



Fairford C of E Primary School EYFS (Reception) Long Term Plan and Skills Progression 2024-25



	Autumn 1 7 weeks 2 days	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Title	Marvellous Me!	The Toy Box	Amazing Journeys	How does it grow?	School topic (Eco)	Ocean Adventure
Christian Value	Perseverance	Trust	Respect	Forgiveness	Friendship	Thankfulness
Focus texts	<p>Here we Are! You Choose Red rockets and Rainbow Jelly The colour monster I'm special, I'm me Stardust Mixed Wide awake hedgehog</p>	<p>Lost in the Toy Museum Albert le Blanc Kipper's toy box Jolly Tall</p> <p>Binni's Diwali Sammy Spider's Hanukkah</p> <p>Stick man</p>	<p>Emma Jane's Aeroplane</p> <p>Little red hen Gingerbread man Lost and found The Runaway Chapatti The Magic Paintbrush</p>	<p>Mr Wolf and the enormous Turnip</p> <p>The Growing Story Once There Were Giants. Pip and Egg The Very Hungry caterpillar. Jasper's Beanstalk</p>	<p>Ocean Meets Sky</p> <p>Someone swallowed Stanley. George saves the world by lunchtime Michael Recycle</p>	<p>Come Away from the Water Shirley</p> <p>The Night Pirates Gigantic Sunk! Sharing a shell</p>
Special Events	<p>Weekly Forest School Space week Black History Month</p>	<p>Weekly Forest School Pebble Assembly Nativity Play Trip to Wilson Art Gallery and Museum artefact Box</p>	<p>Task Master Day Lunar New year activities (museum artefact box)</p>	<p>Butterfly life cycle Cooking with the Kitchen Club (Easter Feast)</p>	<p>People who help us visitors. Museum box (nursing)</p> <p>Cooking with the kitchen club (Jamaica) Trip to church (sketching and RE Special places)</p>	<p>Sports Day Trip to Bristol Aquarium</p>



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<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</h2>	Listening, Attention and Understanding	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Engage in story times. -To be able to follow simple instructions. 	<ul style="list-style-type: none"> -Engage in story times. -To begin to understand how and why questions. -to begin to follow instructions in more than 1 step. 	<ul style="list-style-type: none"> -To ask questions to find out more. -To understand a range of complex sentence structures. -To retell a story. 	<ul style="list-style-type: none"> -to follow a story without pictures or prompts. 	<ul style="list-style-type: none"> -To understand questions such as who, what, when, why and how. 	<ul style="list-style-type: none"> -To have conversations with adults and peers with back and forth exchanges.
	Speaking	<ul style="list-style-type: none"> -To be able to ask an adult for help. -To ask to go to the toilet. -To talk in front of a small group. -To learn new vocabulary. -To speak to peers in play. 	<ul style="list-style-type: none"> -To answer the register in front of the whole class. -To answer a direct question in front of the whole class. -To apply new vocabulary taught. 	<ul style="list-style-type: none"> -To develop the confidence to talk to the adults they see on a daily basis. -To talk in sentences using conjunctions e.g. 'and' and because 	<ul style="list-style-type: none"> -To share their work in front of the class-standing up at the front. -To apply and use vocabulary in different contexts. 	<ul style="list-style-type: none"> -To link statements and stick to a main theme. -To answer open ended questions such as 'what do you think? Or what do you think will happen next?' 	<ul style="list-style-type: none"> -To talk to different adults around school. -To talk about why things happen. -To talk in sentences using a range of tenses.
<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">PSED</h2>	Self-Regulation	<ul style="list-style-type: none"> -To recognise different emotions. -To understand how people show emotions. -To focus and engage during short whole class activities. -To follow 1 step instructions. -To express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> -To talk about how they are feeling. -To begin to consider the feelings of others. -To adapt behaviour to a range of situations e.g. manage a change of plan. - 	<ul style="list-style-type: none"> -To focus during longer class sessions. -To follow 2 step instructions. - 	<ul style="list-style-type: none"> -To identify and modify their own feelings socially and emotionally. -To consider the feelings and needs of others. 	<ul style="list-style-type: none"> -To control their emotions using a range of techniques. e.g. knowing when to ask for help, finding a space to de-escalate etc. 	<ul style="list-style-type: none"> -To maintain focus during extended whole class teaching. -To follow instructions of 3 steps or more.



