


EYFS Reception Long Term Plan (Year 2) 2024/2025

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests. Children's progression will be observed, targeted, and tracked through our progression goals which lead to ELG and beyond.

		Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (4 weeks)	Summer 2 (7 weeks)
Main Theme (But not limited to...)		Once upon a time	Transport	Being Healthy	Animals around the World	Plants	Journeys
Experiences /Trips		Harvest Festival, Offsite Forest Fun Sessions, Bonfire Night, Remembrance Day, Children in Need, Sponsored Walk, Nativity Play, Christmas		Q & A Visit from People of different occupations, Trip to a Zoo / or Animal Visit, Multi Sports Festival at Lacon Childe School		Growing competition, trip to experience pond dipping, Local minibeast hunt and survey. Local walk around Stottesdon, Whole School - Sports Day, Swimming Lessons at Highley	
Core Texts (see EYFS Reading Spine which includes non-fiction texts)	Talk 4 Writing Texts						
	Little Wandle Rhyme Time	Jack and Jill The Grand Old Duke of York Humpty Dumpty Twinkle Twinkle Little Star	Wheels on the Bus Row Row Row Your Boat Ring-a-ling-a-Roses	Miss Polly had a Dolly Pat-a-Cake Round and Round the Garden	1,2,3,4,5 Once I caught a fish alive Wind the Bobbin Up Hey Diddle Diddle Hickory Dickory Dock	Mary Mary Incy Wincy Spider	A sailor went to Sea 1, 2 Buckle my Shoe Baa Baa Black Sheep
	Poems	Chop Chop Leaves are falling. Five Little Pumpkins	Breezy Weather Pointy Hat Thunderstorm	Carrot Nose Hungry Birdies Pancakes	A Little Seed Spring Wind Pitter Patter	I Have a Little Frog A Little Shell Under the stone	Five Little Peas Slice of Bread
	Word Aware	Under, More, Quick, Near, All, Last, Before	Same, Between, Day, Different, Heavy, Side, Next To	Through, Front, Over, Around, Thick, Early	Shiny, Above, Both, Second, Next	Light, Dark, Corner, Bigger, Thin, Rough, Below	Few, Later, Light (not dark) Straight, Heavier, Half, Wide
Literacy Outcomes	Reading * Tricky Words	Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r I Week 5 h b f l the Develop routines for phonics and reading sessions. Modelled blending sessions daily. Name reading in continuous provision. Making predictions.	Week 1 ff ll ss j Week 2 v w x Week 3 z zz qu words ending with s ch Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) · words ending s /z/ (his) and with s /z/ added at the end (bags) *put pull full as and has his her go no to into she push he of we me be Daily CVC activity for both reading and writing. Basic Who, what, where, when Qs for comprehension. Independent decodable books in the environment. Learning and role-playing stories Comparing to stories we already know. Good Vs bad.	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words * was you they my by all are sure pure Daily independent reading of basic sentences. Comparison of fiction and non-fiction. Understands that information can be found in non-fiction books. Looks through non-fiction books with interest. Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ *Review all taught so far Signify whole class text and begin to make simple innovations of places and character.	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky Words said so have like some come love do were here there when what one little says Independent reading of books with multiple sentences. Introduction of 'why?' inference questions. Sorting texts fiction/non-fiction	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words Tricky Words Review all taught so far Signifying/story maps/innovate small sections W.W.W.W.W questions.
	Writing	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 1 Dots, Straight lines and crosses, Circles, Waves, Loops and bridges Joined straight lines, Angled patterns, Eights, Spirals Left to right orientation, Mix of patterns, Review of patterns	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 2 Long-legged giraffe letters l, i, u, t, j, y One-armed robot letters r, b, n, h, m, k, p	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 2 Long-legged giraffe letters l, i, u, t, j, y One-armed robot letters r, b, n, h, m, k, p	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 2 Long-legged giraffe letters l, i, u, t, j, y One-armed robot letters r, b, n, h, m, k, p	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 3 Curly caterpillar letters c, a, d, o, s, g, q, e, f Zig-zag monster letters z, y, w, x,	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 3 Curly caterpillar letters c, a, d, o, s, g, q, e, f Zig-zag monster letters z, y, w, x,
