

Reception Class Long Term Plan with EYFS checkpoints 2023 - 2024

(What children should be able to do by the end of each term to be on track for ELG)

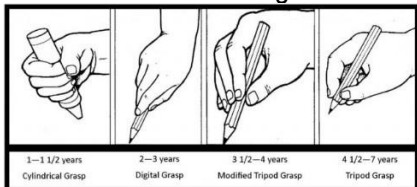
Area of Learning/ Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C&L	Listening, Attention and Understanding	<ul style="list-style-type: none"> I can turn to listen to my friends or my teacher. I can listen to and then follow an instruction. I can remember and join in with rhymes and stories I like. I can find the right tool for a job. I can follow instructions using prepositions. I can respond to a string of requests one after another (not quickly) I can ask and respond to 'why' questions. I can follow a story with props and pictures. I can show interest in the lives of other people or events. I can see some similarities and differences between people. I can operate a CD player or MP3 player and show understanding of the remote controls. I can show interest in other technological items. 		<ul style="list-style-type: none"> I can listen to a whole story and comment on what is happening. I can ask questions about my favourite books. I can choose a book or game that might be different from my friends and tell you why. I can play and listen to my friends at the same time. Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can respond quickly to a series of instructions. I can laugh at funny rhymes and jokes. I can remember key points from a story told without props or pictures. I can have a conversation and I can respond to other children's opinions. I can talk about family routines and special occasions. I can understand and complete a 		<p>Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	

			<p>simple program on a computer.</p> <ul style="list-style-type: none"> Engage in non-fiction books. 	
	Speaking	<ul style="list-style-type: none"> I can start to link simple sentences. I can explain in simple sentences, including ordering, stating what happened and what might happen. I can use tense, intonation and rhythm to enhance meaning. I can use vocabulary to express imaginary events in play. I can engage in imaginary role play, sometimes building stories around toys and objects. 	<ul style="list-style-type: none"> I can explore new vocabulary, sounds and intonation. I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations <p>expressing myself to friends and adults.</p> <ul style="list-style-type: none"> I can play alongside other children engaged in the same type of imaginary play. I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went ') Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the 	<p>Speaking ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

			<p>text; some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts. 	
PSED	Managing Self	<ul style="list-style-type: none"> • I can select and use activities and resources with help. • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community • I am outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help. 	<ul style="list-style-type: none"> • I welcome and value praise for what I have done. • I willingly participate in a wide range of activities. • I can show enthusiasm and excitement when anticipating and engaging in certain activities • I am confident to speak to others about my own needs, wants, interests and opinions. • I am confident in speaking in front of a small group. • I can describe myself in positive terms and talk about my abilities. • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • Manage their own needs. 	<p>Managing Self ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
	Self-regulation	<ul style="list-style-type: none"> • I am aware of my own feelings and know that some actions and words can hurt others' feelings. • I can accept the needs of others and I can take turns and share resources, sometimes with support from others. • I can tolerate delay when my needs are not immediately met and understand that my wishes may not 	<ul style="list-style-type: none"> • I can usually adapt my behaviour to different events, social situations and changes in routine. • I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. • I can start to negotiate and solve 	<p>Self-Regulation ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want

		always be met.		problems without aggression, e.g., when someone has taken my toy. <ul style="list-style-type: none"> I am aware of the boundaries set and of behavioural expectations in the class. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. 		and control their immediate impulses when appropriate; <ul style="list-style-type: none"> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	
	. Building Relationships	<ul style="list-style-type: none"> I can initiate play, offering cues to my friends to join me. I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 		<ul style="list-style-type: none"> I start conversations, attend to and take account of what others say. I can explain my own knowledge and understanding, and ask appropriate questions of others I can take steps to resolve conflicts with other children, e.g., finding a compromise. I can play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with other children. Build constructive and respectful relationships. Think about the perspectives of others. 		Building Relationships ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	
	Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical	. Gross motor skills	Movement: P.E., Trim Trail, Forest Schools	Movement: P.E., Trim Trail, Forest Schools	Travel (under, over, climb) and refinement of skills (jumping, running, rolling, etc.) P.E. Trim Trail Forest Schools	Travel (under, over, climb) and refinement of skills (jumping, running, rolling, etc.) P.E. Trim Trail Forest Schools	Strength, balance and co-ordination: P.E. Trim Trail Forest Schools	Strength, balance and co-ordination: P.E. Trim Trail Forest Schools

