



## Godolphin Primary School – Reception Long Term Plan

Our EYFS curriculum is progressively sequenced and planned to acknowledge precise next steps in children’s learning. These next steps are addressed by children’s curiosities and fascinations. Planning is flexible to follow children’s interests and to allow for ownership of learning and, as much as possible, we follow an objective led learning approach.

At Godolphin, we acknowledge the four guiding principles that should shape practice:

<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident, and self-assured.	<b>Positive Relationships:</b> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.
<b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.	<b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.

We also consider the three characteristics of effective teaching and learning:

**Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## The Seven Areas of Learning and Development

### Communication and Language

*Listening, Attention and Understanding*

*Speaking*

- The development of children’s spoken language underpins all seven areas of learning and development.
- Early interactions form the foundations for language and cognitive development.
- Quality interactions throughout the day are crucial for providing opportunities to add new vocabulary and build language effectively
- Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, followed by opportunities to use and embed new words in a range of contexts, will give children the opportunity to develop their oracy skills
- Through the art of conversation, storytelling, and role play, and with careful support from adults, a vocabulary rich environment is ensured. Children become comfortable using a rich range of vocabulary and language structures, first in conversation then in the written form

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learning through talk - Plan Do Review -discussion -reflective talk Making new friends – all about me Sharing experiences Group talk – good practice Listening and attention 1-1– exploring the skills Extending vocabulary Story language Listening to stories Following instructions	Learning through talk - Plan Do Review – -discussion -reflective talk Group talk – taking turns Story language through role play, storytelling etc. Extending vocabulary Listening and attention 1-1– exploring the skills Asking ‘how’ and ‘why’ questions Listening and responding to stories Learning new songs	Learning through talk - Plan Do Review – -discussion -reflective talk Story language through role play, storytelling etc. Extending vocabulary Listening and attention within a group– exploring the skills Describing experiences and events in detail. Exploratory talk	Learning through talk - Plan Do Review -discussion -reflective talk Extending vocabulary Story language – character descriptions Listening and attention within a large group	Learning through talk - Plan Do Review – -discussion -reflective talk Extending vocabulary Story language – setting descriptions Rhyming	Learning through talk - Plan Do Review – -discussion -reflective talk Extending vocabulary Story language – presentation skills Poetry

<p><b>Personal, Social and Emotional Development</b></p> <p><i>Managing Self</i></p> <p><i>Self – Regulation</i></p> <p><i>Building Relationships</i></p>	<ul style="list-style-type: none"> <li>Children’s personal, social, and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development.</li> <li>Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</li> <li>Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</li> <li>Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and manage personal needs independently.</li> <li>Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Welcome to school Changes/New beginnings Me - our individuality	We all have feelings Good and not so good feelings Recognising and modifying emotions	People who care for us Rights, responsibilities, and respect	Healthy friendships Managing our time safely whilst online	Our Health Healthy food choices	Emergencies and getting help New beginnings/changes
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility.</li> <li>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</li> <li>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.</li> <li>Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Fine motor</i></p>	Fine Motor activities to develop strength – i.e. playdough, threading, weaving, Draw lines and circles using gross	Fine Motor activities - clay Develop muscle tone - control and coordination Teach and model correct letter formation.	Fine Motor activities – e.g., plasticene Begin to form letters correctly Handle tools, objects, construction	Fine Motor activities Hold pencil effectively with comfortable grip Forms	Fine Motor activities. Develop pencil grip and letter formation continually	Fine motor activities with different mediums e.g., watercolour Pencil control - colouring within lines, shape formation

	motor movements Teach and model correct letter formation.	Cutting with scissors	and malleable materials with increasing control	recognisable letters most correctly formed Fasten clothing – buttons, zips	Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line	
<i>Gross Motor</i>	Real PE - Unit 1 Coordination - 10 Static balance – 1  Gymnastics	Real PE - Unit 2 Dynamic balance - 6 Static balance - 2  Street Dance	Real PE - Unit 3 Dynamic balance - 5 Static balance – 4  Multi skills	Real PE - Unit 4 Coordination - 9 Counterbalance - 7  Multi skills	Real PE - Unit 5 Coordination with equipment - 8 Agility - 12  Swimming	Real PE - Unit 6 Agility - 11 Static balance – 3  Team games – Sports Day
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• It is crucial for children to develop a life-long love of reading.</li> <li>• Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together.</li> <li>• Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</li> <li>• Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Comprehension</i>	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.	Talk about events and characters in a story read to me. Answer simple questions about the text. Join in with rhymes and stories with repeated refrains Make predictions Learn new vocabulary from stories and non-fiction books	Retell stories related to events through acting/role play. Retelling stories using images / apps. Learn new vocabulary from stories and non-fiction books	Demonstrate understanding when talking about what I have read Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Learn new vocabulary from	Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative. Learn new vocabulary from stories and non-fiction books Use and create own story maps	Learn new vocabulary from stories and non-fiction books Understand the difference between fiction and fact books Understands features of a book e.g., front and back cover, blurb, title, and terms author and illustrator

