

EYFS 2 Reception Long Term Plan Bumblebees & Grasshoppers 2023-24

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Starts	All About Me Baseline Assessment Weeks 2 - 5	Once Upon a Time	People Who Help Us	Spring into Life	African Safari	We Are Scientists
Value	Love	Respect	Faith	Honesty/Integrity	Resilience	Teamwork
RE Question	What makes someone special?	What is Christmas? Visit to church	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Stimulus	All About Me slips and photos from home Harvest Festival Celebration Autumn nature walk to the Sensory Garden	School fireworks event Remembrance Pantomime visit Nativity performance	Visits from families and carers to share different professions. Police CSO and car	Frogspawn in classes Spring nature walk to the Sensory Garden	Visit from family member to share info on Africa Visit to local library.	Weekly science investigations to include sinking & floating, space & others. Summer nature walk to the Sensory Garden
Texts	The Little Red Hen - link with Harvest Owl Babies The Enormous Turnip	The Gingerbread Man Jack and the Beanstalk The Three Little Pigs Three Billy Goats Gruff	Jobs	Life Cycle of a Frog - Non-fiction texts The Very Hungry Caterpillar Poetry spine	Handa's Surprise	Science Investigations Information texts
Characteristics of Effective Learning Focus	Playing & Exploring - Engagement Finding out and exploring Playing with what they know Being willing to have a go: Explorosaurs		Active Learning - Motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do: Stickosaurs		Creating & Thinking Critically - Creating Having their own ideas Making links Choosing ways to do things: Thinkosaurs	
Learning in Outdoor Environments	Positive Attitudes for Outdoor Learning		Communication and Collaboration I listen.		Using Tools, Equipment and the	With the help of adults, I recognise the need to prepare for

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	<p>I value the opportunity to learn outdoors.</p> <p>I am an adaptable outdoor learner.</p> <p>I am reflective outdoor learner.</p> <p>I expect the best of myself, whether outdoors or in.</p> <p>I make a positive contribution to the environment and communities I engage in.</p>	<p>Fuelled by positive prior experience, I gladly work outside when given the option.</p> <p>With guidance and modelling from others, I can learn outdoors by following instructions.</p> <p>I can evaluate my outdoor learning behaviours, with scaffolds of language or example.</p> <p>In time and with support, my learning behaviours outdoors support progress.</p> <p>With the support of adults, my impact on environments and communities I visit is neutral.</p>	<p>I observe and evaluate.</p> <p>I communicate verbally and non-verbally.</p> <p>I work effectively with others to achieve a goal.</p>	<p>I listen to the best of my ability, which allows me to follow simple instructions and recognise ambient sound sources in the environment.</p> <p>When my attention is called, I can observe a process or demonstration, sustaining focus appropriate to my stage of development.</p> <p>In outdoor environments, I communicate meaning effectively by selecting appropriate language.</p> <p>I can use learned signals or signs to transmit or receive meaning.</p> <p>With guidance, I can collaborate with peers to achieve a task. I take turns and show concern for others' ideas, opinions and feelings. At times, I take the lead.</p>	<p>Environment Effectively</p> <p>I am fully prepared for Outdoor Learning.</p> <p>I use tools and equipment to carry out tasks.</p> <p>I utilise the environment around me appropriately.</p> <p>Managing Risks</p> <p>I can identify hazards.</p>	<p>outdoor learning. I dress appropriately and prepare for outdoor learning with increasing independence.</p> <p>With close guidance and support, I can use simple tools and equipment to achieve tasks that I couldn't achieve without them.</p> <p>With close guidance and support, I develop an appreciation for the use and potential of found objects and environments during outdoor learning.</p> <p>I know what a hazard is. I can independently identify clear and present hazards in the environment I'm learning in. Adults help me to recognise less obvious hazards. I follow health and safety instructions astutely. I help adults</p>
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			<p>Making Learning Connections</p> <p>I build on prior learning.</p> <p>I use outdoor learning to benefit my learning in the classroom.</p>	<p>I draw on prior learning to progress and demonstrate this through my words and actions, recalling apt prior experiences within or outside of school.</p> <p>I recall and use outdoor learning experiences to improve my understanding, confidence and/or outcomes in the classroom.</p>	<p>My choices and actions help to keep me safe.</p> <p>My choices and actions encourage others to be safe.</p>	<p>to keep me safe by doing so.</p> <p>When working in outdoor environments, my actions are not selfish. I appreciate that adults will need to help others, and when this is the case, I demonstrate patience.</p>
<p>Learning about Outdoor Environments</p>	<p>Care for the Environment</p> <p>I observe the environment to know how it is changing.</p> <p>I improve environments I visit.</p> <p>Within the environment, I replace what I use.</p> <p>I promote sustainability within my community.</p>	<p>With support, I recognise and can describe fundamental seasonal changes in familiar outdoor environments.</p> <p>I take simple steps to improve environments I visit, following shared examples.</p> <p>I appreciate the productivity of the natural environment and learn about the process of planting.</p>	<p>Care for Plants and Animals</p> <p>I can identify plant and animal species.</p> <p>I understand the life cycles of plants and animals in environments I visit.</p> <p>I nurture plants and animals.</p> <p>I understand the impact of humans on plants and animals.</p>	<p>With close support to begin with, I can identify the most prolific plant and animal species in my local environment.</p> <p>I can describe changes in living things I observe in environments or micro-habitats I visit.</p> <p>Following guidance, I care for plants and animals in my school environment by</p>		

