



St Bernadette's EYFS Long Term Plan 2024-2025

Learn to love, love to learn

Reception

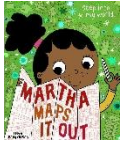
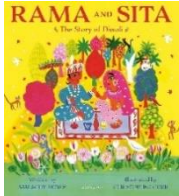
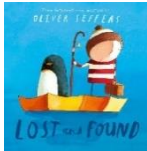












Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Winter Wonderland	Down at the Bottom of the Garden	Creature Comforts	In a Land, Far, Far Away
Values	Grateful and Generous	Attentive and Discerning	Loving and Compassionate	Faith-filled and Hopeful	Eloquent and Truthful	Curious and Active
Key Texts for Literacy Non-Fiction Traditional Tales	The Leaf Thief Leaf Man Room on the Broom 	The Way Back home The Tiger Who Came to Tea The Elves and the Shoemaker Bonfire Night The Way Back Home The Tiger Who Came to Tea The Elves and the Shoemaker 	One Snowy Night Who's Hiding in the Snow 	Mad About Minibeasts 	Farmer Duck Look What I Found on the Farm 	Jack and the Beanstalk 
Communication and Language Wellcomm Screening and intervention for children not on track	Understand how to listen carefully and why listening is important. Demonstrate whole school listening rules. Engage in story times, rhymes, and songs. Join in with repeated refrains Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions Respond to colourful semantics Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of - situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and

				of connectives. Describe events in some detail.		future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas
Personal, Social and Emotional Development	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
Physical Development Gym Sessions led by C. Curran. RLC Autumn RCB Spring RSJ Summer	Develop the skills needed to manage the school day successfully: Put on coat and zip up coat. Put on wellington boots Develop small motor skills through threading, finger gym provision, home Corner - dressing dolls, malleable materials such as dough and clay	Begin to develop control and correct grip of pencil and mark making tools Begin to record letters Use whole school letter join programme to teach formation. Begin to use scissors correctly and show preference for a dominant hand.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking jumping, running, hopping, skipping climbing.	Progress to more fluid movements with greater control. Introduce balancing on different body parts hands and feet, one hand and one foot, tummy, bottom.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
Literacy Comprehension Children will enter sets across the YB for Summer 2 – helping the children to prepare for their transition to Y1.	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Colourful semantics Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play	Use picture clues to help read a simple text (story mapping). Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them

<p>Literacy</p> <p>Word Reading</p>	<p>Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p>Literacy</p> <p>Phonics</p>	<p>Read Write Inc Phonics Scheme.</p>					
<p>Literacy</p> <p>Writing</p> <p>Children work through fine motor activities every morning (Funky Fingers). Progress is monitored each half term.</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using set 1 graphemes (RWInc).</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Letter join scheme Curly Caterpillar letters One armed robot letters</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Set 1 and 2 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Set 1 and 2 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p>

						Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
<p>Maths</p> <p>White Rose as main body.</p> <p>See separate Maths blocking overview – Progression of skills document created by KH and EF.</p>	<p><u>Match, Sort and Compare</u></p> <p>Match Objects Matching pictures and Objects Identifying a set Sort Objects to a type Explore sorting techniques Compare Amounts</p> <p><u>Talk About Measure and Patterns</u></p> <p>Compare size Compare mass Compare capacity Explore simple patterns Create Simple Patterns Copy and continue patterns</p>	<p><u>It's Me, 1, 2, 3</u></p> <p>Find 1, 2, 3 Subitise 1, 2, 3 Find 1 more, Find 1 less Composition of 1, 2, 3</p> <p><u>Circles and Triangles</u></p> <p>Circles and Triangles Shapes in the environment Describe Position</p> <p><u>1, 2, 3, 4, 5</u></p> <p>Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p>	<p><u>Shapes with 4 sides</u></p> <p>Identify shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My Day and Night</p> <p><u>Alive in 5</u></p> <p>Introducing 0 Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitising – 0-5</p> <p><u>Mass and Capacity</u></p> <p>Compare Mass Find a balance Explore Capacity Compare Capacity</p>	<p><u>Growing 6, 7, 8</u></p> <p>Find 6, 7, 8 Represent 6, 7, 8 1 more 1 less Composition of 6, 7, 8 Pairs – odd and even Doubles to 8 Combine 2 groups Conceptual subitising</p> <p><u>Length, Height and Time</u></p> <p>Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p><u>Building 9 and 10</u></p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition of 10 Bonds to 10 (two parts) Make arrangements to 10 Doubles to 10 Explore odd and even</p> <p><u>Explore 3D Shapes</u></p> <p>Recognise 3D shapes Find 2D shapes within 3D shapes 3D shapes in the environment Complex Patterns</p> <p><u>To 20 and Beyond</u></p> <p>Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p>	<p><u>How Many Now</u></p> <p>Add more How many did I add Take Away</p> <p><u>Manipulate, Compose and Decompose</u></p> <p>Select shapes for a purpose Rotate Shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes with 3D shapes</p> <p><u>Sharing and Grouping</u></p> <p>Sharing Explore Grouping Even and odd sharing</p> <p><u>Visualise, Build and Map</u></p> <p>Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate builds and constructions Describe positions Give instructions to build Explore mapping Represent maps with models</p>