				stories and non-fiction books	Story mountain - sequence story using visuals.	
<i>Word Reading</i>	<p>Linking sounds to letters</p> <p>Phonic Sounds: Read, Write inc set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC words.</p>	<p>Begin to read words by sound blending</p> <p>Phonic Sounds: RWi differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For red words such as 'the', help children identify the sound that is tricky to spell.</p>	<p>Introducing digraphs</p> <p>Phonic Sounds: RWi groups and ditties</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh' and phonemes taught to date. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Begin to read simple sentences</p> <p>Phonic Sounds: RWi groups</p> <p>Read some longer words made up of letter-sound correspondences</p>	<p>Read and understand simple sentences</p> <p>Phonic Sounds: RWi groups</p> <p>Internal blending</p> <p>Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower-case letters.</p>	<p>Read and understand sentences with fluency including some red words</p> <p>Phonic Sounds: RWi groups</p> <p>Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p>
<i>Writing</i>	<p>Ascribe meaning to the marks that they make</p> <p>Ascribe meaning to marks they see in different places</p> <p>Can copy some letters. E.g., letters from their name</p> <p>To hear and say the initial sound in a word and</p>	<p>Can copy some letters. E.g., beginning to form letters from their name with correct pencil grip</p> <p>To hear and say the initial sound in a word and attempt to write independently</p>	<p>Form each letter correctly</p> <p>Hears and writes dominant sounds in words</p> <p>Attempts to write simple caption</p>	<p>Writes a simple caption/sentence with spaces between words</p> <p>Writes two syllable words</p>	<p>Segment and spell words containing adjacent consonants</p>	<p>Writes a sentence/s with a full stop with correct letter formation</p> <p>Writes a sentence/s with a full stop, correct letter formation and an awareness of capital letters.</p> <p>ONCE EMBEDDED -</p>

	attempt to write it with support	To segment sounds in a simple CVC word and attempt to write independently				Writes a sentence/s with awareness of basic punctuation and spelling. As above but with key features of narrative.
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.</li> <li>Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</li> <li>By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</li> <li>It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures.</li> <li>It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Early Mathematical Experiences</u> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. •Ordering objects and sets / introduce manipulatives. Number	<u>Numbers within 6</u> <ul style="list-style-type: none"> <li>Count up to six objects.</li> <li>•One more or one fewer</li> <li>•Order numbers 1 – 6</li> <li>•Conservation of numbers within six</li> </ul> <u>Shape and sorting</u> Describe, and sort 2-D & 3- D shapes •Describe position accurately	<u>Addition and subtraction within 6</u> Explore zero •Explore addition and subtraction Subitising  <u>Numbers within 10</u> Count to ten objects •Represent, order, and explore numbers to ten •One more or fewer, one	<u>Addition and subtraction within 10</u> Explore addition as counting on and subtraction as taking away  <u>Numbers within 15</u> Count up to 15 objects and recognise different representations •Order and explore numbers to 15	<u>Numbers within 20</u> Count up to 20 objects •Represent, order, and explore numbers to 20 •One more or fewer  <u>Grouping and sharing</u> Counting and sharing in equal groups •Grouping into fives and tens	<u>Depth of numbers within 20</u> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards  <u>Numbers beyond 20</u>