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		tending and harvesting from the land organically. I learn about sustainability and ways in which we can individually 'reduce, reuse and recycle'.		providing them with the things they need to flourish. I talk about changes in my local environment and link some of these changes to the action of people. I recognise that contrasting environments exist in other parts of the world.		
Outdoor Learning Opportunities	<p>Nature Walk - Autumn</p> <p>Explore outdoor environment around our school</p> <p>Explore outdoor environments in the community - Sensory Garden</p> <p>Use as opportunity to identify natural features, use senses and to source items to use in ongoing creative learning. Seasonal artwork</p> <p>Harvest - develop understanding of growth and harvesting food. Links with texts for growing veg.</p>	<p>Grow own broad bean plants.</p> <p>Make 3 little pig houses using range of outdoor resources.</p>	Nature Walk - Winter		Nature Walk - Spring	Nature Walk - Summer

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Prime Areas						
Communication and Language	Baseline/Autumn		Spring		Summer	ELG
Talk Time stimulus Incorporate Talk Boost	The Colour Monster Ourselves Harvest	Bonfire Night Remembrance Christmas Nativity performance	Chinese New Year Careers of family members	Frog Spawn Easter Farm visit	Culture & diversity to link with Handa's Surprise	Science Investigations Transition
Listening, Attention & Understanding	Use a wider range of vocabulary. Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.		Learn rhymes, poems and songs. Engage in non-fiction books.		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ALSO Self-Regulation ELG

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Speaking	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play:</p> <p>"Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>		<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>		<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Personal, Social & Emotional Development	Baseline/Autumn		Spring		Summer	ELG
Stimulus	<p>Value links:</p> <p>Showing love</p> <p>Explorosaurus</p> <p>The Colour Monster text</p>	<p>Value links:</p> <p>Showing respect</p>	<p>Value links:</p> <p>Having faith in themselves and others.</p> <p>Stickosaurus</p>	<p>Value links:</p> <p>Being honest</p>	<p>Value links:</p> <p>Showing resilience</p> <p>Thinkosaurus</p>	<p>Value links:</p> <p>Showing teamwork</p>

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Self-Regulation	<p>Develop appropriate ways of being assertive.</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>		<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>		<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>Do not always need an adult to remind them of a rule.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Further develop the skills they need to manage the school</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from</p>

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	<p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity -healthy eating - toothbrushing - sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian. 		<p>day successfully: - lining up and queuing</p> <ul style="list-style-type: none"> -mealtimes -personal hygiene. 		<p>overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity -healthy eating - toothbrushing - sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian. 	<p>wrong, and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Talk with others to solve conflicts.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others</p>		<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others</p>		<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
Computing curriculum links (Research Review 2022)	<p>Computing is not part of the latest statutory framework for the early years foundation stage, but is part of the national curriculum from Year 1. Recently, there has been a debate on learning computing in the first years of schooling and the importance of getting it right. Several studies have demonstrated that young pupils are able to wrestle successfully with the core concepts of computing, including more technical subject content such as programming and robotics. That said, it is important that children experience teaching informed by expertise.</p>					
	<u>Computing Systems and Networks</u>	<u>Creating Media: digital</u>	<u>Programming A:</u>	<u>Data</u>	<u>Video Creation</u>	<u>Programming B</u>

