant (SingUp)	Nativity (Christmas) songs 5 th November rhyme The firework song	7 Continents song Out and About: A first book of poems. Antarctic: A book of penguin poems (by Judy Sierra)	The planets song Zim Zam Zoom	How to Plant a Seed The Nature Trail If I were a minibeast (Singing Hands) Dingle Dangle scarecrow Little Green Frog	When Goldilocks went to the house of the bears
Role Play	Home Corner	People who help us: Vets, Doctors, Santa's workshop	Arctic explorers station	Space station Car garage	Florist, garden centre, observation/investigation station	Puppet show/theatre
PSHE – Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Cultural Events and Key Dates	Harvest	Christmas Diwali Halloween Remembrance Day Guy Fawkes Ramadam Bonfire Night	Chinese New Year Shrove Tuesday Valentines Day Safer internet day	World Book Day Eid al-Fitr World Poetry Day Easter Sunday Mother's Day Easter	Outdoor Classroom Day St George's Day	Sports Day Transition to year 1
Trips and Enrichment	Walk around Southfields (end of term)	Theatre Trip Visits from people who help us Nativity	Food tasting from different cuisines Making pancakes Explorer Dome	Visit from fire engine/police vehicle/farm vehicles	Zoolab - minibeasts Bread making Planting runner bean seeds School trip	Gingerbread making
Family Involvement	Curriculum Sharing WOW sheets Phonics workshop	WOW sheets Family members to discuss their jobs Parent Meetings	World Book Day Breakfast	Parent Meetings	Parents in to read stories	Reports Sports Day Optional Parents Meetings

Prime Area Communication and Language	C&L is developed throughout the year through high-quality speaking and listening interactions, daily class discussions, circle times, story times, role-play, singing and 'Helicopter Stories'. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. In Reception, adults will provide descriptive commentary on the child's play, expand on their language by repeating back what the child has said and adding vocabulary and modelling correct language. The use of Makaton will be used to support development of vocabulary. Reading, engaging in stories and providing extensive opportunities to use and embed new words in a range of contexts will contribute to a child's speech and language development.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important	To Learn rhymes, poems and songs.	To listen carefully to rhymes and songs, paying attention to how they sound.	To engage in non-fiction books.	To connect one idea or action to another using a range of connectives. To understand and ask questions such as who, what, where, when, why and how.	To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To have back and forth conversations with adults and peers.	- 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.
Speaking	To talk in front of a small group. To talk to class teacher and TAs	To learn new vocabulary To describe events in some detail	To use new vocabulary through the day To retell the story, once they have developed a deep	To use new vocabulary in different contexts. To ask questions to find out more and to check they	To develop social phrases To articulate their ideas and thoughts in well-formed sentences.	To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and

			familiarity with the text, some as exact repetition and some in their own words.	understand what has been said to them.		To talk using the past, present and future tenses.	making use of conjunctions, with modelling and support from their teacher.
Prime Area Personal Social Emotional Development	PSED is a prime area which is incorporated in every aspect of daily school life. PSED covers a range of skills such as, developing and managing relationships, feeling good about themselves, identifying and regulating their feelings, respecting others and their similarities and differences, knowing how to look after their personal needs and how to keep safe. This is done through focused circle times, carefully planned play-based activities and adult support to help children develop their ability to identify and regulate their emotions, as well building relationships and solving conflicts in friendships. In Reception, a class charter is created and agreed upon by all members of the class, which is referred back to, throughout Reception.						
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Self Regulation	To identify and recognise different emotions To understand how people show different emotions. To see themselves as a valuable individual To follow one-part instructions To focus during short	To talk about how they are feeling	To focus during whole class carpet sessions To follow two-part instructions (e.g. get your coat and line up).	To show resilience and perseverance in the face of a challenge To consider the feelings of others		To moderate their own feelings socially and emotionally	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

	whole class activities						
Managing Self	To use the toilet independently To wash their hands independently	To know how to be a safe pedestrian. To be able to identify the class rules. To be able to follow some of the class rules.	To get changed independently.	To be able to follow all of the class rules	To know and talk about healthy eating, toothbrushing, good sleep routine, regular physical activity		- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. - 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 and understanding the importance of healthy food choices
Building Relationships		To express their feelings	To build constructive and respectful relationships	To consider the feelings of others	To think about the perspective of others		- 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.
Jigsaw	Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our	Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future	Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2	Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration	

	Responsibilities		Piece 6 – Award Ceremony		Piece 6 – Being the Best Friend We Can Be		
Prime Area Physical Development	Physical development is a prime area essential for children’s all-round development, enabling them to pursue happy, healthy and active lives. ‘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’. This is done through a combination of adult led teaching and providing opportunities throughout their play-based learning, 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 wellbeing. 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.’						
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Gross Motor Skills	To develop the skills needed to manage the school day successfully: lining up and queuing and mealtimes. To revise and refine the movement skills: walking, crawling, hopping and running	To revise and refine the movement skills: jumping, running and hopping. To use their core muscle strength to achieve a good posture when sitting at a table or on the floor.	Revise and refine the movement skills: skipping and climbing.	To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming)	To combine different movements with ease and fluency. To progress towards a more fluent style of moving, with developing control and grace.	To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions, including: dance, gymnastics, sport and swimming	- 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

