



## EYFS Long Term Plan – Gwwithian Class (Reception) 2025-26

This long term plan has been created to ensure that children have opportunities to develop all the skills necessary across the year to ensure a smooth transition into Year 1. However, learning in EYFS is not linear, and children will have opportunities to explore, develop and apply the skills across all areas of learning throughout the year – through both planned (teacher led) and spontaneous (child led) experiences.

We follow an approach which offers ample opportunities for child-led learning styles, and also promotes the ‘I wonder’ questions that stem from children’s interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children’s current knowledge and understanding which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Adults aim to widen a child’s world primarily through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed skills learnt.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder....	What happens in School? Who am I, who are you?	Who’s my hero? What is celebrated?	What happens ‘Once Upon a Time’?	Which animal is the best?	Where food comes from?	What’s special about where I live?
Possible lines of enquiry	All about Me Starting School New beginnings Autumn Family	People who help us Harvest - pumpkins Celebrations – Christmas around the World Divali, Bonfire Night	Stories of interest – traditional stories, Alternative traditional stories	Winter/Polar animals Arctic Environments Bird feeders, hedgehog homes Day and Night animals Chinese New Year Jungle animals Animal patterns	Springtime Plants and Flowers # Easter Lifecycles – butterflies, beans, sunflowers	Summer Picnics, The seaside – rockpools Maps The British Isles – Penzance and Cornwall The giant of St Michaels Mount St Piran
Real Life Experiences	Starting school with new routines and expectations	Visits from the Emergency Services Trip to Fire station Visit from a ‘super-hero’	Forest schools – woodlands	Visit to Newquay Zoo Creating homes and feeders Visit to Newquay Aquarium	Growing beans Cooking Visit from Aspens Healthy Eating Workshop Farm to Fork whole school mobile workshop Cooking Growing our own herbs and vegetables Visit to Trevaskis Farm Garden Centre	Traffic Journey Walks around the town to map our local area Visit to the beach Visit to the Penlee Park/Morrab Gardens Visit to Penzance Library
Environment and Community	Open afternoon to share what we have been learning with parents and carers Visit to, or from, older generations to find out about their time at school	As above Christmas Nativity Advent	Open afternoon to share what we have been learning with parents and carers	Big School Bird Watch Caring for, and creating, local animal habitats  Easter trail with parents	Crafternoon with parents  Sunflower growing competition between families	30 days wild Open afternoon to share what we have been learning with parents and carers  Picnic with Parents Explore different



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						environments Beach/park/town/field
Whole School Events	Black History Month Road safety week???	Anti-Bullying Week NSPCC PANTS Children in Need Remembrance Day Poetry Day Road safety week Divali – 20 <sup>th</sup> October 25	Drug and Alcohol Education Safer Internet Day Children's mental health week	Easter World Book Day St Piran's Day	VE Day Farm to Fork	RSE Week Healthy Week Transition to Y1
Personal, Social and Emotional Development  Self-Regulation Managing Self Building Relationships  Development Matters Statement  What it might look like - skills	<u>Self-regulation</u> Children will: - develop an understanding of their own feelings --develop an understanding of the expectations of the setting and the reasons for them.  -can express basic emotions – happy, sad	<u>Self-regulation</u> Children will: -identify and moderate their own feelings  -begin to use more words to describe ie excited, worried, linking feelings to events.	<u>Self-regulation</u> Children will: - express and moderate their own feelings  -begin to use more words to describe ie excited, worried, linking feelings to events.	<u>Self-regulation</u> Children will: - give focused attention, responding appropriately even when engaged  -maintaining attention while also listening to an adult or peer	<u>Self-regulation</u> Children will: - show an understanding of their own feelings and others and begin to regulate accordingly -follow instructions involving several ideas or actions.  -clearly names and talks about emotions and triggers	<b>Transition to Y1</b> <u>Self-regulation</u> Children will: - develop independence, set and work towards simple goals, wait for what they want and control their impulses when appropriate.  -independently follows routines, transitions -waits turn, thinks before acting, work towards a goal over time ie making a model over two days)
	<u>Managing Self</u> Children will: - see themselves as a valuable individual -begin to manage their own needs – personal hygiene  -talk about interests, likes, dislikes -choose own activity and stick with it -washing hands, blowing nose	<u>Managing Self</u> Children will: - be confident to try new activities  -join a new area of provision without hesitation -perform in Christmas nativity -joining in with new class routines and responsibilities	<u>Managing Self</u> Children will: -show perseverance in a challenge -begin to manage their own needs – personal hygiene  -with adult encouragement continues after a set back -Managing toilet and hands without reminders -dressing and undressing with little support for PE -toothbrushing	<u>Managing Self</u> Children will: -show resilience in a challenge  -returning to a task after a short break or a prompt	<u>Managing Self</u> Children will: - manage their own basic hygiene and personal needs – dressing, toileting and healthy food choices  -know healthy and unhealthy food choices -dressing and undressing independently fully for PE	<u>Managing Self</u> Children will: -be confident to try new activities and show resilience and perseverance in the face of challenge.  -use positive self talk, responding to set backs calmly and could try multiple approaches to solve a problem