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	<p>Managing Self</p>	<ul style="list-style-type: none"> -To wash hands independently. -To put jumpers and coats on independently. -To get changed for Forest School independently. -To use the toilet independently. -To feed themselves using a knife and fork. -To see themselves as a valuable individual. -To explore different areas within the YR provision. 	<ul style="list-style-type: none"> -To express their feelings and consider the feelings of others. -To understand the class rules of 'ready, respectful and safe' and begin to apply them. -To have confidence to try new activities. -To see themselves as a valuable individual. -To be able to do up a zipped or buttoned coat. 	<ul style="list-style-type: none"> -To show resilience and perseverance in the face of challenge. -To identify and moderate their own feelings socially and emotionally. -To be able to do up their coat independently. 	<ul style="list-style-type: none"> --To show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> -To think about the perspective of others. -To manage their own basic needs independently. -To identify ways to keep healthy: Food, exercise, water, sleep, cleanliness, sun protection. 	<ul style="list-style-type: none"> -To think about the perspectives of others. -To manage their own needs independently. -To show perseverance in the face of challenge. -To show a 'can do' attitude.
	<p>Making Relationships</p>	<ul style="list-style-type: none"> -To know the names of their peers. -To know the names of the adults in EYFS. -To seek the support of adults when needed. -To gain confidence to speak to peers and adults. -Be able to say 'stop I don't like that' and begin to develop an understanding about personal space and consent. 	<ul style="list-style-type: none"> -To play with children who are playing with the same activity. -To begin to develop friendships. -To have positive relationships with all staff. -begin to build constructive and respectful relationships. 	<ul style="list-style-type: none"> -To begin to work as a team to complete a task e.g. tidying up an area of the classroom. -To use taught strategies to support turn taking. 	<ul style="list-style-type: none"> -To listen to the ideas of others and agree on a fair solution or compromise for everyone. 	<ul style="list-style-type: none"> -To Work as a group -To begin to recognise and make relationships with other adults around the school. 	<ul style="list-style-type: none"> -To have confidence to communicate with adults around the school. -To have strong friendships.



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<h1>Physical Development</h1>	Gross Motor	<p>Further develop the skills they need to manage the school day successfully e.g. lining up and queueing, mealtimes, personal hygiene.</p> <ul style="list-style-type: none"> -To move safely in a space. -To find a safe space in PE. -To stop safely. -To develop control when using equipment; know how to carry sticks and branches in FS safely. -To manage own safety limits when climbing in Forest School. 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running hopping, skipping, and climbing.</p> <ul style="list-style-type: none"> -To balance -To stop and run -To change direction. -To jump and hop. -To explore different ways of travelling. -To link movements and move in time to the music (dance) 	<ul style="list-style-type: none"> -To explore different ways of travelling on apparatus safely. -To balance in a range of ways on apparatus. -To jump and land safely from height. -To explore travelling around, over, and through apparatus. 	<ul style="list-style-type: none"> -To roll and track a ball. -To develop accuracy when throwing to a target. -To throw and catch a beanbag and ball with themselves and with a partner. -To dribble a ball using their feet. -To throw underarm and overarm. -To catch a range of balls. -To throw and kick objects to a target. 	<ul style="list-style-type: none"> -To move safely combining different movements with ease and fluency. -To move safely with confidence and imagination. -To move safely with control and coordination, expressing ideas through movement. -To move with control and coordination, copying, linking and repeating actions. -To remember and repeat actions. 	<ul style="list-style-type: none"> -To develop accuracy when throwing. -To run in straight line between lanes. -To be able to throw to a target. -To develop skills to skip with a hoop and then a rope. -To learn to play against an opponent. -To play by the rules and develop coordination.
	PE lesson focus	PE- Spatial awareness and fundamental movement skills.	PE-Gymnastics Dance	PE-apparatus balancing and jumping and landing	PE: Ball skills, throwing and catching.	PE: dance	PE: control and sports day practise
	Fine Motor	<ul style="list-style-type: none"> -To use a dominant hand. -To mark make using different shapes. -To begin to use a comfortable and effective grip when using mark making tools. -To use tweezers to pick up and transfer objects. 	<ul style="list-style-type: none"> -To begin to use anti-clockwise movement and retrace vertical lines. -To hold scissors correctly and cut along straight and zig zag lines. -To use a tripod grip when using mark-making tools. -To draw circles and 	<ul style="list-style-type: none"> -To use a tripod grip when using mark making tools. -To hold scissors correctly (knowing whether to use L or R) and cut across a curved line and an enclosed shape. -To thread small beads. -To write taught 	<ul style="list-style-type: none"> -To use a tripod grip when using mark making tools. -To hold scissors correctly (knowing whether to use L or R) and cut across a curved line and an enclosed shape. -To thread small beads. -To write taught 	<ul style="list-style-type: none"> -To hold scissors correctly and cut out large shapes. -To write letters using the correct letter formation and control the size of letters. 	<ul style="list-style-type: none"> -To write letters correctly and orientate letters on the line. -To hold scissors correctly and cut out small shapes.