Fine Motor Skills	To use a range of tools competently, safely and confidently (paint brushes for painting)	To use a range of tools competently, safely and confidently (pencils for writing and drawing)		To use a range of tools competently, safely and confidently (scissors)		To develop the foundations of a handwriting style which is fast, accurate and efficient.	• Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing
Literacy	Literacy is crucial for children to develop a life-long love of reading. It consists of two elements: language comprehension and word reading. Language comprehension is developed through talk from and with the adults around the children, about the world around them and books they read with them, alongside rhymes, songs and poems. Skilled word reading taught in Reception, involves both the speedy working out of the pronunciation of unfamiliar words and the speedy recognition of familiar words. Writing involves transcription and composition.						
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Comprehension	To engage in and enjoy story times.	To independently look at a book and know how to correctly hold it, turn the page and direction of reading	To retell a story using pictures	To sequence familiar stories			• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	To read individual letters by saying the sounds for them.	To blend sounds into words, so that they can read short words made up of known letter-sound correspondences	To read some letter groups that each represent one sound and say sounds for them To read a few common exception words	To read simple phrases and sentences made up of words with known-letter sound correspondences and, where necessary, a few		To re-read what they have written to check that it makes sense	• 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 some common exception words.

			matched to the Jolly Phonics programme	exception words.			
Writing <i>See separate document for breakdown of writing progression</i>	To give meaning to the marks they make To know how to write some initial sounds		To use a full stop at the end of their sentences. To spell words by identifying the sounds and then writing the sound with letter/s		To form lower case and capital letters correctly	To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	• 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. • Write simple phrases and sentences that can be read by others.
Phonics (Jolly Phonics)	Step 1 – group 1 – 5.	Step 1 – group 5 – 7.	Step 2 – Unit 1 – Unit 5.	Step 2 – Unit 6 – Step 2 Unit 11.	Step 2 – Unit 12 to Step 3 – Unit 4.	Step 3 – Unit 5 to Unit 11	
Mathematics	It is crucial to develop a strong grounding in number so that children develop the necessary foundations to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers to 10, the relationship between them and the patterns within those numbers. This is done through a combination of adult led carpet sessions and carefully planned play based activities to allow for opportunities to develop and practice these skills.						
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Maths Mastery	Subitising within 3	Focus on counting skills	Subitise within 5 focusing on die patterns	Focus on the 'staircase' pattern and ordering numbers	Counting – larger sets and things that cannot be seen	Subitise to 5 Introduce the rekenrek	
	Focus on counting skills	Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Match numerals to quantities within 5	Focus on ordering of numbers to 8	Subitising – to 6, including in structured arrangements	Automatic recall of bonds to 5 Composition of numbers to 10	
	Explore how all numbers are made of 1s	Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Use language of less than Focus on 7	Subitising – to 6, including in structured arrangements	Comparison	
	Focus on composition of 3 and 4	Explore the concept of 'whole' and 'part'	Focus on 5 Focus on 6 and 7 as '5 and a bit'	Doubles – explore how some numbers can be made with 2 equal parts	Composition - of 10	Number patterns	
	Subitise objects and sounds	Focus on the composition of 3, 4 and 5	Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Sorting numbers according to attributes - odd and even numbers	Comparison – linked to ordinality Play track games	Counting	
	Comparison of sets –'just by looking'	Practise object counting skills					
	Use the language of comparison: more than and fewer than.	Match numerals to quantities within 10 Verbal counting beyond 20					

Number	To count objects, actions and sounds to 5 using 1 to 1 correspondence	To compare numbers within 5 To subitise to 3 To compare numbers within 5 To count objects, sounds and actions to 10	To understand the one more than/one less than relationship between consecutive numbers. To subitise to 5 To link the numeral with its cardinal number value.	To compare numbers to 10 To explore the composition of numbers to 10	To count beyond 10		- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns		To select, rotate and manipulate shapes to develop spatial reasoning skills.	Automatically recall number bonds for numbers 0-5 and some to 10.	To continue, copy and create repeating patterns. To compare length and weight		To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can To compare capacity.	Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	This specific area involves children gaining a sense of their physical world and community around them. This comes from the frequency and range of personal experiences the children have, such as visiting parks, libraries, meeting key members of society (e.g. police officers and doctors). As well as, listening to a broad selection of non-fiction and fiction texts, rhymes and songs which will help to foster their understanding of our culturally, socially, technologically and ecologically diverse world, combining all the above with enriching and widening children's vocabulary, this will later support their reading comprehension.						
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Past and Present	To name and describe people who are familiar to them.			Comment on images of familiar situations in the past		Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	To talk about members of their immediate family. To name and describe people who are familiar to them.	To talk about members of their community. To understand that some places are special to members of their community	To recognise that people have different beliefs and celebrate special times in different ways	To draw information from a simple map			Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explainsomesimilaritiesandifferences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World	To describe what they hear, see and feel whilst outside	To understand the effect of changing seasons on the natural world around them	To recognise some environments that are different to the one in which they live.		To explore the natural world around them		Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understandsomeimportantprocesses and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Developing children’s artistic and cultural awareness supports their imagination and creativity. It is necessary for children to experience regular opportunities to engage with the arts, allowing them to explore a range of media and materials. Children need exposure to high quality and a variety of what they hear, see and participate in, in order to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.						
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Creating with Materials				To create collaboratively, sharing ideas, resources and skills.	To explore, use and refine a variety of artistic effects to express their ideas and feelings.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive		To sing in a group or on their own, increasingly matching the pitch and following the melody.	To develop storylines in their pretend play	To watch and talk about dance and performance art, expressing their feelings and responses. To explore and engage in music making and dance, performing solo or in groups.	To listen attentively, move to and talk about music, expressing their feeling and responses.	To return to and build on their previous learning, refining ideas and developing their ability to represent them.	Invent, adapt and recount narratives and stories with peers and their teacher. • 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.