







Stibbard All Saints Year Reception Long-Term Plan 2024 - 2025

Believe, Achieve, Belong

Overview/Key themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me	Celebrations	Tell Me a Story	Come Outside!	Ticket to Ride	Fun at the Seaside
Values	 COMPASSION	 RESPONSIBILITY	 PERSEVERANCE	 FORGIVENESS	 TRUST	 FRIENDSHIP
Key texts	The Colour Monster I Like Me Once There Were Giants Titch	Firework Poems Rama and Sita Guy Fawkes Poem Twelve Days of Christmas The Scarecrows Wedding The Nativity	The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood Goldilocks and the Three Bears Jack and the Beanstalk	The Enormous Turnip The Extraordinary Gardener The Tiny Seed Life Cycle of a butterfly The Very Hungry Caterpillar	Mr Gumpy's Outing Oi! Get Off Our Train Beegu The Way Back Home The Snail and the Whale Machine Poems	The Lighthouse Keepers Lunch Sally and the Limpet Big Blue Whale Seaside Poems The Storm Whale What the Ladybird Heard at the Seaside
Key dates	Diwali 31/10 - 01/11 Harvest	Bonfire Night Remembrance Fakenham Church Christmas Tree Festival Nativity Performance	Lunar New Year Shrove Tuesday	Easter Lent Mothers Day	Earth Day Eid - Muslim Festival	Fathers Day Sports day Transition week
Enrichment /Showcase (Visit/visitor) Close the Classroom Days	Parents to visit Cherry Class and share a skill Phonics cafe Reading for Pleasure cafe	Church visit - Christmas Tree Festival and Library Letters to Santa - visit the postbox Nativity	Maths cafe Norwich Puppet Theatre	Snettisham Farm Park Mothers Day Event Vet visit to school	Emergency Vehicles to visit RNLI to visit school Woodland Adventure Afternoon	Fathers Day Event Beach trip Family Summer Party
Parental Engagement Tapestry Dojo	Home Visits Share a skill Reading and phonics cafes Phonics workshop	Parent Teacher Interviews Harvest Remembrance Nativity	Maths cafe	Parent Teacher Interviews Mothers Day event	Woodland Adventure Afternoon	End of year report Fathers Day Event

Assessment	Getting to know the children Baseline	Phonics Pupil Progress	Phonics	Phonics Pupil Progress	Phonics GLD	Phonics Pupil Progress Transition
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Communication and Language C&L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS focus: C&L is developed throughout the year through high quality instructions, daily group discussions, sharing circles, life skills, stories, singing, speech and language interventions.	Daily routines Circle Games Making friends Talking about me Rhyming and alliterations Hearing sounds in the environment around me Feelings Modelled Talk - "Good morning, how are you?" Learn rhymes, poems and songs	Exploring and developing new vocabulary Listening and responding to stories Following instructions Focusing on short tasks Greater engagement in two way conversations Understand how to listen and why listening is important Learn rhymes, poems and songs	Story language Retelling stories with story language Take part in discussions Listen to and talk about stories to build familiarity and understanding Describe events Ask how and why questions Learn rhymes, poems and songs	Noticing sharing ideas Ask I wonder questions Use key language to enhance our descriptions Use familiar language to act out an experience Learn rhymes, poems and songs	Share ideas and opinions about books we are reading Exploring a range of fiction and non-fiction Describe similarities and differences Create their own stories and narratives Learn rhymes, poems and songs	Offer explanations Use past, present and future tense Learn rhymes, poems and songs Hold a conversation with adults and peers
Daily stories. Tier 2 vocab. Adults commentating during play. Adults modelling standard English.						

Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS focus: PSED is developed throughout the year through high quality texts, daily group discussions, sharing circles and life skills.</p>	<p>New Beginnings</p> <p>Talk about their interests and what is special to them.</p> <p>Being in my new class. Class rules and routines - 'We are learning through play'.</p> <p>Support children to build relationships.</p> <p>Play alongside other children, taking turns.</p> <p>Share resources-sharing timers, talk through why we take turns, wait politely and tidy up after ourselves.</p> <p>Learn basic hygiene through routines.</p> <p>Be independent in addressing their own needs - having a drink, caring for possessions, self registration, toileting.</p>	<p>Getting on and Falling out</p> <p>Discuss emotions</p> <p>Develop self-confidence.</p> <p>Make independent choices, build positive relationships.</p> <p>Use talk to articulate how they are feeling.</p> <p>Celebrating similarities and differences.</p> <p>Mental wellbeing - How to talk and organise their emotions.</p> <p>Build constructive and respectful relationships</p>	<p>Good to Be Me</p> <p>Celebrate differences</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the feelings of others</p> <p>Show resilience and perseverance in the face of a challenge</p> <p>Personal hygiene and germs, including bacteria, viruses, how they spread and the importance of handwashing.</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p>To begin to think about the perspective of others and the implications of your actions.</p> <p>To describe what makes a good friend</p> <p>To identify the mental and physical benefits of being active and healthy</p> <p>To describe how to look after pets</p> <p>Introduce Growth Mindset and the importance of being positive</p> <p>To describe the importance of healthy food and regular exercise</p>	<p>Looking after Others</p> <p>To establish and maintain friendships.</p> <p>To show resilience when things do not go their way.</p> <p>To know ways to look after the planet.</p> <p>Talk about what is right and wrong and reasons.</p> <p>To be sensitive to the needs of others.</p>	<p>Changing Me</p> <p>Take part in Sports Day - winning and losing</p> <p>Transition - moving on or staying in the same class but new year group.</p> <p>Reflect on how far they have come.</p> <p>Feeling proud of ourselves.</p> <p>Dreams and Goals</p>

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor skills	<p>Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities.</p> <p>Dough Disco</p> <p>Daily access to fine motor activities in provision.</p> <p>Manipulate objects with some control.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Model hold pencil/paint brush with a tripod grip.</p> <p>Twinkl Phonics - modelling letter formation with rhymes and patterns developing muscle memory.</p>	<p>Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities.</p> <p>Dough Disco</p> <p>Daily access to fine motor activities in provision.</p> <p>Weekly yoga to develop core strength for writing Use tools to effect changes to different materials.</p> <p>Begin to use scissors with control</p> <p>Show preference for dominant hand</p> <p>Use of simple tools within Welly Day sessions.</p>	<p>Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities.</p> <p>Dough Disco</p> <p>Daily access to fine motor activities in provision.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Loose parts, small construction, hammer and pins.</p> <p>Continue to develop independence using cutlery</p> <p>Use of simple tools within Welly Day sessions.</p>	<p>Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities.</p> <p>Dough Disco</p> <p>Daily access to fine motor activities in provision.</p> <p>Hold the pencil effectively with tripod grip.</p> <p>Forms recognisable letters most correctly formed.</p> <p>Build models with smaller linking blocks, such as Lego, Duplo.</p> <p>Use of simple tools within Welly Day sessions.</p>	<p>Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities.</p> <p>Dough Disco</p> <p>Daily access to fine motor activities in provision.</p> <p>Continue to develop pencil grip and letter formation Use scissors with control to cut along a straight/wavy/curved line.</p> <p>Explore a range of tools e.g. hammers in the forest</p>	<p>Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities.</p> <p>Daily access to fine motor activities in provision.</p> <p>To form most letters correctly</p> <p>Start to colour inside the lines of a picture.</p> <p>Begin to show accuracy and care when drawing .</p> <p>Use of simple tools within Welly Day sessions.</p>
Gross motor skills	REAL PE unit	REAL PE unit	REAL PE unit	REAL PE unit	REAL PE unit	REAL PE unit
Checking pencil grip. Daily opportunities for fine motor practise. Climbing equipment. Yoga sessions. Dough Disco						

	Begin to read, write and recognise familiar words - mum, dad, dog Emergent writing Phonics books	Phonics books Segmenting to write cvc words	Phonics books Segmenting to write simple sentences	Phonics books Writing simple sentences using phonics knowledge and tricky words	Phonics books Using writing for different purposes	Phonics books Using writing for different purposes
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Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose maths	Baseline Getting to know you Match, Sort and compare Talk about and Measure patterns	It's me 1. 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length and Height	Length and Height Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate compose and decompose	Sharing and Grouping Visualise, build and map Make connections