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	<u><b>Building Relationships</b></u> Children will: - build constructive and respectful relationships with adults and peers.  - sharing - kind hands - kind words - seek support from adults	<u><b>Building Relationships</b></u> Children will: - build constructive and respectful relationships with adults and peers.  - listening and following instructions from adults - listening to my friends - begin to develop new friendships	<u><b>Building Relationships</b></u> Children will: - think about the perspective of others  - offer a toy saying you can have a turn now - wait patiently for their turn - adapt play based on what others might want to do - show care and concern in play	<u><b>Building Relationships</b></u> Children will: - show sensitivity to their own and other's needs  - encouraging others - give praise - comforting a friend - taking turns without prompting - listening and responding - noticing if someone is left out	<u><b>Building Relationships</b></u> Children will: - work and play cooperatively and take turns  - engaging in shared play without dominating - agreeing on roles during play - compromising when ideas differ - waiting patiently for turns - using language such as it's your turn now	<u><b>Building Relationships</b></u> Children will: - forming positive attachments- transition focus
<u><b>LIFEWISE</b></u>	<u><b>Lifewise:</b></u>  Kind hands 1 Kind hands 2 Sharing 1 Sharing 2 Taking good care of myself 1 Taking good care of myself 2	<u><b>Lifewise:</b></u>  Fire Safety 1 Fire Safety 2 Road Safety 1 Road Safety 2	<u><b>Lifewise:</b></u>  Technology 1 Technology 2 Managing feelings 1 Managing feelings 2 Trusted adults 1 Trusted adults 2	<u><b>Lifewise:</b></u>  Animals 1 Animals 2 The great outdoors 1 The great outdoors 2 Being curious 1 Being curious 2	<u><b>Lifewise:</b></u>  Planting our food 1 Planting our food 2 Making mistakes 1 Making mistakes 2 Follow my lead 1 Follow my lead 2	<u><b>Lifewise:</b></u>  Water safety 1 Water safety 2 Cities, towns, land and sea 1 Cities, towns, Land and sea 2 Marching to the beat of your own drum 1 Marching to the beat of your own drum 2_
	<u><b>Circle Time Theme:</b></u> Getting to know you	<u><b>Circle Time Theme:</b></u> Being kind and friendship	<u><b>Circle Time Theme:</b></u> Feelings	<u><b>Circle Time Theme:</b></u> Listening and concentrating	<u><b>Circle Time Theme:</b></u> Resolving conflict and problem solving	<u><b>Circle Time Theme:</b></u> Achieving and changes
<u><b>Where are the children going?</b></u>	<u><b>ELG's</b></u> <u><b>Building Relationships</b></u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. <u><b>Managing Self</b></u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right			<u><b>Foundation skills to KS1</b></u> Children will: - continue to learn about individuality and expressing themselves. - learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. - continue to build friendships, build positive relationships and learn about their community and those from other communities, being active citizens. - continue to learn about SRE and how to keep their bodies safe, as well as healthy		



