

Evergreen Primary Academy EYFS: Long Term Plan



Reception Class 2024 - 2025

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication and Language					
<ul style="list-style-type: none"> ○ Listening and attention ○ Following instructions ○ Using language to share feelings ○ Understanding simple questions <p>Introduce a wide range of vocabulary- ongoing.</p>		<ul style="list-style-type: none"> ○ Focus on understanding e.g. following instructions and answering <i>how</i> and <i>why</i> questions ○ Asking questions ○ Listening to others <p>Introduce a wide range of vocabulary- ongoing.</p>		<ul style="list-style-type: none"> ○ Using language to link thoughts ○ Anticipating events in stories ○ Retelling past events <p>Introduce a wide range of vocabulary- ongoing.</p>	
Personal, Social and Emotional Development					
<p><i>Note: at EPA EYFS, we also respond to some PSED matters with a 'responsive plan' whole class session, small group or 1:1 conversation depending on the circumstances. E.g. NSPCC PANTS lesson.</i></p>					
<p>Jigsaw focus: Being Me in My World</p> <p>EPA Citizen focus: Being Safe</p>	<p>Jigsaw focus: Celebrating Difference</p> <p>EPA Citizen focus: Being respectful</p>	<p>Jigsaw focus: Relationships</p> <p>EPA Citizen focus: Being caring</p>	<p>Jigsaw focus: Healthy Me</p> <p>EPA Citizen focus: Being safe</p>	<p>Jigsaw focus: Changing Me</p> <p>EPA Citizen focus: Being respectful</p>	<p>Jigsaw focus: Dreams and Goals</p> <p>EPA Citizen focus: Being caring</p>
Physical Development					
<p><i>Note: at EPA EYFS we also have sessions weekly / fortnightly, (depending on BS availability each term), led by Bristol Sport.</i></p>					
<p>GMS: <i>Real PE focus-</i> Static balance-</p> <ul style="list-style-type: none"> ○ one leg ○ seated. <p>FMS- hand strength and dynamic tripod pencil grasp- ongoing</p>	<p>GMS: <i>Real PE focus-</i> Static balance-</p> <ul style="list-style-type: none"> ○ floor work ○ stance <p>FMS- hand strength and dynamic tripod pencil grasp- ongoing</p>	<p>GMS: <i>Real PE focus-</i> Dynamic balance-</p> <ul style="list-style-type: none"> ○ on a line ○ agility: jumping and landing <p>FMS- hand strength and dynamic tripod pencil grasp- ongoing</p>	<p>GMS: <i>Real PE focus-</i> Counter balance-</p> <ul style="list-style-type: none"> ○ with a partner <p>-Coordination</p> <ul style="list-style-type: none"> ○ sending and receiving <p>FMS- hand strength and dynamic tripod pencil grasp- ongoing</p>	<p>GMS: <i>Real PE focus-</i> Coordination</p> <ul style="list-style-type: none"> ○ ball skills ○ footwork <p>FMS- hand strength and dynamic tripod pencil grasp- ongoing</p>	<p>GMS: <i>Real PE focus-</i> Agility</p> <ul style="list-style-type: none"> ○ ball chasing ○ reaction and response <p>FMS- hand strength and dynamic tripod pencil grasp- ongoing</p>

Phonics

<p>Phase 1 interwoven Phase 2: s a t p i n m d g o c k ck e u r h b f ff l ll ss Read words with -sending</p> <p>CEWs: the to into no I go</p>	<p>Phase 2 Mastery</p> <p>Phase 3: J v w x y z zz qu ch sh th (voiced and unvoiced)ng ai ee igh oa oo oo ar or ur Read words containing - ing endings with no change to the root word</p> <p>CEWs: me we be he she wasyou they al</p>	<p>Phase 3: ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z zz qu ch sh th ng</p> <p>CEWs: are my her Revisit: me we be heshe</p> <p>Phase 3 Mastery</p>	<p>Phase 3 Mastery</p> <p>Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er</p> <p>CEWs: Revisit: was you they all are my her</p>	<p>Phase 4 CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing - ed and -ing endings with no change to the root word</p> <p>CEWs: said have like so do some come were there little one when out what</p>	<p>Phase 4 Mastery CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words</p> <p>CEWs: Revisit all Phase 4 CEW</p>
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Reading

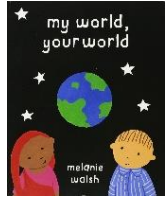
Note: please see EPA EYFS Reading LTP for EPA's full offer.

