

# Newdale Primary School Early Years Foundation Stage Reception Planning



At Newdale Primary an over-arching theme is planned each half term to assist in providing opportunities for the children to cover objectives across the ages and stages, whilst also providing engagement, motivation, and purpose for learning. However, these plans are subject to change: flexibility and amendments where the interests of the children take precedent over weekly themes to allow them to have ownership of their own learning where possible. We believe that the most effective method of ensuring progress is a balance between adult-led activities and independent learning.

The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year.

Children should develop the **3 prime areas** first. These are:

Communication and language (CL), Physical development (PD), Personal, social and emotional development (PSED).



These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

The table shows coverage of themes, activities and ages and stages (including ELG) over the year. Please note, individual children develop at different rates and whilst activities have been planned to address progressively the objectives within the EVFS curriculum, children may obtain the objectives at different rates throughout the year.

Long Term Forecast: Year Reception						
	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 Weeks)	Summer 1 (6 Weeks)	Summer 2 (6 Weeks)
<b>Overarching Theme and sub-topics</b>	ONCE UPON A TIME Traditional Tales & Rhymes 	CELEBRATIONS Including Harvest, Diwali and Christmas 	OUTERSPACE 	DINOSAURS 	ANIMALS & NATURE  Sub-Topic People Who Help Us (Careers Week)	UNDER THE SEA 
<b>Role Play Area</b>	Inside: Hansel & Gretel's Sweetie House Outside: Fairytale Castle	Inside: Christmas Elf Workshop Outside: Sleigh	Inside: Rocket Outside: Planet	Inside: Dinocave Outside: Time Travel machine	Inside: Zoo/Pet Shop Outside: Nature Reserve in Africa	Inside: Submarine and under the sea Outside: Beach area
<b>Texts</b>	Hansel and Gretel Goldilocks and the Three Bears The Three Billy Goats Gruff The Little red Hen : Harvest theme	Elf on the Shelf The Nativity Story Information Texts relating to Diwali, Harvest and Christmas.	Q Pootle Toys in Space Alien's Love Underpants  Non-Fiction Children's space books.	Dinosaur Roar That's not my dinosaur. The Something O Saur Say Hello to the Dinosaurs Dinosaur Factfiles	The Gruffalo Handa's Surprise. What the Ladybird heard Rosie's Walk( Farm Related) Jack and the Beanstalk The Tiger Who Came to tea. Mog. Elmer.	Tiddler The Snail and the Whale Non-fiction

