







Early Years Foundation Stage Long- Term Plan- Cycle 2

Year group: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me 	Superheroes 	Dinosaurs 	Food & Growth 	Minibeasts 	Journeys & Transport 
Focus Texts	It's Okay to be Different My Friends and Me (Room on a Broom- Halloween Link)	Supertato Eliot midnight superhero (The Night Before Christmas)	Dinosaurumpus book Let's Talk About Dinosaurs	Jack and the beanstalk Oliver's Vegetables	Christopher Nibble Mad about minibeasts	Blown away Naughty Bus
WOW Moments	Show and tell about your family. Bring family pictures and baby pictures in.	'Dress like a superhero' day Reindeer visit	Trip to the Library	Farm visit Planting/ growing seeds.	Minibeast hunts Visit to the park	Grandparent's Afternoon Beach party School trip
Communication and Language	Taking turns to speak and listen Circle time Sharing stories Retelling Letters and Sounds Understanding questions and	Teaching modelling language Taking turns to speak and listen Asking and answering questions	Taking turns to speak and listen Understanding how and why questions Explaining changes Learns new words and is able to use	Taking turns to speak and listen Understanding how and why questions Explaining changes Follow direction and instructions without support	Retell stories to the class Listens attentively in different situation and respond appropriately	Retell stories to the class Make predictions about stories, explaining why Use more complex sentences to link thoughts

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	beginning to respond appropriately Recognise and respond to many familiar sounds	Explaining ideas Letters and Sounds Joins in with repeated refrains Understands who what where	them in communicating	Uses talk to connect ideas, explain what is happening and anticipate what might happen next	Uses intonation, rhythm and phrasing to make the meaning clear to others.	Participate in discussions, offering their own ideas, using recently introduced vocabulary;
Personal, Social and Emotional Development	Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the early years. These will be reinforced continually and built upon.					
	Moving on and settling in. Learning new routines Getting to know one another and making friends Following rules, routines and boundaries Expresses own preferences and interests Begin to build constructive and respectful relationships Promoting and developing independence in children's self-care.	Adapting to changes in routine, e.g. attending Worship, going to Mass, etc. Building confidence to explore. Discuss feelings and needs of others Promoting kindness and working together as a team Shows confidence in asking for help and confident to speak to others	Building on play with other children Working as a team to begin to solve problems. Extending play ideas with others Initiating play with others Set own goals and show resilience and perseverance in the face of challenge See self as a valuable individual Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Getting ready to move on. How have we changed? What can we do now that we couldn't do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on.		

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Physical Development	Developing fine and gross motor skills, promoted through continuous provision and purposeful activities. Pencil control and scissor control Moves freely in a range of ways and negotiates space successfully. Experiments with different ways of moving.					
Literacy	Promoting and encouraging mark-making activities in independent play. Encouraging children to give meaning to marks they make with pens, pencils, chalks, in the sand, with paintbrushes, etc.					
	Rhyme/ alliteration Oral blending and segmenting Oral retelling of stories Recognising rhyme Mark making pictures Reading and writing CVC words Reading and writing phase 2 sounds Giving meaning to marks and they draw and paint <u>Writing labels</u>	Rhyme/ alliteration Oral blending and segmenting Giving meaning to marks and adding labels Resigning rhyme independently Reading and writing CVC words Reading and writing phase 2 sounds Joins in with repeated refrains Begin to form lower-case letters correctly <u>Writing a list</u>	Rhyme/ alliteration Oral blending and segmenting Beginning to read and form words and simple sentences Introduce phase 3 phonics into reading and writing Awareness of the way stories are structured Form letters correctly Identify tricky words to read and write <u>Writing a brief recount of a story</u>	Rhyme/ alliteration Oral blending and segmenting Re-read what they have written to make sure it makes sense Read and write words and form sentences Form letters correctly Identify tricky words to read and write <u>Retell/ re-write a story</u>	Read words consistent with their phonic knowledge by sound-blending Use and understand recently introduced vocabulary. Apply connectives in writing to extend sentence length Apply sound knowledge with accuracy <u>Retell/ re-write a story</u>	Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, <u>Use description in extended pieces of writing</u>
Mathematics	New maths initiative- focusing on a number each week. What it is worth? What does it look like? Where does it sit on the number line? How can we make it? What comes before/after it? How does it apply to shape? Can we recognise this number in the environment?					