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	Effective use of tools and creating media. Recognise that a range of technology is used in different places; select and use technology for different purposes. Use tech in CIL; take photos; record videos; access mini-mash. I can play on a touch screen game and use computers/keyboards/mouse in role play. I can type letters with increasing confidence using a keyboard and tablets.	<u>photography/video editing</u> Use Chatterpix Kids on iPads to take a photo and record information about it or do a simple retelling of a story. I can dictate short, clear sentences into a digital device. I can record sounds with different resources. I can find ways to change your voice (tube, tin can, shouting to create an echo). I can record sounds/voices in storytelling and explanations.	Unplugged leading to Cubetto. I can follow simple oral algorithms. I can spot simple patterns. I can sequence simple familiar tasks.	Carry out a simple survey and record on Purplemash 2graph. Sort or group items and record over a digital image or video explaining what has been done. I can identify a chart. I can sort physical objects, take a picture and discuss what I have done. I can present simple data on a digital device.	Record a film on topic being learnt using camera app. Use Shadow Puppets EDU to import images and talk over. I know the difference between a photography and video. I can record a short film using the camera. I can record and play a film. I can watch films back.	Daisy the Dinosaur (see planning on drive). I can use a mouse, touch screen or appropriate access device to target and select options on screen. I can input a simple sequence of commands to control a digital device with support.
e-Safety/ Digital Literacy	Self-image and identity	Online relationships	Online reputation	Online bullying	Managing online information	Health, wellbeing & Lifestyle
PSED curriculum links						
KAPOW	Self-regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenges	Self-regulation: listening and following instructions	Building relationships: my family & friends	Managing self: my wellbeing
	The children are learning to explore and understand their feelings, identify when	The children are learning to explore why families and	The children will understand why we have rules, the	The children will learn why it is important to be an honest,	The children will learn how we all have different beliefs	The children will learn how to look after their wellbeing through

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	they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences	importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	thoughtful and resilient active listener who can respond to instructions and how they can become one.	and celebrations, what characteristics make a good friend, and how we need to listen to one another.	exercise, meditation, a balanced diet and care for themselves.
Physical Development	Baseline/Autumn		Spring		Summer	ELG
Stimulus	Chopping harvest vegetables, Kneading dough, Funky Fingers & Dough Gym	BBC Sounds - Dance Firework dance, Enormous Turnip, Chop sticks, Chinese dragon, Funky Fingers & DG	BBC Sounds - Spring, Dance Funky Fingers & Dough Gym	Funky Fingers & Dough Gym	Dancing to African music, Handa's Hen dance, Sport's Day prep, Funky Fingers & Dough Gym	Funky Fingers & Dough Gym
Gross Motor Skills	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such		Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including		Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing

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	<p>as moving a long plank safely, carrying large hollow blocks.</p> <p>Revise and refine the fundamental movement skills they have already acquired: -rolling, -crawling, -walking, -jumping, -running, -hopping, -skipping, -climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.</p>		<p>dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>		<p>sitting at a table or sitting on the floor.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>Show a preference for a dominant hand.</p> <p>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 spoons.</p>		<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>
P.E. curriculum links	Jungle Journey baseline assessment.	Jungle Journey	Ball Skills	Throwing & catching	Dance	Sport's Day skills

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Specific Areas						
Literacy						
Stimulus	Reading challenge launch Workshops for carers Owl Babies Little Red Hen Enormous Turnip	Traditional tales Fireworks descriptions Christmas lists	Chinese New Year	World Book Day		
Reading - Comprehension	Engage in extended conversations about stories, learning new vocabulary. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading Phonics - finish FS2 in phase 4 is on track. Ready to start phase 5 in yr	Develop their phonological awareness, so that they can:		Blend sounds into words, so that they can read short words made up of known		Read a few common exception words matched to the school's phonic programme.	Say a sound for each letter in the alphabet and at least 10 digraphs