		Ordering letters of my first name Daily name writing. Basic control and letter formation. Labelling all artwork with name. Initial sounds	Modelled drawing and writing sessions. Writing simple lists Modelled drawing with CVC labelling. Label story snippets with what they see	Daily CVC tasks involving new digraphs and revisits of old. Modelled finger spaces to separate words. Simple I can see sentences	Upper case letters used to start a sentence. Daily first and second name. Simple sentences using capital letters, finger spaces, full stops.	Upper case letters used to start a sentence. Daily first and second name. Simple sentences using capital letters, finger spaces, full stops, conjunction "and"	Secure spelling of tricky words Secure phase 2-4 phonemes Multiple sentences that retell class text Describing/recount sentences for visit
	CL See Vocab List	Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play-responding to direct questions and play activities.	Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs.	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses.	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained, and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened.	Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way.	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery.
PSE 		Being me in my world (Jigsaw) Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily	Celebrating difference (Jigsaw) Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship	Dreams & Goals (Jigsaw) Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Healthy me (Jigsaw) Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers	Relationships/Families (Jigsaw) Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Changing me (Jigsaw) Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on
Physical Education	Daily Gross Motor Structured PE Focus	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, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
		Fundamental Movement Skills Through co-operation games explore travelling in different directions and ways, to create and practice spatial awareness. (Action & Team games) To incorporate small apparatus (beanbags, balls), building on co-ordination and balance.	Dance - Experiment with different ways of moving. Represent their own ideas, thoughts and feelings through music, dance and stories. (BBC Let's Move)	Gymnastics - Experiment with different levels of moving, jump off objects and land appropriately travel with confidence and skill around, under, over and through balancing and climbing equipment. Dance - Explore moods and feelings and to develop their response to music through dance.	Gymnastics - Stretching and curling, incorporating rolls. Creating a short sequence with a partner	Fundamental Movement Skills Showing increasing control over an object by pushing, patting, throwing, catching, dribbling or kicking it, using an array of equipment -different ball sizes, addition of variety of bats/sticks/rackets	Fundamental Movement Skills Running, throwing & jumping. Sports Day Activities. Swimming -To build confidence and safety in the water, to float on their back and front with a float. Water confidence - to include safe entry & exit, moving around, getting wet and floating (with use of flotation aids).
	Forest School	Forest Fun: To co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking. Signs and changes of Autumn.	Forest Fun: To be able to use senses to investigate the Forest Schools area (Touch - hug a tree; Sight - colour matching; Smell; woodland perfume)	Forest Closed	Forest Fun: To be able to safely handle & use tools in the forest	Forest Fun: To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.	Forest Closed
	Fine motor	Dough Disco, Crocodile Song, Writing Position, Cool Kids / Storycise session once a week Drawing Club / Pre-Writing symbols		Dough Disco, Crocodile Song, Cool Kids / Storycise session once a week, Drawing Club Using a knife and fork to cut		Capital letter formation A-Z Establish the correct pencil grip and posture for writing	
	Personal	Attempt to manage own hygiene Develop the skills to manage the school day- dressing and undressing, putting own shoes on.		To be able to put on and take off own coat. Begin to talk about different ways I can be healthy and keep active		To be able to fasten own coat Talk about different ways I can be healthy and keep active	
Mastering Number (NCETM) Shape Space and Measure		Revision of numbers 1-5 1:1 Correspondence Counting to 5 Counting Rhymes and Songs	Subitise within 5 Patterns within 4 Use fingers to represent quantities	Subitise within 5 - Structured and random Patterns to 5 and more than 5 Patterns with small group and 1 more Match arrangements to fingers	Symmetrical Patternals/Doubling Cardinality of numbers within 10 Counting pattern beyond 20 Odd and even numbers using the	Familiar subitising patterns Subitising with number patterns Know when to count and when to subitise Verbal counting to 20 and beyond	Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers Measure Capacity