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	<p>Recite numbers to 10 forward & backward Subitise 3 / 4 objects (quick recall without counting) Link the number symbol (numeral) with its cardinal number value to 5</p> <p>Pattern 2D Shape Begin to compare length, weight and capacity</p>	<p>Recite numbers to 10 forward & backward Understand 'one more/less than' to 5 Explore the composition of numbers</p> <p>Continue, copy and create repeating patterns Select, rotate and manipulate shapes Order 2-3 items by length / weight</p>	<p>Backward from 10 and begin to recite backwards from 15 Link the number symbol (numeral) with its cardinal number value to 10 Understand 'one more/less than' to 10</p> <p>3d Shape Select, rotate and manipulate shapes in order to develop spatial reasoning skills Begin to order and sequence familiar events</p>	<p>Begin to explore the composition of numbers to 10 Recite numbers to 20 Find the total number of items Begin to share, double and half up to 10 objects</p> <p>Order 2-3 items by capacity and height Begin to order and sequence familiar events</p>	<p>Have a deep understanding of number to 10, including the composition of each number Recite numbers to 20 Subitise numbers (quick recall without counting) Compare quantities up to 10</p> <p>3d Shape Explore money Compare length, height, weight and capacity Measure and compare short periods of time</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system Automatically recall number bonds to 10 Represent patterns with numbers such as odds, evens, doubles and number facts.</p> <p>Compose and decompose shapes within practical activities Continue, copy and create more complex repeating patterns Compare length, height, weight and capacity</p>
Religion	<p>Myself (Domestic Church- Family)</p> <p>Welcome (Baptism)</p> <p>Birthday (Advent, Christmas, Loving)</p> <p>Other Faiths</p>	<p>Celebrating (Community)</p> <p>Gathering (Relating)</p> <p>Growing (Lent/ Easter, Giving)</p> <p>Other Faiths</p>	<p>The Good News (Pentecost- serving)</p> <p>Friends (Reconciliation)</p> <p>Our World (Universal Church)</p> <p>Other Faiths</p>			

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<p>Understanding the World</p>	<p>Family customs and traditions at home Begin to understand that some places are special to members of their community Describe what they see, hear and feel Explore the natural world around them</p>	<p>Begin to understand that some places are special to members of their community Develop knowledge and awareness of different celebrations and festivals Understand the effect of changing seasons on the natural world around them Different occupations</p>	<p>Explore the natural world around them Talk about members of their immediate family and community Understand that some places are special to members of their community</p>	<p>Similarities and differences in different beliefs, celebrations and countries Spring/ Summer changes Distinguish between familiar past and present events</p>	<p>Know some similarities and differences between things in the past and now, Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between the natural world around them and contrasting environments</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities Processes and changes of seasons and states of matter Use ICT to interact with age-appropriate computer software</p>
<p>Expressive Art and Design</p>	<p>Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models.</p> <p>Opportunities for experiences of music are built into the daily routine through song and dance and in time, through PE sessions.</p>					
	<p>Select resources with purpose Role play with other children</p>	<p>Use a variety of tools safely Return to and build upon previous learning</p>	<p>Create collaboratively sharing ideas, resources and skills</p>	<p>Use various construction materials and tools with skill and purpose</p>	<p>Share their creations, explaining the process they have used</p>	<p>Share their creations, explaining the process they have used</p>

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	<p>Joining in with singing favourite songs</p>	<p>Creates sound with musical instruments</p> <p>Moving rhythmically and respond to music</p>	<p>Develop storylines in their pretend play</p> <p>Learning how sound can be changed</p> <p>Describe and explore texture</p>	<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance</p>	<p>Experiment with colour, design, texture, form and function</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>
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