

EYFS Reception Long Term Plan 2023-2024

Carleton Park

| Term | 1 | 2 | 3/4 | 3/4 | 5 | 6 |
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| Assessment | Baseline RBA RWI Assessment | Data Input RWI Assessment | Data Input RWI Assessment | Data Input RWI Assessment | Data Input RWI Assessment | Data Input RWI Assessment |
| Enquiry Question | I wonder who we are? | I wonder who I will become? | I wonder who shares our local community? | I wonder how the world needs me? | I wonder who shares our world? | I wonder what's beyond our planet? |
| Canon Book | Bodies are cool My Family, Your Family It's a No Money Day Little Red Riding Hood | Mummy is an Engineer All Through the Night David Attenborough Zog and the Flying Doctors | One Snowy Night Greta and the Giants The Very Hungry Caterpillar | Jack and the Beanstalk What the Ladybird Heard Usborne Lifecycle | Commotion in the Ocean Big Book of Blue We're Going on a Lion Hunt Island Born Lost and Found | Look Up Usborne Space Astro Girl Martha Maps It Out |
| 50 Experiences | <ul style="list-style-type: none"> Raise money for charity | <ul style="list-style-type: none"> Visit and join a library Meet a person who helps our community (police) Perform on a stage Become an entrepreneur | <ul style="list-style-type: none"> Taste food from other cultures (Chinese New Year) Identify birds in our local area | <ul style="list-style-type: none"> Care for an animal – chick incubation Visit a farm Meet a person of faith Visit a place of worship Stargazing (Planetarium visit for Science Week) | <ul style="list-style-type: none"> Care for an animal – fish/tank Have a pen pal Visit the coast | <ul style="list-style-type: none"> Time travel Visit the coast |
| Literacy As Writers... | Labelling Lists Invitation | Non-fiction Recount Instructions | Instructions Descriptions Diary Recount Story | | Poetry Fact file Recount Alternate story Diary Instructions Letter | |
| Maths As Mathematicians... | How many ways can we count objects? How many ways can we represent a number? How do we know when a number has a greater or smaller value? How many ways can we represent numbers? | | How many ways can we count objects? How many ways can we represent a number? How do we know when a number has a greater or smaller value? How many ways can we represent numbers? | | How many ways can we count objects? How many ways can we represent a number? How do we know when a number has a greater or smaller value? How many ways can we represent numbers? | |

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| | | | | | Where do we see shape in the environment? How can we change the mass of an object? Can the height of an object be the same length? | |
| Curriculum books | | Rama and Sita The Christmas Story | The Great Race | The Easter Story | | |
| Understanding the world | Past and present (History) | Past and present (History) | Past and present (History) | Past and present (History) | Past and present (History) | |
| As Investigators and Explorers... | <p>Creating a personal timeline and place within their family history</p> <p>Comparing how they have changed over time</p> <p>Comparing schools and how they have changed over time</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Investigate a map of your school and surrounding area</p> <p><u>The natural world (Science/Geography)</u></p> <p>Exploring the provision and school environment</p> <p>Exploring the human</p> | <p>Explore Amelia Earhart/ the Wright Brothers</p> <p>Compare and comment on images from the past/families/emergency vehicles (Chronological order)</p> <p>Explore different occupations</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Exploring family and community jobs</p> <p>Exploring and comparing beliefs – Diwali and Christmas</p> <p><u>The natural world (Science/Geography)</u></p> | <p>Ordering an experience</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Draw and label a map</p> <p>Investigate a map from a wider area</p> <p>Exploring how Chinese New Year is celebrated and making comparisons</p> <p>Comparing food to our locality</p> <p><u>The natural world (Science/Geography)</u></p> <p>Observe changes of state: Freezing/melting</p> <p>Comparing urban and</p> | <p>Comparing where our food comes from</p> <p>Compare and comment on images from farming in the past</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Comparing how food is grown</p> <p>Exploring Easter</p> <p><u>The natural world (Science/Geography)</u></p> <p>Comparing food to our locality</p> <p>Plant lifecycles / investigation</p> | <p>Exploring Nelson Mandela</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Compare seaside/rural/urban environments</p> <p>Compare African life to our own: schools/families/environment</p> <p>Cultural differences</p> <p><u>The natural world (Science/Geography)</u></p> <p>Floating and sinking</p> <p>Seasonal summer changes</p> <p>Physical seaside features</p> | <p>History of space travel: Mae</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Explore the job of an astronaut</p> <p>Explore space</p> <p>Draw and label a map – use a key</p> <p><u>The natural world (Science/Geography)</u></p> <p>Seasonal summer changes</p> <p>Investigate the Earth</p> <p>Explore the solar system</p> |