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<p>I is on track. Below is off track. Ph 5 = yr 1 Ph 4 = R/yr 1 Ph 3 = R</p> <p>Book band - secure red is expected. Yellow is expected.</p>	<p>-recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p>		<p>letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>		<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Writing</p>	<p>Write some or all their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>		<p>Form some lower-case and capital letters correctly. Write simple phrases and sentences that can be read by others. Use finger spaces. Re-read what they have written to check that it makes sense.</p>		<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

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	Write some letters accurately. Spell words by identifying the sounds and then writing the sound with letter/s.					Write simple phrases and sentences that can be read by others.
Mathematics						
Stimulus (Mastering Number programme)	All About Me Shape patterns of self	Traditional tales - Jack & Beanstalk, height & length	People Who Help Us	Hungry Caterpillar - days of the week Symmetry - butterflies. Repeating patterns - caterpillars.	Handa - estimating and comparing foods. Weight Time sequence.	Science Investigations
Number	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Count objects, actions, and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.		Count objects, actions, and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Problem solving Hungry Caterpillar	Count objects, actions, and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some

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	Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.		Explore the composition of numbers to 10.		Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10.	number bonds to 10, including double facts.
Numerical Patterns	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Combine shapes to make new ones - an arch, a bigger triangle etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can		Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.		Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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	have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.					
Understanding the World	All About Me Baseline Assessment 3-5 weeks	Once Upon a Time	Jobs	Spring into Life	African Safari	We Are Scientists
Stimulus	Harvest Festival Autumn Seasons - Autumn - nature walks	Bonfire Night Remembrance Christmas Seasons - Winter	Chinese New Year Seasons - Winter	World Book Day Seasons - Spring Caterpillar changes Easter	Handa's Surprise - comparison Seasons - Summer	Science
People, Culture & Communities	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Understand that some places are special to members of their community.		Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.		Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

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					and life in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps
R.E. (Research Review 2021)	Most RE provision in Reception would be integrated within the Reception curriculum, as opposed to a stand-alone subject					
R.E. curriculum links Questions from Shropshire Syllabus	<p>RQ1 Who am I?</p> <p>RQ2 How do people express their beliefs through worship and celebration?</p> <p>RQ3 Who is my neighbour?</p> <p>RQ5 Where do I belong?</p> <p>Understand that Christians express their beliefs through going to church to worship.</p>	<p>RQ9 What do people believe about God?</p> <p>RQ11 How do people express their beliefs about truth? (i.e. the simple truths about Jesus being the Son of God).</p> <p>RQ13 Where do people's beliefs come from?</p>	<p>RQ4 How should I lead my life?</p> <p>The Good Samaritan</p> <p>RQ6 How should we relate to others and to the natural world?</p>	<p>RQ10 How is belief expressed through symbols and action?</p> <p>(Hot cross buns - toasted on the fire pit)</p> <p>RQ12 How do people make sense of life and death?</p>	<p>RQ7 How do people make sense of hardship and suffering?</p> <p>RQ14 Why do people's belief and practice differ?</p>	RQ8 Has science got all the answers?
Past & Present	Begin to make sense of their own life-story and		Comment on images of familiar situations in the past.		Comment on images of familiar situations in the past.	Talk about the lives of the people around them

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	<p>family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>		<p>Compare and contrast characters from stories, including figures from the past.</p>		<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>History curriculum links (Rich encounters with the past: History Subject Report 2023)</p>	<p>Although children in Reception do not study history as a separate subject, the early years foundation stage framework (EYFS) identifies important knowledge and skills that can support their learning in the future. As part of 'Understanding the world', children are expected to know about some similarities and differences between the past and now, and to understand the past through settings, characters and events they learn about. The EYFS also highlights the importance of children developing vocabulary that will support their understanding across a range of areas.</p>					
<p>The Natural World</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore the natural world around them.</p>		<p>Describe what they see, hear and feel whilst outside.</p>		<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting</p>