<p>Individual reading: Expected reading level, (end of term 1): Phase 2 books</p>	<p>Individual reading: Expected reading level, (end of term 2): Phase 2 books</p>	<p>Individual reading: Expected reading level, (end of term 3): Phase 3 books</p>	<p>Individual reading: Expected reading level, (end of term 4): Phase 3 books</p>	<p>Individual reading: Expected reading level, (end of term 5): Phase 3/4 books</p>	<p>Individual reading: Expected reading level, (end of term 6): Phase 4 books</p>
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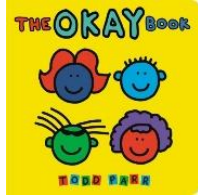
Literacy

Note: please see EPA EYFS Writing LTP for EPA's full offer.

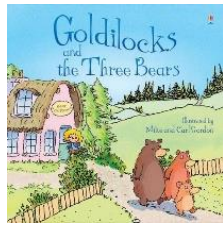
My World, Your World



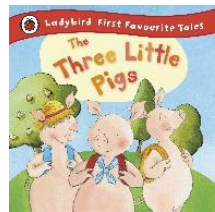
The Okay Book



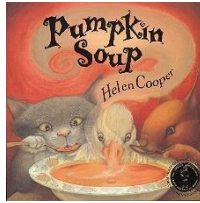
Goldilocks and the Three Bears



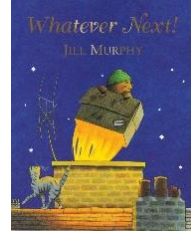
The Three Little Pigs



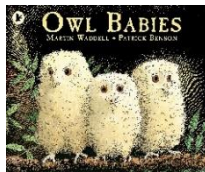
Pumpkin Soup



Whatever Next



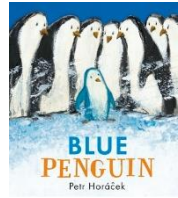
Owl Babies



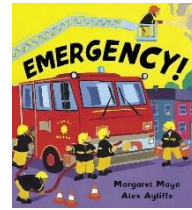
Lines



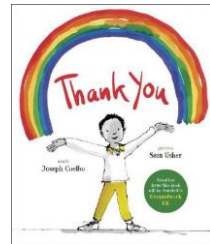
Blue Penguin



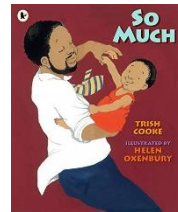
Emergency



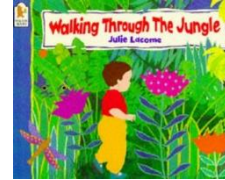
Thank You



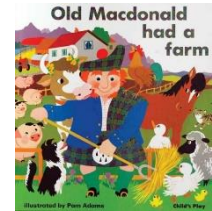
So Much



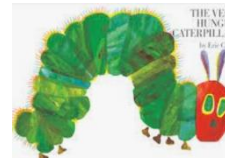
Walking Through the Jungle



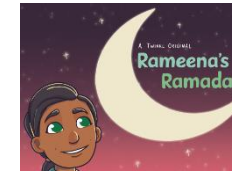
Old Macdonald Had a Farm



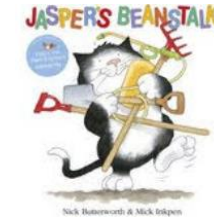
The Very Hungry Caterpillar



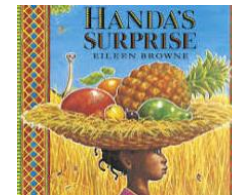
Rameena's Ramadan



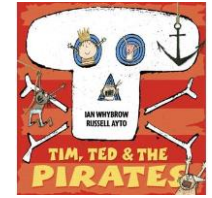
Jasper's Beanstalk



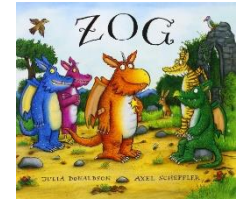
Handa's Surprise



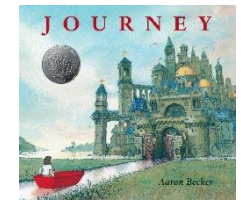
Tim, Ted and the Pirates



Zog



Journey



Mathematics

Note: please see EPA EYFS Maths LTP for EPA's full offer.