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| | lifecycle | Seasonal autumn changes Observe changes of state: Magnets and Lightbulbs Observe changes of state: Baking | rural environments Animals in the local environment Animal habitats Classifying animals | Seasonal spring changes Animal Lifecycles Classifying animals | Compare hot and cold climates Investigate the Earth: compare land and sea Animal habitats Classifying animals | |
| EAD As Artists... | <u>Creating with materials (Art)</u> Artist: Roy Lichtenstein Self-portraits <u>Creating with materials (DT)</u> Cutting Joining materials (glue and tape) <u>Being imaginative and expressive (Music)</u> Genre: British Nursery Rhymes | <u>Creating with materials (Art)</u> Artist: Jackson Pollock Rangoli Patterns <u>Creating with materials (DT)</u> Split pin people To create a meal <u>Being imaginative and expressive (Music)</u> Genre: Bollywood Nativity | <u>Creating with materials (Art)</u> Artist: David Hockney Digital art <u>Creating with materials (DT)</u> Sliding mechanism <u>Being imaginative and expressive (Music)</u> Genre: Modern Artist CNY Dragon Dance | <u>Creating with materials (Art)</u> Artist: Georgia O'Keefe Observational drawing <u>Creating with materials (DT)</u> Fruit exploration (Classroom Kitchen) <u>Being imaginative and expressive (Music)</u> Genre: Folk music Long Sword Dance Morris Dancing | <u>Creating with materials (Art)</u> Artist: Aysa Kozina Paper sculpture <u>Creating with materials (DT)</u> Flaps and hinges <u>Being imaginative and expressive (Music)</u> Genre: African Call and Response African Dancing | <u>Creating with materials (Art)</u> Unconventional materials <u>Creating with materials (DT)</u> A vehicle that moves <u>Being imaginative and expressive (Music)</u> Genre: Love Conveying feeling through music. |

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| PSED/ RSE Key Events | Personal Hygiene Toothbrushing Etiquette PANTS | Road Safety Antibullying Week | Toothbrushing Screen time (internet safety) Children's Mental Health Week | Sleep PANTS | Healthy Eating Antibullying Mental Health Awareness Week | Sun safety Water Safety Pride Month (June) |
| RSE Drop Down Afternoons | Healthy Friendships, Families and Loving Relationships | Accepting Differences: Celebrating Diversity | PANTS, sexual harassment and behaviour | Consent and Boundaries | Social Media and Relationships | Emotional Wellbeing |
| RSE | See themselves as a valuable individual. Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally. | Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of people around them and their roles in society. | Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Manage their own needs. - personal hygiene Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge | Understanding the importance of healthy food choices. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | Explain the reasons for rules, know right from wrong and try to behave accordingly |
| Physical Development (PE) | Introduction to PE To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. | Fundamentals 1 To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. | Dance 1 To explore different body parts and how they move. To remember and repeat actions. To express and | Ball Skills 1 To roll a ball to a target. To stop a rolling ball. To develop accuracy when throwing to a target. To bounce and catch a | Ball Skills 2 To roll and track a ball. To develop accuracy when throwing to a target. To dribble a ball with your hands. | Games 1 To work safely and develop running and stopping. To develop throwing and learn how to keep score. |

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| | <p>To use equipment safely and responsibly.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p> | <p>To develop jumping and landing.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p> | <p>communicate ideas through movement exploring directions and levels.</p> <p>To create movements and perform simple dance patterns.</p> | <p>ball.</p> <p>To dribble a ball with your feet.</p> | <p>To throw and catch with a partner.</p> <p>To develop dribbling a ball with your feet.</p> <p>To kick a ball.</p> <p>To develop kicking a ball to a target.</p> | <p>To play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p> |
| Outdoor Experiences | <p>Modelling Provision</p> <p>Autumn Walk (school)</p> | <p>Walking to library – road safety</p> <p>Traffic Survey</p> <p>Rangoli Patterns</p> | <p>Ice Art</p> <p>Weather Investigation</p> | <p>Spring Walk</p> <p>Growing Plants/Veg</p> | <p>Growing Plants/Veg</p> <p>Setup and open Reception 'shop'</p> <p>Transient Art</p> | <p>Weather Investigation</p> <p>Shadow Investigation</p> |
| Parent Events | <p>Stay and Play</p> | <p>Nativity</p> <p>Christmas Fayre</p> | <p>Class Assembly</p> <p>Parents Evening</p> | <p>Phonics Workshop</p> <p>Easter Bonnett Crafts</p> <p>Book Fair</p> | <p>Parent Mystery Readers of the Week</p> | <p>Sports Day</p> <p>The Big Picnic</p> <p>Parent Mystery Readers of the Week</p> |