<p>Understanding the World</p> <p>People Culture and Communities Past and Present The Natural World</p> <p>Book Nook: Learning opportunities supported by key texts</p>	<p>Book Nook: <i>Martha Maps</i></p> <p>Talk about and describe events that have happened to them, their family and friends. Talk about changes from a baby to now. Chronology – order these events. Talk about our local community and what we would see on the Hobmoor Road. Use google earth Children to design a map of their bedroom of school.</p> 	<p>Book Nook: <i>Rama and Sita</i></p> <p>Enjoys joining in with customs and routines and celebrations. Remembrance Sunday – learning about past and present. Diwali – Rama and Sita – looking at traditions and celebrations, customs etc.</p> 	<p>Book Nook: <i>Lost and Found</i></p> <p>Explore ice, melting – frozen, solid, liquid. Look at the Antarctica and compare to our local environment. Look at maps, google earth to compare both settings. Explore weather, and clothing we would wear in these contrasting environments. How do certain animals survive in the Arctic. Blubber and fir?</p> 	<p>Book Nook: <i>The Growing Story</i></p> <p>Explore how we change and grow over time. Discuss ourselves in the past, present and future. Talk about the changes we have observed from being a baby to a young child. Think about our families and their life/experiences from the past. Make observations of plants changing over time but that their growth is much quicker than ours. Explore animals and their young.</p> 	<p>Book Nook: <i>The Journey Home</i></p> <p>Animals in their habitats – different animals belong in different habitats because of their differing needs. Revisit maps but pay attention to land and sea – identifying this on map, finding the coastal line. Things we might find on the land and in the sea. Exploring the jungle, Greenland, ocean and Forest. Melting ice – find a suitable object to help a polar bear float – sinking.</p> 	<p>Create own map</p> <p>Book Nook: <i>The Knight Who Sais No</i></p> <p>Children to explore buildings past and present. Look at maps, past and present, and compare and contrast how the land has changed. Learn about historical buildings and who may have lived in these places.</p> 
<p>RE</p> <p>Taken from the Learning and Growing programme</p> <p>Assessed Units</p>	<p>RE Baseline Creation</p>	<p>People Who Care For us Advent Christmas</p> <p>Christmas Nativity Preparations</p>	<p>Baptismzz People Who help Us</p>	<p>Lent Holy Week</p>	<p>Easter Pentecost</p>	<p>Prayer Baseline</p>
<p>Expressive Arts and Design</p>	<p>Artist study Kandinsky</p>  <p>Link to Key text The Dot</p>	<p>Artist: Peter Thorpe</p>  <p>Black History Month link – Black British Artist</p>	<p>Artist Van Gogh</p>  <p>Collage Know that art work can be interpreted in different ways</p>	<p>Artist Gustav Klimt – Tree of life Pattern, shape, colour</p>  <p>Know combining media can create different effects.</p>	<p>Artist Edward Degas</p>  <p>'Little Dancer' Top 5 sculptures according to Tate Kids.</p> <p>Sculpting with clay</p>	<p>Artist Georgia O'Keeffe</p>  <p>Exploring watercolours Wildflower painting, observational painting</p>

<p>Nursery Rhymes</p> <p>More will be added across the year</p>	<p>Row, Row, Row Your Boat The Wheels on the Bus I'm a Little Teapot Heads, Shoulders, Knees and Toes Twinkle, Twinkl Little Star Jack and Jill Pat-a-cake</p>	<p>Five Little Speckled Frogs Round and Round the Garden Like a Teddy Bear Incy Wincy Spider Five Currant Buns 1, 2, 3, 4, 5 Fish Alive Humpty Dumpty Five Little Fishes</p>	<p>The Hokey-Cokey I hear Thunder Little Bo Peep Five Little Men in a Flying Saucer Old Mother Hubbard This Little Piggy Went to Market One, Two, Buckle My Shoe Five Little Ducks</p>	<p>Here We Go Round the Mulberry Bush Hey Diddle Diddle 5 Little Monkeys Little Miss Muffet Here is the Beehive Two Little Dickie Birds Old MacDonald Had a Farm</p>	<p>10 in a Bed Pussycat, Pussycat 10 Green Bottles Sing a Song of Sixpence Simple Simon Hickory Dickory Dock The Grand Old Duke of York</p>	<p>Girls and Boys Come Out to Play Dingle Dangle Scarecrow Kookaburra Sits in the Old Gum Tree There Was an Old Lady Doctor Foster</p>
<p>Poetry Basket</p> 	<ul style="list-style-type: none"> • Chop Chop • Pointy Hat • Five Little Pumpkins • Wise Old Owl • Falling Apples 	<ul style="list-style-type: none"> • A Basket of Apples • Leaves Are Falling • Breezy Weather • Who Has Seen the Wind • Cup of Tea • Mice • Shoes 	<ul style="list-style-type: none"> • Popcorn • A Little House • Pancakes • Let's Put On Our Mittens • I can Build a Snowman • Carrot Nose 	<ul style="list-style-type: none"> • Spring Wind • Furry Furry Squirrel • Hungry Birdies • A Little Seed • Stepping Stones • Mrs Bluebird 	<ul style="list-style-type: none"> • I have a Little Frog • Dance • Pitter Patter • Sliced Bread • Five Little Peas • The Fox 	<ul style="list-style-type: none"> • Monkey Babies • Thunderstorm • Five Little owls • If I were So Very Small • Under a Stone