<p>Subitising</p> <ul style="list-style-type: none"> ○ perceptually subitise within 3 ○ identify sub-groups in larger arrangements ○ create their own patterns for numbers within 4 ○ practise using their fingers to represent quantities which they can subitise ○ experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> ○ relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set ○ have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song 	<p>Subitising</p> <ul style="list-style-type: none"> ○ continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> ○ continue to develop their counting skills ○ explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand ○ begin to count beyond 5 ○ begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> ○ explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken 	<p>Subitising</p> <ul style="list-style-type: none"> ○ increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements ○ explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part ○ experience patterns which show a small group and '1 more' ○ continue to match arrangements to finger patterns. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> ○ continue to develop verbal counting to 20 and beyond ○ continue to develop object counting skills, using a range of strategies to develop accuracy ○ continue to link counting to cardinality, 	<p>Subitising</p> <p>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'</p> <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> ○ continue to consolidate their understanding of cardinality, working with larger numbers within 10 ○ become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> ○ explore the composition of odd and even numbers, looking at the 'shape' of these numbers ○ begin to link even numbers to doubles ○ begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> ○ compare numbers, reasoning about which is more, 	<p>Subitising</p> <ul style="list-style-type: none"> ○ continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns ○ use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number ○ subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 ○ be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality and counting</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Spatial reasoning</p> <ul style="list-style-type: none"> • Children understand that places and models can be replicated and need to experience looking at these from different positions. • Opportunities to replicate simple constructions, models, real places and places in stories. • Positional language to describe where objects are in relation to other items. • Encourage children to visualiser simple model by playing barrier games and providing verbal instructions for
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- have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
- have opportunities to develop an understanding that anything can be counted, including actions and sounds
- explore a range of strategies which support accurate counting.

Composition

- see that all numbers can be made of 1s
- compose their own collections within 4.

Comparison

- understand that sets can be compared according to a range of attributes, including by their numerosity
- use the language of comparison, including 'more than' and 'fewer than'
- compare sets 'just by looking'

Make simple patterns

apart and some of which cannot

- explore the composition of numbers within 5.

Comparison

- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
- compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

2D Shapes

- Children learn that squares and rectangles have 4 straight sides and 4 corners.
- Begin to recognise shapes in everyday items in the classroom and outside.
- Identify and create squares and rectangles in a variety of different sizes and orientations
- Children to be introduced to circles

including using their fingers to represent quantities between 5 and 10

- order numbers, linking cardinal and ordinal representations of number

Composition

- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5
- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns

begin to see that numbers within 10 can be composed of '5 and a bit'

Comparison

- continue to compare sets using the language of comparison, and play games which involve comparing sets
- continue to compare sets by matching, identifying when sets are equal

using both an understanding of the 'howmany' of a number, and its position in the number system.

3D shape

- Children will naturally explore and manipulate 3-D shapes through their block play and modelling
- Opportunities to build using a variety of shapes and to construct their own 3-D shapes in different ways.
- Introduce name of shapes and be given opportunities to explore similarities and differences between them as they play and to sort them according to what they notice.

Pattern

- Build on the children's earlier AB pattern word by introducing more complex patterns.
- Children explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB.

- continue to develop verbal counting to 20 and beyond, including counting from different starting numbers
- continue to develop confidence and accuracy in both verbal and object counting.

Composition

- explore the composition of 10.

Comparison

order sets of objects, linking this to their understanding of the ordinal number system.

Spatial reasoning

- Children understand that shapes can be combined and separated to make new shapes.
- Provide opportunities for the children to fit shapes together and break shapes apart and to notice the new shapes they have created.
- Investigate how many different ways a given shape can be built using smaller shapes.

them to follow as they build.

Deepening understanding

- Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills.

Patterns and relationships

- Children should be given opportunities to explore and investigate relationships between numbers and shapes.
- Continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions.

Spatial reasoning

- Children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.

Create own maps and represent models they build.