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	<p>from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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>			<p>eating. PSED play a part in all lifelong skills.</p> <p>Children in KS1 follow Lifewise PSHE programme.</p>		
<p><b>Communication and Language</b></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p>Development Matters Statement</p> <p>What it might look like skills</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-listen carefully and understand why listening is important</li> <li>-engage in storytimes, rhymes and songs</li> </ul> <p>-listens with eyes on speaker and body still. Eyes looking, ears listening</p> <p>-sits through story, rhymes, engaged</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-joins in with repeated refrains,</li> <li>-recites rhymes with accurate rhythm</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-listen to and talk through stories to build familiarity and understanding</li> <li>-sits through story, rhymes, engage, join in and answer simple questions</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-engage in non-fiction</li> <li>-listen to and talk about selected non-fiction to develop a deep understanding with new vocab.</li> <li>-ask questions to find out more and to check understanding</li> <li>-who, where, why, what, how</li> <li>-what is a habitat?</li> <li>-shares facts from non-fiction books</li> <li>-so do penguins have feathers?</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-listen attentively and respond with questions, comments and actions</li> <li>-listening on trip and asking questions about how things work and grow?</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-make comments about what they have heard and ask questions to clarify understanding</li> <li>-using questions to seek clarity in play and remembering and commenting on key events or stories</li> </ul>
	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-develop social phrases</li> <li>-good morning /afternoon/please/thank you</li> </ul>	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-articulate ideas and thoughts in well-formed sentences</li> <li>-learn new vocabulary</li> </ul>	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-retell stories some as exact repetition and some own words</li> <li>-use new vocab in different contexts</li> <li>-connect one idea or action to another using a range of connectives</li> </ul>	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-describe events in some detail</li> <li>-use talk to work out problems and explain how things work</li> <li>-use new vocabulary throughout the day</li> </ul>	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-express ideas and feelings about experiences using full sentences, including use of past, present and future tense</li> <li>-hold conversations when engaged with adults and peers.</li> </ul>	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-offer explanations for why things might happen, making use of recent vocab from stories</li> <li>-participate in small group class and 1:1 discussions offering own ideas.</li> </ul>



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					<ul style="list-style-type: none"> <li>-understand they need to look at the speaker and think about what they are saying.</li> <li>-project their voice so they can be heard by others.</li> <li>-use gestures and body movements to convey the points they want to make.</li> <li>-take turns in longer conversations</li> </ul>	<ul style="list-style-type: none"> <li>-speak in front of an audience.</li> <li>-show that they are listening to others through facial expression and body position.</li> </ul>
Rhymes	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan
Where are the children going?	<p><b>ELG's</b></p> <p><b>Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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> <p><b>Listening, Attention and Understanding</b></p> <p>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</p>			<p><b>Foundation skills to KS1</b></p> <p>Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children will:</p> <ul style="list-style-type: none"> <li>-develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.</li> <li>- understand and use the conventions for discussion and debate. -to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</li> <li>-adopt, create and sustain a range of roles, responding appropriately to others in role.</li> </ul>		
Physical Development	<p><b>Gross Motor Skills</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- revise and refine the fundamental movements skills already acquired</li> </ul>	<p><b>Gross Motor Skills</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- progress towards a more fluent style of moving with control and grace</li> </ul>	<p><b>Gross Motor Skills</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- develop overall body strength, balance co-ordination</li> </ul>	<p><b>Gross Motor Skills</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-combine different movements with ease and fluency</li> </ul>	<p><b>Gross Motor Skills</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-move energetically</li> <li>-use a range of large and small apparatus indoors and out</li> <li>-use core body strength to achieve good posture</li> <li>- develop confidence, competence, precision and accuracy in activities that involve a ball</li> <li>-using small targets to increase accuracy and</li> </ul>	<p><b>Gross Motor Skills</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-negotiate space and obstacles safely</li> <li>-demonstrate strength, balance and co-ordination</li> <li>-large blocks and outdoor construction materials, crates, digging with spades, using balance bikes and scooters,</li> <li>-Identify the parts of a bike.</li> </ul>
Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> <li>-running, jumping, walk along a beam, climbing, throwing, catching, rolling, kicking, standing on one foot</li> </ul>	<ul style="list-style-type: none"> <li>-walking along beam without stepping off, arms balancing</li> <li>-walk along a narrow line</li> <li>-moving to music and copying sequences,</li> <li>-performing gym such as roll, crawl with flow</li> <li>-run with coordinated arms</li> </ul>	<ul style="list-style-type: none"> <li>-large blocks and outdoor construction materials, crates, digging with spades, using balance bikes and scooters, dancing to music, obstacle courses that require multiple actions</li> <li>- Use their core muscle strength to achieve a good</li> </ul>	<ul style="list-style-type: none"> <li>-Can create a sequence with a jump and a balance.</li> <li>-Can copy a sequence of actions correctly</li> </ul>		
Development Matters Statement						
What it might look like - skills						