<p><b>Prime: PSED Including 'Life Learning'</b></p>	<p>Transition/ Settling in / Forming positive relationships with peers and familiar adults / Sharing and turn-taking/ set small goals and work towards them.</p> <p>TEAM</p> <ul style="list-style-type: none"> <li>• Together everyone achieves more</li> <li>• Listening</li> <li>• Being kind</li> <li>• Bullying and teasing</li> <li>• Brilliant brains</li> <li>• Making good choices</li> </ul> <p>Black History: To read the children a range of stories highlighting Black history during shared reading time. Ongoing throughout the Year.</p>		<p>Building confidence / Developing independence with resources / Initiating play / Valuing praise/describe self in positive terms.</p> <p>Be Yourself</p> <ul style="list-style-type: none"> <li>• Marvellous me</li> <li>• Feelings</li> <li>• Things I like</li> <li>• Uncomfortable feelings</li> <li>• Changes</li> <li>• Speak up</li> </ul>		<p>Transition / Being aware of own feelings and those of others / Adapting behaviour to new situations / Solving problems reasonably/learn right from wrong.</p> <p>Aiming High</p> <ul style="list-style-type: none"> <li>• Star qualities</li> <li>• Positive learners</li> <li>• Bright futures</li> <li>• Jobs for all</li> <li>• Going for goals</li> </ul>	
<p><b>Prime: CLL</b></p>	<p>Listening skills in small groups and when in a conversation.</p> <p>Listening to and joining in with stories.</p> <p>Following simple instructions.</p>	<p>Talk about people of importance to them e.g family and friends.</p> <p>Retell simple past events in order.</p>	<p>Explain what is happening and what might happen next.</p> <p>Introduce a storyline into their play.</p>	<p>Understand how and why questions.</p> <p>Use more complex sentences.</p>	<p>Maintain attention and build concentration.</p> <p>Follow stories without pictures or props.</p> <p>Build vocabulary that reflects their experiences.</p> <p>Engage in back and forth conversations.</p>	<p>Question why things happen and give explanations.</p> <p>Sit quietly during activities.</p> <p>Listen and do for short spans.</p>
<p><b>Prime: Physical Development</b></p>	<p>Holds a pencil, using the correct grip.</p> <p>Move freely, in a variety of ways.</p> <p>Copy some letters, including letters of own name.</p> <p>Wash and dry own hands.</p> <p>PE lessons: Fundamentals of movement</p>	<p>Dress and undress independently.</p> <p>Form recognisable letters.</p> <p>Understand that tools and equipment can be used safely.</p> <p>Use clockwise and anti-clockwise movements.</p> <p>PE: Gym floor</p>	<p>Use tools to effect changes to materials.</p> <p>Building and constructing.</p> <p>PE: In - Dance, Out - Multisport.</p>	<p>Jump off an object and land appropriately.</p> <p>Climbing and balancing.</p> <p>PE: In - competitive games, Out - racket skills.</p>	<p>Run skilfully, negotiating space and avoiding obstacles.</p> <p>Correctly form letters.</p> <p>Show an understanding of good health such as healthy food, exercise, water sleep and hygiene.</p> <p>PE: In - gym floor, Out - Athletics.</p>	<p>Travel with skill and confidence.</p> <p>Have increasing control with throwing and catching.</p> <p>Handle tools and objects with increasing control.</p> <p>Show accuracy and care whilst drawing.</p> <p>PE: In - gym apparatus, Out - Multisport.</p>
<p><b>Specific: Literacy</b></p>	<p>Handle books carefully, showing an interest in the illustrations.</p> <p>Listening and join in with repeated refrains.</p> <p>Suggest how a story might end.</p> <p>Links sounds to letters.</p> <p>Break the flow of speech into words.</p>	<p>Recognise familiar words.</p> <p>Show awareness of rhyme.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Uses clearly identifiable letters to communicate meaning.</p> <p>Labelling their picture</p>	<p>Be aware of how stories are structured.</p> <p>Begin to read simple sentences.</p> <p>Writes labels/captions.</p> <p>Attempts to write short sentences/ captions in context.</p> <p>Write some irregular common words correctly</p>	<p>Enjoy an increasing range of books.</p> <p>Write irregular common words in sentences.</p> <p>Children challenge themselves to write a sentence using the HF/Tricky words.</p> <p>Develop writing a sentence.</p>	<p>Demonstrate an understanding of what has been read when talking to others.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly, some are plausible.</p>	<p>Children can read and spell phonetically regular words of more than one syllable and well as many irregular high frequency words.</p> <p>Key features of a narrative.</p> <p>Writing sentences with Capital letters and full stops.</p>

	<p>Gives meaning to the marks they make. Continues a rhyming string. Hears and says initial sounds in words Labelling their pictures with initial sounds</p>	<p>using simple cv/cvc words/ Listening to all the sounds in each word. Writing labels.</p>	<p>Use phonics knowledge to write words that match their spoken sounds.</p>	<p>Use finger spaces to separate words.</p>	<p>Develop writing a sentence using the HFW- Extend their sentences using conjunctions to challenge themselves.</p>	
<b>Specific: Maths</b>	<p>Recognising numbers 1-10 and personal numbers. Reciting to 10 Counting to 10-using 1:1 correspondence and then to 10 and beyond. Ordering numbers Sorting by colour shape, size and type. More and fewer. Copy, continue and create colour patterns . Ordering by height and length .</p>	<p>Prepositions (under, on top, behind) Understanding 'who', 'what', and 'where' Recognising 2D shapes and Shape in my environment. Counting objects to 10 and counting objects that cannot be moved. Number bonds to 5 Adding/subtracting counting on and back- Ten in the Bed (counting backwards) Counting irregular arrangements and counting up to 6 from a larger group. Matching numbers with quantities.</p>	<p>Number bonds to 10 Addition to 10 Record using marks they can explain. Subtraction to 10 Record using marks they can explain. Everyday language related to time and Sequencing events in my day. Measuring periods of time in simple ways. One more and one less Estimating. Doubling- What the ladybird heard.</p>	<p>Creating and Describing patterns. Using mathematical language to describe shapes. Halving. 3D shapes. Counting to 20 Ordering to 20 One more/less to 20 Begin to identify own maths problems based on their interests. Identifies the total of two groups by counting them both</p>	<p>Ordering- weight and capacity Sharing- Too many carrots Money Can count on/back to find the answer to addition and subtraction problems. Solve problems involving halving and doubling.</p>	<p>Addition and subtraction number lines Estimate (Subitise) a number of objects to 20, and check by counting. Solve practical problems that involve combining groups of 2, or sharing into equal groups.</p>