<ul style="list-style-type: none"> ○ Children copy, continue and create their own simple repeating patterns. ○ Say the pattern aloud to help identify which part repeats and supports continuing the pattern. ○ Children should be given opportunities to explore AB patterns in a range of contexts including shapes, colours, sizes, actions and sounds. ○ Building patterns vertically and horizontally. ○ 	<p>and triangles, (as above) Children to continue exploration of AB patterns using 2D shapes, (and various other materials within child-led learning)</p>	<ul style="list-style-type: none"> ○ explore ways of making unequal sets equal. <p><u>Length and height</u></p> <ul style="list-style-type: none"> ● Children begin to use language to describe length and height ● When making direct comparisons, they may initially say something is bigger than something else. ● Introduce more specific mathematical vocabulary – length (longer, shorter), height (taller, shorter) and breadth (wider, narrower) <p><u>Time</u></p> <ul style="list-style-type: none"> ● Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. ● To begin to recognise that regular events happen on the same day each week and use the vocabulary ‘yesterday’, ‘today’ and ‘tomorrow’ to 	<p>Encourage children to say the pattern aloud and to create patterns around the edge of shapes as well as in straight lines.</p>	<p>Encourage the children to explore the different shapes they can make by combining a set of five shapes in different ways.</p>	
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describe when events happen.
To describe significant events in their lives and talk about events they are looking forward to.

Understanding The World

Science, (The Natural World)

Seasonal Changes

- Experience, observe and comment on the weather.
- Explore one area of the school grounds through each season- what is the same / different?
- Talk about the clothes we wear in different weather and why?

Seasonal Changes

- Experience, observe and comment on the weather.
- Explore one area of the school grounds through each season- what is the same / different?
- Explore light and dark, (night and day)

Materials

- Use senses to explore a range of everyday materials and talk about their everyday experiences.
- Sort materials
- Use language to compare materials
- Explore and describe changes in materials
- Make choices of different materials when constructing and building and give reasons for their choices

Animals

- Make observations of similarities and differences and begin to group by observable characteristics
- Name familiar living things and their young and talk about observable similarities and differences
- Make observations of living things in different locations

Minibeasts

Plants

- Experience planting seeds and observing what happens.
- Observe a plant grow over time and talk about changes
- Help to take care of plants as they grow
- Talk about similarities and differences between plants in their immediate environment
- Sort plants into groups by

- Join materials in different ways and evaluate the best method
- Sort recycled materials and name some different materials
- Explore materials in their immediate environment

- Experience looking after a living thing and describe a life cycle in simple terms
- Be introduced to simple representations of life cycles

observable characteristics

History and Geography, (Past and Present, People, Culture and Communities)

Geography

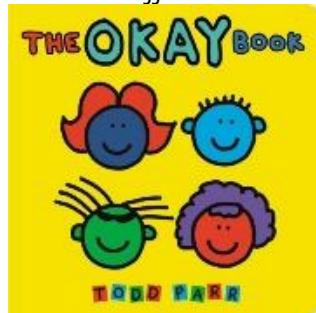
- Explore and talk about the features of the school environment and name of the school
- Compare different types of areas of the school grounds
- Observe and talk about the weather as it occurs

History

- Develop language to describe the passing of time
- To sequence events in both

History

- To sequence events in both stories and their own lives
- To understand that different families have different beliefs and celebrate different events



Geography

- Explore globes and maps and talk about the differences in two contrasting places
- Talk about where they live and know that there are different types of homes in the local area
- To talk about past events in the lives of family members
- Talk about the lives of the people around them and their roles in society

History

- Use tenses correctly to talk about the past
- To talk about past events in the lives of family members
- To understand that different families have different beliefs and celebrate different events

Geography

- Explore and create different routes around the school
- Use vocab to describe position
- Record simple routes by drawing

History

- Use tenses correctly to talk about the past
- To talk about past events in the lives of family members
- To understand that different families have different beliefs and celebrate different events
- To explore historical artefacts through role play
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

stories and their own lives

Expressive Arts and Design

- Children have access to a wide range of tools and materials
- To begin to hold scissors correctly

- To join in with families songs and rhymes
- To create props to use in retelling
- To experiment with colour mixing

- To recount narratives using props
- To begin to share creations and explain their process

- To perform songs with others
- To move in time to music
- To use tools safely to affect changes to materials

- To explain their process and design

- To create props to support retelling
- To sing a wide range of well-known nursery-rhymes and songs