	<ul style="list-style-type: none"> • I can use a pincer grasp. • I can stand momentarily on one foot when shown. • I can catch a large ball. • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> • I can show a preference for a dominant hand. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I can use a tripod grasp. • Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Progress towards a more fluent style of moving, with developing control and grace. 	<p>Gross Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>. Fine motor skills</p>		<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, 	<p>Fine Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing <ul style="list-style-type: none"> – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;

		<ul style="list-style-type: none"> knives, forks and spoons. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. 				<p>- Begin to show accuracy and care when drawing.</p> 	
		Hand strength – playdough, building, collage, threading, etc.	Hand strength – playdough, building, collage, threading, etc.	Develop small motor skills (using tools – pencils, scissors, paintbrushes, cutlery)	Develop small motorskills (using tools – pencils, scissors, paintbrushes, cutlery)	Drawing and small tools (scissors, brushes, pencils)	Drawing and small tools (scissors, brushes, pencils)
Literacy	Comprehension	Books & stories VIPERS	Books & stories VIPERS	Prediction and vocab VIPERS	Prediction and vocab VIPERS	Retell of stories VIPERS	Retell of stories VIPERS
		<ul style="list-style-type: none"> I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends. 		<ul style="list-style-type: none"> I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can read simple words and simple 		<p>Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what</p>	

	. Writing	<p>Handwriting</p> <ul style="list-style-type: none"> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using my whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letters and pictures. <p>Composition</p> <ul style="list-style-type: none"> I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create representations of people, events and objects. <p>Spelling</p> <ul style="list-style-type: none"> I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> I can recognise a capital letter at the start of my name 	<p>Handwriting</p> <ul style="list-style-type: none"> I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and capital letters correctly. <p>Composition</p> <ul style="list-style-type: none"> I can use some identifiable letters to communicate meaning and use them to write captions and labels. I can read back my writing. I can begin to rehearse what I write orally before writing. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>Spelling</p> <ul style="list-style-type: none"> I can start to write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds. Spell words by identifying the sounds and then writing the sound with letter/s. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> I can talk about sentences and start to write short sentences. I can start to use full stops and capital letters in the correct places. 	<p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
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Mathematics	Number	<p>Number and Place Value</p> <ul style="list-style-type: none"> I can count up to three or four objects by saying one number name for each item. I can count objects to 10 and begin to count beyond 10. I can count out up to six objects from a larger group. I can select the correct numeral to represent 1 to 5, then 1 to 10 objects. <p>Calculation</p> <ul style="list-style-type: none"> I can recognise some numerals of personal significance. 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Then 1-20. I can begin to use 'teens' to count beyond 10. I can count an irregular arrangement of up to ten objects. I can find one more or one less from a group of up to five objects, then ten objects. I can estimate how many objects I can see and check by counting them. I can use the language of 'more' and 'fewer' to compare two sets of objects. I fully understand 5, 6, 7 etc. and all manipulations of the number. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns. <p>Calculation</p> <ul style="list-style-type: none"> I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can begin to use the vocabulary involved in adding and subtracting including counting on and back. I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10. Explore the composition of numbers to 10. 	<p>Number ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns			<p>Numerical Patterns ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

			<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–10. <p>Fractions</p> <ul style="list-style-type: none"> I can show some understanding of doubling and halving in familiar contexts. 	
	Shape, space and measure (not ELG, but still taught)	<p>Measurement</p> <ul style="list-style-type: none"> I can talk about the routine of the day and use language like before, after. I can use comparative language like taller, shorter, the same. <p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> I can start to identify shapes in the environment. I can start to find appropriate shapes for certain tasks. <p>Geometry – position and direction</p> <ul style="list-style-type: none"> I can start to make more meaningful pictures, patterns and arrangements with shapes. 	<p>Measurement</p> <ul style="list-style-type: none"> I can experiment with length, height, capacity and use my findings to order and group items. I can identify money and I can start to use money in my play. I can recall routines and start to relate them to the time on the clock. Compare length, weight and capacity. <p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> I can ask questions about their observations of differences and similarities. I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. I can order and sort according to simple properties. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>Geometry – position and direction</p> <ul style="list-style-type: none"> I can notice similarities, differences, patterns and changes. I can use the language of direction when programming toys Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	No ELG