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		<ul style="list-style-type: none">-To open and close pegs and attach them to card.-To use scissors to make snips in paper.-To be able to thread large beads onto a lace.-To be able to make letter like representations of their name and other words.	<ul style="list-style-type: none">lines when drawing pictures.-To write taught letters using correct letter formation.-To begin to use a knife correctly and use to cut up food with support.-To be able to use 'tap a shape' to make pictures.	<ul style="list-style-type: none">letters using correct formation.-To write all letters in their name correctly.		<ul style="list-style-type: none">-To independently use a knife, fork and spoon to eat a range of meals and cut up food independently.
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Maths

-Identify when a set can be subitised and when counting is needed.

- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.

-Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.

-Spot smaller numbers 'hiding' inside larger numbers.

-Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.

-Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.

-Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.

-Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts.

-Comparing height, size, and length.

-Repeating patterns Shape – circles, triangles, rectangles, squares Sequencing – day and night Pattern

-Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.

-Begin to identify missing parts for numbers within 5.

-Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.

-Focus on equal and unequal groups when comparing numbers.

-Understand that two equal groups can be called a 'double' and connect this to finger patterns.

-Sort odd and even numbers according to their 'shape'.

-Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.

-Order numbers and play track games.

-Join in with verbal counts beyond 20, hearing the repeated pattern within the counting.

-Understand that two equal groups can be called a 'double' and connect this to finger patterns.

-Sort odd and even numbers according to their 'shape'.

-Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.

-Order numbers and play track games.

-Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Spatial Reasoning

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practise.



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Phonics		Essential Letters and Sounds weeks 1-5 Phase 2 s,a,t,p,i,n,m,d,g,o,c,k, ck,e,u,r, ss	Essential Letters and Sounds Aut 1 week 6 Aut 2 weeks 1-5 Phase 2/3 h,b,f,ff,l,ll,j,v,w,x,y,z,z z,qu,ch,Sh, th, ng, nk, ai ee igh oa	Essential Letters and Sounds Spr 1 Phase 3 oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow	Essential Letters and Sounds Spr 2 Phase 2 and 3 review	Essential Letters and Sounds Sum 1 Phase 4 cvcc,ccvc,ccvcc,cccv, ccvc	Essential Letters and Sounds Sum 2 Phase 5 ay,ou, ie, ea, wh, ph, ew, oy,ir, ue, aw, oe, au, ey, a-e, e-e, i-e, o- e, u-e, c
Literacy	Comprehension	<p>-To use pictures to tell stories.</p> <p>-To independently look at a book, holding it the correct way and turning the pages.</p>	<p>-To sequence familiar Stories.</p> <p>-To join in with story times, joining in with repeated phrases and actions.</p> <p>-To begin to answer questions about the stories read to them.</p> <p>-To enjoy reading an increasing range of books including fiction, non-fiction, poetry and rhymes.</p>	<p>-To act out stories.</p> <p>-To begin to predict what may happen in the story.</p> <p>-To suggest how a story may end.</p>	<p>-To retell a story.</p> <p>-To follow a story without pictures or props.</p> <p>-To talk about the characters in the books they are reading.</p>	<p>-To begin to answer questions about what they have read.</p> <p>-To begin to use vocabulary that is influenced by their experiences of books.</p>	<p>-To answer questions about what they have read.</p> <p>-To know that information can be retrieved from books.</p>
	Word Reading	<p>-To recognise their name.</p> <p>-To be able to hear a VC and CVC word when sound talked by an adult.</p> <p>-To recognise taught phase 2 sounds s a t l p n m d g o c k c k e u r</p>	<p>In addition to term 1.</p> <p>-To recognise taught phase 2 and 3 sounds ss h b f l ll j v w x y z zz ch sh th ng n kai ee igh oa</p> <p>-To recognise taught Phase 3 HRSW He she me buses we be push was her my</p>	<p>To recognise taught Phase 3 sounds oo o oar or ow ow oi ear air ure er</p> <p>To recognise taught Phase 3 HRSW They all are ball tall when what</p> <p>To read words with</p>	<p>Continue to consolidate term 3 sounds and words.</p> <p>To sound talk and read ccvc, cvcc words including phase 3 digraphs and trigraphs.</p> <p>To read HRSW said so have were out like some come there</p>	<p>To read CVCC, CCCVC and CCCVCC words including words with the endings ed, ed (t), er and est</p>	<p>To recognise taught Phase 5 sounds Ay ou ie ea oy ir ue aw au ey a-e e-e i-e o-e u-e soft c</p> <p>To read HRSW Oh their people Mr Mrs your ask should would could asked house mouse water</p>