	<p>recognition. 2D Shapes.</p> <p><u>Pattern and early number</u> Recognise, describe, copy, and extend colour and size patterns</p> <ul style="list-style-type: none"> <li>•Count and represent the numbers 1 to 3</li> <li>•Estimate and check by counting. Recognise numbers in the environment.</li> </ul>	<p><u>Measures</u> Estimate, order compare, discuss and explore capacity, weight and lengths</p>	<p>greater or less</p> <p><u>Shape and pattern</u> Describe and sort 2-D and 3-D shapes</p> <ul style="list-style-type: none"> <li>•Recognise, complete, and create patterns</li> </ul>	<ul style="list-style-type: none"> <li>•One more or fewer</li> </ul> <p><u>Measures</u> Describe capacities</p> <ul style="list-style-type: none"> <li>•Compare volumes</li> <li>•Compare weights</li> <li>•Estimate, compare and order lengths</li> </ul>	<ul style="list-style-type: none"> <li>•Relationship between grouping and sharing</li> </ul> <p>Number bonds</p> <p><u>Doubling and halving</u> Doubling and halving &amp; the relationship between them</p> <p><u>Money</u> Coin recognition and values</p> <ul style="list-style-type: none"> <li>•Early exploration – totals, grouping, doubling</li> </ul>	<p>Verbally count beyond 20, recognising the patterns of the counting system</p> <p><u>Calendar and time</u> Days of the week, seasons</p> <ul style="list-style-type: none"> <li>•Sequence daily events</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Understanding the world involves guiding children to make sense of their physical world and their community.</li> <li>• The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters.</li> <li>• Listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world.</li> <li>• Enriching and widening children’s vocabulary will support later reading comprehension.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	-All about me - identifying their family. Commenting on photos of their family; naming, relationship. Share what they do, places they have	Autumn – changes. Provide opportunities for children to note and record the weather. Hibernation – explore which	-Explore importance of recycling and how to recycle. Litter pick around village. People Who Help Us - Visiting community nurse – role and	Growth – Explore various seeds and record under the headings ‘I see’ ‘I think’ ‘I wonder’ Sow seeds and record growth.	Growth - Explore and investigate parts of a plant. Roots investigation – look closely at dandelion and grass roots to show fibrous and tap roots. Recreate	Exploring the importance of the marine environment. Floating and sinking. Boat building investigation.

	<p>been with their family. Draw similarities and make comparisons between other families.</p> <p>-Read fictional stories about families. Can they relate to the text? Branching out - talk about members of their immediate community.</p> <p>-Navigating around our classroom and outdoor area. Community police officer visit.</p> <p>- Exploring the UK through maps. Exploring cities – London – past and present</p>	<p>animals hibernate and why.</p> <p>Build a bug hotel for bugs to hibernate during the winter</p> <p>Exploring harvest time and autumn produce.</p> <p>Exploring Diwali – experiences, creating Diya lights</p> <p>Christmas around the world.</p>	<p>equipment. Past and present.</p> <p>Discussions on faith – visit from local faith leader</p>	<p>Exploring Holi – experiences, pattern, and colour</p> <p>Investigating structures – materials, moving parts, strength.</p> <p>Machines and technology to support.</p>	<p>collage to show understanding.</p> <p>Stems – follow instructions to create celery stalk experiment.</p> <p>Monitor changes.</p> <p>Leaves – leaf hunt.</p> <p>Bar chart to collect data from peers – ‘Which leaf do you like the most?’</p> <p>Flowers – Q - Why do plants have flowers?</p> <p>Tops and Bottoms Game – carrot stick, slice of celery, piece of spinach, peas, seeds, berry. Sort based on part of plant they come from.</p> <p>Exploring Eid.</p>	
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• The development of children’s artistic and cultural awareness supports their imagination and creativity.</li> <li>• It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</li> <li>• The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts.</li> <li>• Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it.</li> <li>• Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Early Exploration</u> Exploring mediums and colours	Autumn colours – colour mixing Firework pictures	Animals in winter - creating homes for	Spring - observational drawings	Summer – experimenting	Watercolour – painting whilst



	<p>Self-portraits Junk modelling Imaginative role play using props Build models using construction equipment and blocks – large and small scale Explore new songs Sing call-and-response songs Exploring sounds and how they can be changed Tapping out simple rhythms.</p>	<p>Christmas decorations Christmas cards Christmas songs/poems Christmas performance – learning a song and accompanying dance</p>	<p>hibernating animals. Making lanterns Chinese writing Puppet making Chinese music and composition Shadow Puppets Exploring colour and the colour chart using the artist Kandinsky as a stimulus</p>	<p>Explore eggs – Decorate/create effects to emulate real eggs. Create nests using chosen materials. Easter eggs Mother’s Day crafts Easter crafts</p>	<p>with texture – sand art Flowers - Sun flowers – exploring sunflowers using the artist Van Gogh as a stimulus. Life cycles - symmetrical butterflies Tree of Life – Gustav Klimt. Explore colour and pattern - group display</p>	<p>using music as a stimulus Collage - mosaics Father’s Day Crafts</p>
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