Understanding the World - People, Culture and Communities, Natural World, Past and Present	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Discuss seasonal changes</p>	<p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Nativity performance</p> <p>Draw a map to your house for Father Christmas to follow on Christmas Eve</p> <p>Discussion about Christmas, why do we celebrate it? How do you celebrate?</p> <p>Diwali - food tasting, Rangoli patterns, Rama and Sita</p> <p>Winter walk: discuss seasonal changes</p> <p>Visit to local church and library</p>	<p>Share different versions of fairy tales</p> <p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives</p> <p>Discuss occupations and how to identify strangers that can help them when they are in need.</p> <p>Discuss seasonal changes - observations, sketching, collections</p>	<p>Snettisham Farm Park Visit</p> <p>Planting and growing</p> <p>Create opportunities to discuss how to care for the natural world around us</p> <p>Jungle and farm animals</p> <p>Nocturnal animals</p> <p>Changes in living things</p> <p>Observational drawings of the natural world</p>	<p>Discuss modes of transport and how the children got to school. Introduce the children to a range of transport</p> <p>Highlight land and water on the Earth</p> <p>Discuss homes and local amenities</p> <p>Notice differences between local environment and a contrasting one</p> <p>Map of a journey, birds eye view map, big map</p>	<p>Share books and photos of seascapes long ago</p> <p>Class trip to the seaside to make natural art inspired by Andy Goldsworthy</p> <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago</p> <p>Introduce Mary Anning as the first female to find a fossil</p> <p>Sinking and floating</p> <p>Looking forward - Moving into Year 1. Key questions: What am I looking forward to? What do I want to get better at? Focus on attitudes to learning and values.</p>

Detailed RE plan at the bottom of this document

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Self Portraits - pencil drawing, using mirrors, photos</p> <p>Nursery rhymes</p> <p>Role play</p> <p>Stories</p> <p>Junk modelling</p> <p>Provide opportunities to work together to develop and realise creative ideas</p>	<p>Firework pictures - chalk and patterns</p> <p>Nativity Performance and practise</p> <p>Create Christmas card, calendar</p> <p>Create Rangoli patterns, Diva lamps</p> <p>Elves Workshop - wrapping presents, posting, stamping, bunting</p> <p>Learn a range of Christmas songs</p> <p>Christmas baking</p>	<p>Story maps, props, puppets to support retelling, inventing and adapting traditional tales</p> <p>Use different materials, textures to make houses and bridges and chairs</p> <p>Invent music and dance moves for some of the characters</p> <p>Mask making</p> <p>Puppet making</p>	<p>Mother's Day cards, baking and creating</p> <p>Easter crafts</p> <p>Georgia O'Keefe study to create still life watercolours</p> <p>Make a seed packet</p> <p>Collage animals, symmetrical patterns, Rousseau's Tiger</p> <p>Life cycles</p>	<p>Design and make objects they may need in space, thinking about form and function</p> <p>creating outer space pictures</p> <p>Junk modelling - houses, bridges, boats and transport</p> <p>Retelling familiar stories</p> <p>Role Play</p>	<p>Sand pictures</p> <p>Lighthouse designs</p> <p>Puppet shows</p> <p>Salt dough fossils</p> <p>Water pictures, colour mixing, wax resist underwater pictures, beach huts, making passports</p>
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

EYFS Religious Education Curriculum:

Autumn		Spring		Summer		
Theology /Human Social Sciences	Whole School RE DAY Christmas Theology /HSS	Philosophy	Whole School RE DAY Easter Theology /HSS	Theology /HSS	Theology /HSS	Whole School RE DAY Creation Theology /Philosophy
Being a Christian	Understanding Christianity Unit F2: Why do Christians perform nativity plays?	Should Noah trust in God?	Understanding Christianity Unit F3: Why do Christians put a cross in an Easter Garden?	What's on my head?	Celebrations and Festivals	Understanding Christianity Unit F1: Why is God so important to Christians?

Q4K: What do people who believe in Jesus call themselves? Where do Christians go to worship? Who is Jesus?	Q4K: What do Christians celebrate at Christmas? What is the Christmas story called? What did Jesus come to Earth to show Christians?	Q4K: What did God ask Noah to do? What does the story tell us about good and bad? Was it hard or easy for Noah to listen to and trust God? Why?	Q4K: What happened to Jesus at Easter? What do Christians believe because of Easter? How do Christians try to live like Jesus did?	Q4K: Who wears a mitre? Why do some people cover their heads? Do you have a special item of clothing that you wear?	Q4K: What happens during Purim? Why do people celebrate/have festivals? Have you taken part in any festivals/celebrations?	Q4K: What is the name that Christians give their creator? What do Christians believe God made? Why might God make things that are 'bad'?
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