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		<p>To recognise taught phase 2 HRSW: I, the, no, put, of, is, to, go, into, pull, as his.</p> <p>To begin to blend sounds together to read words with taught sounds.</p> <p>-To be able to segment and sound talk vc and cvc words.</p>	<p>you</p> <p>To blend sounds to read words using taught sounds.</p> <p>To read words ending with s or es e.g. hats, pushes.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p>	<p>double letters.</p> <p>To begin to read longer words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing HRSW and digraphs.</p>	<p>little one do children love</p> <p>To read longer compound words by chunking including those with double letters.</p> <p>To read books matching their phonics ability.</p>		<p>want very</p>
<p>Word writing (Drawing Club)</p> <p>Animation Clips</p> <p>Oral story telling T4W</p>	<p>-Mark-make for a purpose inspired by Drawing Club provocation.</p> <p>Provocations: The Hairy Toe, Whatever Next, Christopher Pumpkin,</p> <p>-Writing initial sounds.</p> <p>-Copy taught shapes and letters.</p>	<p>Mark-make for a purpose inspired by Drawing Club provocation.</p> <p>Provocation: Lost in the Toy Museum, Bagpuss, Tatty Ratty, Magic Roundabout, Willo the Wisp.</p> <p>-Writing short strings of letters to represent words. Hearing and writing the sounds they hear.</p> <p>-writing some vc and cvc words correctly and independently.</p>	<p>Mark-make for a purpose inspired by Drawing Club provocation.</p> <p>Provocation: The Gingerbread Man Emma Jane's Aeroplane, Wacky Races, Roadrunner, 100 Decker Bus, Rosie's Walk.</p> <p>-To make reasonable representations of letters from memory and begin to form lower case letters correctly.</p> <p>-To write High frequency decodable and HRS words from</p>	<p>Mark-make for a purpose inspired by Drawing Club provocation.</p> <p>Provocation: The Enormous Turnip, Jack and the Beanstalk, Jack and the Jellybean stalk.</p> <p>-Begin to write simple sentences using finger spaces and a full stop at the end.</p> <p>Writing captions and simple sentences. -News writing</p>	<p>Mark-make for a purpose inspired by Drawing Club provocation.</p> <p>Provocation: Ocean Meets Sky.</p> <p>-Begin to write longer words which are phonetically plausible.</p> <p>-Begin to read their work back to check it makes sense. -writing captions, instructions, non-</p>	<p>Mark-make for a purpose inspired by Drawing Club provocation.</p> <p>Provocation: Mr Benn the Diver, Captain Pugwash, Come away from the Water Shirley, The Night Pirates 3 Little fish and the Big bad Eel</p> <p>-Write more challenging words with a knowledge of Phase 2, 3, 4 and 5 sounds including compound and multisyllabic words and words with split digraphs.</p>	