	White Rose Maths/ Master the Curriculum	. Getting to know you (wk. 1-3) . Just like me! (wk. 4-6)	. Me 1 2 3 (wk. 7-9) . Light & dark (wk. 10-12)	. Alive in 5! (wk1-3) . Growing 6,7,8 (wk. 4-6)	. Building 9 and 10 (wk1-3) . Consolidation (wk. 4-6)	. To 20 and beyond (wk1-3) . First, Then and now! (wk. 4-6)	. Find My Pattern (wk. 7-9) . On the Move! (wk. 10-12)
Understanding the World	Topic	All About Me 	Celebrations 	People Who Help Us 	Growing 	Habitats 	Under the Sea 
		<p><i>How has life changed for my family over time?</i></p> <p><i>What important people and places are there in my community?</i></p> <p><i>What makes me different to others?</i></p>	<p><i>Why do we remember Guy Fawkes?</i></p> <p><i>How have Christmas celebrations changed over time?</i></p> <p><i>Where and how do people in different countries celebrate Christmas?</i></p>	<p><i>How have they changed over the years?</i></p> <p><i>How do people travel and use maps to find their way?</i></p>	<p><i>What does a timeline of my life look like?</i></p> <p><i>What things grow and what is a life Cycle?</i></p>	<p><i>What are rainforest & polar habitats like and where are they in the world?</i></p> <p><i>What is a habitat and what makes a good habitat?</i></p>	<p><i>What is ocean pollution and what can we do to make it better?</i></p> <p><i>What is the seaside like and what animals live in the sea?</i></p>

	Past and Present (history)	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience. 	<ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. I can compare and contrast characters from stories, including figures from the past. I can comment on images of familiar situations in the past. I can understand that some places are special to members of their community. 	<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;
	People, culture & communities (geography & RE)	<ul style="list-style-type: none"> I can show interest in the lives of people who are familiar to me. I can talk about some of the things I have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> I can draw information from a simple map. I can recognise some similarities and differences between life in this country and life in other countries. I can recognise that people have different beliefs and celebrate special times in different ways. I can start to show an interest in different occupations and ways of life. I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. 	<p>People, culture & communities ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Expressive Arts and Design	. The natural world (science)	<ul style="list-style-type: none">I can ask questions about aspects of my familiar world such as the place where I live or the natural world.		<ul style="list-style-type: none">I can talk about why things happen and how things work.I can start to develop an understanding of growth, decay and changes over time.I can show care and concern for living things and the environmentI can explore the natural world around me.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live.Understand the effect of changing seasons on the natural world around them.		The Natural World ELG Children at the expected level of development will: <ul style="list-style-type: none">- Explore the natural world around them, making observations and drawing pictures of animals and plants;<ul style="list-style-type: none">- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
	Artist/designer/composer for inspiration	Wassily Kandinsky (circles) Modern	Vincent Van Gough (star, swirls, Winter) Modern	George Stevenson (engineer - design) Traditional	Guiseppe Arcimboldo (fruit & vegetable art) Traditional	Andy Goldsworthy (land art) Contemporary	Matisse (inspired coral reef) Modern
	. Creating with materials	<ul style="list-style-type: none">I can enjoy joining in with dancing and ring games.I can sing a few familiar songs.I can begin to move rhythmically.I can imitate movement in response to music.I can tap out simple and repeated patterns.I can explore colour and how colours can be changed.		<ul style="list-style-type: none">I can explore and learn how sounds can be changed.I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.I can show interest in and describe the texture of things.I can use various construction materials.I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating		Creating with Materials ELG Children at the expected level of development will: <ul style="list-style-type: none">- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;- Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	

			<p>spaces.</p> <ul style="list-style-type: none"> • I can join construction pieces together to build and balance. • I can explore, use and refine a variety of artistic effects to express their ideas and feelings. • I can return to and build on their previous learning, refining ideas and developing their ability to represent them. • I can create collaboratively sharing ideas, resources and skills. • I can listen attentively, move to and talk about music, expressing their feelings and responses. • I can sing in a group or on their own, increasingly matching the pitch and following the melody. • I can play pitch-matching games, humming or singing short 	
	. Being imaginative & expressive	<ul style="list-style-type: none"> • I can sing to myself and make up simple songs. • I can engage in imaginative role-play based on my own first-hand experiences. 	<ul style="list-style-type: none"> • I can develop preferences for forms of expression. • I can use movement to express feelings. • I can create movement in response to music. • I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • I can build stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'. • I can use available resources to create props to support role-play. • I can watch and talk about dance and 	<p>Being Imaginative and Expressive ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

				<p>performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none">• I can develop storylines in their pretend play.• I can explore and engage in music making and dance, performing solo or in groups.			
	Music lessons (Sing Up)	All About Me	Journeys and Adventures	Out and About	Growth	Habitats	Out of this World