<p><b>Specific: Maths</b> New curriculum</p>	<p><b>30 - 50 months</b> Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.</p> <p>Begin to mathematical names for 2D and 3D shapes. Select a shape by name. Use common shapes to recreate patterns and build models. (link to castles etc.)</p>	<p>Compares two groups of objects, saying when they have the same number. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers.</p> <p>Use everyday language related to time. Order 2/3 items by length/height/weight/capacity (Christmas workshop link)</p>	<p><b>40 - 60 months</b> Counts up to three or four objects by saying one number name for each item. Counts objects to 10 and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number.</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Finds the total number of items in two groups by counting all of them.</p> <p>Order and sequence familiar events. Begin to use everyday language related to money.</p>	<p><b>ELG Number 2020</b> Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds for numbers 0-5 and <b>for 10</b>, including corresponding partitioning facts.</p> <p>Measure short periods of time in simple ways - link to healthy lifestyles week and sports day.</p>	<p><b>ELG Numerical Patterns 2020</b> <b>Automatically recall double facts up 5+5</b> <b>Compare sets of objects up to 10 in different contexts, considering size and difference</b> <b>Explore patterns of numbers within numbers up to 10, including evens and odds.</b></p>
<p><b>Specific: Understanding of the World</b></p>	<p>Transition and getting to know one another. PC; Talk about some of the things that make them unique.</p> <p><b>Black History: Black History: To read the children a range of stories highlighting Black history during shared reading time. Ongoing throughout the Year.</b></p>	<p>Different celebrations and traditions. PC: Recognise and talk about special times or events. Enjoy joining in with family customs and routines. Understand similarities and differences between themselves and others among families, communities and traditions. TW: Seasonal changes - talk about growth, decay and changes over time.</p>	<p>Outer space. TW: Talk about why things happen and how things work. Describe their environment (use of maps and observation) Tech: Show interest in technological toys with knobs, pulleys. Or real objects such as cameras and phones.</p>	<p>Dinosaurs. TW: Look closely at patterns and change. Changes over time. Understand the past through setting, characters and events in books. Know similarities and differences in the past and things now. Tech: Know that information can be retrieved from computers.</p>	<p>Animals and growing: TW: Talk about things they have observed such as plants and animals. Show care and concern for the living environment. Tech: Complete a simple program on the computer. Recognise places where a range of tech is used and their purpose. Show interest in occupations. Talk about peoples roles in society. People who help us. Compare life in this country to another country (using stories)</p>	<p>Under the Sea and transition. PC: Talk about past and present events (part of transition) in their own lives. TW: Talk about changes. Talk about similarities and differences in places and living things, making observations of animals and plants.</p>
<p><b>Specific: Expressive Arts and Design</b></p>	<p>Join in singing and actions to Nursery rhymes. Tap out simple rhymes. Explore with mixing colours.</p>	<p>Christmas crafts such as cards and decorations. Harvest craft and cooking. Remembrance poppies. Diwali decorations and rangoli patterns.</p>	<p>Junk modelling (rockets) Introduce a storyline into play. Build stories around toys. Use various construction materials to build and balance.</p>	<p>Easter crafter noon. Mothers' Day cards. World book day dressing up and activities. Use resources to create props to support role play (Dinosaur link).</p>	<p>Explore different instruments. Link to Handa's surprise and story telling. Choose particular colours for a purpose.</p>	<p>Art Day. Manipulate materials to show a planned effect. Use tools competently and appropriately.</p>

		Create simple representations of events, people and objects. Engage in role play based on own experiences.				
<b>Other Key events to consider</b>	<b>Cinema</b>  Nature Walk	Harvest Festival Diwali Remembrance Day Christmas performance <b>Trip to visit Santa</b>	Chinese New year Grandparents tea-party Nature Walk	Easter Mother's day World book day	<b>Farm Trip</b> Father's day Healthy Lifestyles Week Nature Walk	Transition Sports Day Art Day