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				memory e.g. mum, dad. -begin to write cvc words incorporating phase 3 GPCs.		fiction facts, simple riddles, writing a recount.	-Writing simple stories using story language. -Writing a recount.
	Text types	-Name writing -Letter formation practise. -Writing initial sounds. -Labels	-Name writing Labelling images with cvc words. -lists -Name writing -captions	-Drawing and labelling of story maps. -retelling and innovating traditional stories verbally. -Introduce the sentence writing rules. -writes cards to--- from-----	-Non-fiction writing. Writing simple factual statements linked around a theme. -retelling and innovating traditional stories verbally. -writes simple first person sentences e.g. I can---- I like ---- I went to the ----	-Non-fiction writing. Writing simple factual statements linked around a theme. -Recounts	-planning and writing the ending of a very simple story. - riddles. -recounts
Understanding of the World	Diversity and equality	'You Choose'-we all have different likes and dislikes. 'Mixed' Black History Month activities.	'Red Rockets and Rainbow Jelly'-We don't have to like the same as our friends; accepting and celebrating difference.	'The Blue Chameleon'-We don't have to change to make a friend; accepting and celebrating difference.	'The Family Book'-What makes a family; all families are different and that is OK.	'Mommy, Mama and me' What makes a family; all families are different and that is OK-accepting and celebrating difference.	
	People Culture and Communities	<ul style="list-style-type: none"> • Draw information from a simple map • Recognising some similarities and differences between life in this country and life in other countries. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ELG • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. ELG 					
	Foundations of Geography	Picture News weekly Map Recognise the environment in which	Picture News weekly Map Finding Bethlehem and Nazareth on a	Picture News weekly Map. -Where in the world is the Gingerbread	Picture News weekly Map -What is it like in Jamaica? (Floella	Picture News weekly Map What can I do to look after my world?	Picture News weekly Map Comparing the woodland



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	<p>they live/school</p> <p>-Where do we live? Knowing that they live in Fairford (or Lechlade etc.)</p> <p>-Finding their way around the school.</p> <p>-European day of languages-Finding out about France, finding it on a map.</p>	<p>map.</p> <p>Picture news weekly map.</p>	<p>Man? What is it like there?</p> <p>-Drawing simple maps for to others to follow in provision.</p> <p>-What is it like in China? (Lunar New Year)</p>	<p>Benjamin link)</p>	<p>-How we can look after plants and animals and keep our environment clean?</p>	<p>environment with the pond environment in terms of habitat. (see science)</p>
<p>Past and Present</p> <p>Foundations of History</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories including figures from the past Comment on images of familiar situations in the past Talk about the lives of people around them and their roles in society ELG Understand the past though settings, characters and events encountered in books read in class and storytelling. ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG</p>					
	<p>Who is in my family?</p> <p>How was I welcomed into my family? (RE link)</p>	<p>Remembrance-why do we wear a poppy?</p> <p>Why do we have Bonfire Night?</p> <p>What was life like 2000 years ago when Jesus was born?</p> <p>How were toys different in the past? (Wilson museum toys artefact box)</p>	<p>How has washing our clothes changed?</p> <p>Mrs Mopple's washing line.</p> <p>Little Red Hen making bread.</p> <p>What is the same and what is different to our lives in 'Peepo'</p>	<p>How have I changed since I was a baby?</p> <p>Ordering photographs of themselves-personal timeline.</p>	<p>People who help us</p> <p>Visits from emergency service personnel.</p> <p>Who helped us in the past?</p> <p>What did Florence Nightingale do to help us?</p> <p>(Wilson Museum nursing artefact Box)</p>	<p>What was it like at the seaside in the past?</p> <p>(Wilson Museum seaside artefact box)</p>
<p>The Natural World</p>	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Explore the natural world around them, making observations and drawing pictures of plants and animals. • Understanding some important processes and changes in the natural world around them including seasons and changing states of 					