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						environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Science curriculum links (Research review Series Science 2023)	Pupils begin their formal science education in the early years foundation stage (EYFS). This involves learning foundational knowledge primarily through the 'understanding the world: the natural world area of learning. This provides a number of rich contexts for pupils to learn a wide range of vocabulary. These words form the beginnings of scientific concepts that will be built on in Year 1 and beyond. Because pupils develop their scientific and non-scientific vocabulary during this time, the EYFS should not just be considered as preparation for learning further science in Year 1.					
Geography curriculum links (Research Review Series 2021)	Children start on their geography education journey in the early years foundation stage (EYFS). The 'people, culture and communities' and 'natural world' strands set out much clearer, identifiable geographical knowledge that children are to learn. In other strands, there are opportunities for children to draw on geographical content. For example, they may develop their fine-motor skills when drawing plans and sketch maps. Crucially, in the early years, children begin to acquire some of the geographical vocabulary that they will build on through the rest of their schooling. Barack Obama "The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."					
Expressive Arts & Design	All About Me Baseline Assessment 3 weeks	Once Upon a Time	Jobs	Spring into Life	African Safari	We Are Scientists
Stimulus	Self-portraits Salt-dough models ICT portraits of family	Three Little Pigs Christmas props and cards	Making and listening to Chinese music		Making representations of BH and Africa	

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	Colour Monster	Christmas performance Pantomime			Fruit observational drawings African art, music Tinga Tinga art	
Creating with Material	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>		Return to and build on their previous learning, refining ideas and developing their ability to represent them.		Create collaboratively sharing ideas, resources and skills.	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Art & Design curriculum links (Research Review 2023)	<p>The guidance says it is important for children to engage with the arts regularly and to explore a range of materials and media. This helps them to work towards the early learning goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter and provides the necessary foundations for future learning.</p>					
	<p>Painting</p> <p>To use a range of different size brushes and to be able to mix their own paint.</p> <p>Create secondary from primary colours.</p>	<p>Printing</p> <p>To use printers with intent.</p> <p>To use items around the environment to make a pattern - tree rubbings.</p>	<p>Appreciating and reflecting.</p> <p>Introduce a range of artists.</p> <p>Begin to understand what they do. Talk about how the art makes them feel, share</p>	<p>Printing - using tools and everyday objects to make marks and prints. Use objects in the natural environment e.g. tree rubbings, potato printing</p>	<p>Colour and Drawing</p> <p>Create an African safari image using oil pastels, chalk and watercolour, looking at the work of Edward Tingatinga.</p>	<p>Drawing - texture, colour, pattern and line.</p> <p>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects</p>

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	Create different shades of the same colour.	To make their own pattern using print. Making own wrapping paper.	opinions and respect different people's views. Structure and form - 3D - creating a free-standing sculpture. Provide a range of materials to construct with.	Painting Link with colour in the natural world - mixing colours to represent. Develop colour mixing techniques.		based in imagination, observation and experience.
Being Imaginative & Expressive	Create their own songs or improvise a song around one they know. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.		Sing in a group or on their own, increasingly matching the pitch and following the melody.		Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
Music curriculum links (The Power of Music to Change Lives 2022) (Striking the Right Note - subject report 2023)	<p>A strong foundation of music in the early years is vital for all children, but particularly for disadvantaged children or children with SEND. All early year's providers are required to deliver an educational programme in Expressive Arts and Design as part of the early years foundation stage (EYFS) statutory framework, for children from birth to age five. Development Matters gives further examples of how to deliver music in their settings.</p> <p>The Reception Year curriculum prepared children well for music in key stage 1. Children had regular opportunities to learn music. One headteacher described this approach as 'little and often'. Children typically built the foundations of learning music through frequent opportunities to sing nursery rhymes and other simple songs. In some cases, the EYFS curriculum went beyond the scope of the EYFS framework. The curriculum began to introduce children to the building blocks of music, such as gaining a simple understanding of pitch in terms of high or low. Leaders often associated curriculum ambition with the range of musical activities on offer. Far fewer schools considered it in terms of pupils' musical development.</p>					

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Charanga	Mel	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay
	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught A Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees and Toes 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey 	<p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Musical learning focus: Listening and appraising Funk music; Embedding foundations of the interrelated dimensions of music using voices and instruments; Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs; Playing instruments within the song; Improvisation using voices and instruments; Riff-based composition; Share and perform the learning that has taken place</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

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