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Foundations of Science	<p>matter ELG</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of plants and animals. ELG 					
	<p>Autumn</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>How is our Forest school changing and why?</p> <p>Noticing changes in trees, plants and animals found at FS.</p> <p>Being able to name and identify the birds and song of 3 birds.</p> <p>Naming parts of their own bodies.</p> <p>Hibernation and what happens to animals in the Winter.</p> <p>Space week</p>	<p>Winter</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>How is our Forest school changing and why?</p> <p>Further naming of British birds.</p> <p>Observe and discuss darker nights.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>How is our Forest School changing and why?</p> <p>Observing the natural process of ice melting.</p> <p>Explore how objects float and sink.</p> <p>Gingerbread man waterproof clothing experiment.</p>	<p>Spring</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>How is our Forest School changing and why?</p> <p>What do plants need to grow well?</p> <p>How have I grown and changed since I was born?</p> <p>Learning about animal lifecycles (butterfly, chicken and human)</p>	<p>Summer</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>How is our Forest School changing and why?</p> <p>Exploring changing states of matter.</p> <p>Melting and freezing</p> <p>Magnets.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>How is our Forest School changing and why?</p> <p>Discovering what animals can be found in Watkins Wood and comparing this to animals found in the pond. How are animals adapted to their habitat?</p>
Computing		Use a paint programme to create a piece of artwork (firework picture)		Programme a Beebot to move to a specified space.		Write my name and a simple sentence on a keyboard.
People and Communities	<ul style="list-style-type: none"> Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways. Knowing some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. ELG 					
Foundations of RE	<p>F4 Being Special</p> <p>Where do we belong?</p> <p>What makes me</p>	<p>F2 Why is Christmas Special to Christians?</p> <p>Understanding Christianity unit</p>	<p>Unit F6: Which stories are special and why?</p>	<p>Unit F3: Why is Easter special for Christians?</p> <p>Understanding</p>	<p>Unit F5: Which places are special and why?</p>	<p>Unit F1: Why is the word 'God' special to Christians?</p> <p>Understanding</p>



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		<p>special?</p> <p>How was I welcomed?</p> <p>How can we welcome people?</p> <p>How are people welcomed into church?</p>	<p>Why do Christians perform Nativity plays?</p> <p>Diwali Hanukkah</p>	<p>Lunar New Year</p>	<p>Christianity unit</p> <p>Why do Christians put a cross in an Easter garden?</p>		<p>Christianity unit</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses/ Sing in a group or on their own, increasingly matching the pitch and melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. ELG Perform songs rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. ELG 					
	<p>Foundations of Music</p>	<p>Charanga-Anyone can play units 1-2 -music appraisal, finding the pulse.</p> <p>-Introducing instruments -Exploring instruments -stills or animates in response to sounds -makes choices independently</p>	<p>Charanga-Anyone can play units 3-7 -music appraisal, finding the pulse.</p> <p>-stills or animates to sounds. -moves or responds to the beat. -plays instruments with confidence. -reacts to change. -plays independently with a beater.</p>	<p>Charanga-Anyone can play units 8-12 -music appraisal, finding the pulse.</p> <p>-vocalises or makes their sound on cue. -imitates the modelled sound. -plays with a sense of their partner. -plays with a sense of beat. -follows prompts or flash card directions. -plays cooperatively with a group.</p>	<p>Charanga-Anyone can play units 13-17 -music appraisal, finding the pulse.</p> <p>-recognises their cue to play -plays with a partner --plays specified instrument with control. -directs a group using gesture. -responds to flash cards.</p>	<p>Charanga-Anyone can play units 18-20 -music appraisal, finding the pulse.</p> <p>-able to control instruments to become quieter. -responds to flash cards when music playing. -follows direction</p>	<p>Charanga-Anyone can play units 20-24 -music appraisal, finding the pulse.</p> <p>-creates composition using flash cards. -maintains a regular slow pulse. -maintains a fast regular pulse. -shows a clear understanding of stepwise motion.</p>
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used. ELG 						



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Creating with materials Foundations of Art	See also Drawing Club						
	-How to access resources in continuous provision. -How to use a watercolour palette. -Experiment with using primary colours to mix Autumnal shades. -self portraits	-How to mix poster paints to create new colours. -exploring paint effects on different coloured paper and with different sized brushes and implements. -Artist focus- inspired by Yayoi Kusama dotted paintings (pumpkins). -Firework pictures (ICT) -Diwali inspired art. -Still life fruit observational drawing (sketching progress books)	-How to make paint with powder pigment. -printing in different ways using different techniques. -Artist focus-inspired by Wassily Kandinsky -Use drawing to tell a story. -use a variety of drawing tools such as	-paper collage techniques. (inspired by Eric Carle) -using chalk pastel and oil pastel. -wax resist (Van Gogh inspired sunflowers) -exploring symmetry (butterflies) -Artist focus: Van Gogh Sunflowers and Starry Night	-collaborative artwork in Forest School using natural objects. -rubbings Artist focus: Andy Goldsworthy/Richard Long.	-wax resist -weaving -block printing using press print.	-Observational drawing (Church) for Sketching progress books.
Creating with Materials Foundations of Design and Technology	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG • Share their creations, explaining the process they have used. ELG 						
	-To learn how to access resources in provision for creating models. (outdoor large construction, indoor construction resources and junk modelling area) -Safe use of scissors	-Explore different ways of joining -sellotape -gluestick -PVA	-Explore different ways of joining -sellotape -gluestick -PVA -masking tape -Split pins	-Explore different ways of joining -sellotape -gluestick -PVA -masking tape -Split pins.	-Explore different ways of joining -To plan what they are going to make. --To share creations, talk about process and evaluate their work.	-Explore different ways of joining -To plan what they are going to make. -To share creations, talk about process and evaluate their work.	



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		<p>and sellotape dispenser.</p> <p>-How to glue with a glue stick and PVA glue.</p> <p>-scissor skills</p> <p>-Making a circle into a cone-making rockets for space week.</p> <p>(junk modelling and constructions sets, photos taken and children to talk through their processes)</p>	<p>Alongside children's own models freely made during continuous provision:</p> <p>-Making a home for a soft toy.</p>	<p>Alongside children's own models freely made during continuous provision:</p> <p>-Making lanterns for Lunar New Year.</p> <p>-Making a model with a moving part using split pins e.g. wheels on a car or propeller on an aeroplane.</p> <p>-Solving the problem-how can the Gingerbread man cross the river?- making a boat or bridge.</p>	<p>Alongside children's own models freely made during continuous provision:</p> <p>-Constructing Easter hats.</p> <p>-Easter baskets</p> <p>-Easter flower arranging for Easter feast with parents.</p> <p>Cooking with the Kitchen Club (Easter Feast Treats)</p>	<p>Alongside children's own models freely made during continuous provision:</p> <p>-Drawing a design for a model before making it.</p> <p>Cooking with the Kitchen Club Jamaican food.</p>	<p>Alongside children's own models freely made during continuous provision:</p> <p>-Drawing a design for a model before making it.</p>
	<p>Being Imaginative and Expressive</p> <p>Foundations of Drama/Dance</p>	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop Storylines in their pretend play. • Invent, adapt and recount narratives and stories with their peers and teacher ELG 					
		<p>Develop storylines in their pretend play through home corner role play, large construction or small world play.</p> <p>Small world-Space and 'Whatever Next'</p>	<p>Home corner-enhanced by Christmas.</p> <p>Small world-Christmas.</p> <p>Explore and engage in dance-Nutcracker through PE sessions and in Nativity Play.</p> <p>-Watch Nutcracker panto.</p>	<p>Home corner-enhanced by journey theme.</p> <p>Small world-linked to stories from journey theme. (Gingerbread man, Rosie's walk etc.)</p>	<p>Role play-enhanced by garden centre.</p> <p>Small world-Hungry caterpillar.</p>	<p>Home corner enhanced by People who help us theme. Doctor or vet</p> <p>Small world-zoo or animal park.</p>	<p>Role play area outside enhanced by Pirate theme.</p> <p>Small world-sea animals.</p>



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Pink	People who help us - knowing who to go to for help - intro in schools and at home	Responsibility - learning what they are responsible for - Ongoing Keeping ourselves clean - Ongoing	Internet Safety Day	Growing up and Changing Keeping Myself Safe/Protective Behaviours & Physical health and wellbeing	People who help us - knowing who to go to for help - in the community	sun safety
Creative Focus Each term a display, film or performance & 1 term must be French focused and 1 term must be Music. 1 term will be enterprise with links with maths. & Invite in 2 professionals to work with your class/year group.	Individuality Self portraits	Enterprise Nativity Play Christmas fair enterprise activity.	Inspiration Kandinsky art	Imagine	Innovate Superhero dance	Expression