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		and legs adjusting pace, gliding round room without bumping	posture when sitting at a table or on the floor. -climb a ladder -can stand on one leg with increasing stability. -can hop on either foot -can walk on heels	-- develop and refine a range of ball skills  -football goals, bean bags and targets, skittles and balls, hopscotch with beanbags, skipping ropes and jumping, rackets and balls - can send and receive a ball by rolling - Throw and catch with increasing control - play a variety of ball games- kick catch and throw.	precision -football goals, bean bags and targets, skittles and balls, hopscotch with beanbags, skipping ropes and jumping, rackets and balls	- Check route is clear -Begins to lift feet up and balance. -Can speed up and slow down. - Can stride and scoot in different directions.  dancing to music, obstacle courses that require multiple actions
	<u>Fine Motor Skills</u> (see progression of tools document) Children will: -develop the skills needed to manage the school day (lining up etc) -use a range of tools  -lining up, sitting on carpet, waterproofs, using taps, soap, with support, remaining at activity for short time -self select the appropriate tools. -use a fork and spoon correctly and beginning to use a knife. -jugs and cups, scoops, spoons, pens, pencils, playdough, rolling pins etc.	<u>Fine Motor Skills</u> (see progression of tools document) Children will: -use a range of tools competently, safely and confidently  -scissors, glue, pencils, playdough tools, threading beads, lacing, tweezers, cooking tools safely, gardening tools safely -use scissors appropriately	<u>Fine Motor Skills</u> (see progression of tools document) Children will: -use a range of tools accurately -further develop the skills to manage a school day  -same with more precision and hand-eye, focus and concentration, adding in hole punches, cutlery, glue and spatulas  -lining up, queuing, fire alarms, mealtime routines. -use a fork and spoon correctly and usually a knife.	<u>Fine Motor Skills</u> (see progression of tools document) Children will: -develop foundations of a handwriting style  -practicing patterns, spirals, zig zags, letter like shapes, tracing shapes, name writing, dot to dots, multisensory letters,	<u>Fine Motor Skills</u> (see progression of tools document) Children will: -begin to show accuracy and care when drawing  -drawing plants focusing on features, guided drawing, colouring within lines,	<u>Fine Motor Skills</u> (see progression of tools document) Children will: -hold a pencil effectively for fluent writing -use a range of small tools  -effective tripod grip on activities as before, scissor skills, Tweezers, clay sculptures and tools, sewing kits, -uses scissors appropriately and competently -uses a fork and spoon and usually uses a knife.



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<u>PE</u>	REAL PE - personal	REAL PE - social	REAL PE - Cognitive	REAL PE – creative Gymnastics at Penzance Gym	REAL PE - Physical	REAL PE – Health & Fitness Balance-ability
<u>Where are the children going?</u>	<u>ELGs</u> <u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> 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.			<u>Foundation skills to KS1</u> Children will: -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. -participate in team games, developing simple tactics for attacking and defending. -perform dances using simple movement patterns.		

<u>Literacy</u>  Comprehension Word reading Writing  Development Matters Statement  What it might look like - skills	<u>Comprehension</u> Children will: -have favourite books and seek to share -show an understanding of what has been read to them	<u>Comprehension</u> Children will: -anticipate key events in stories	<u>Comprehension</u> Children will: -demonstrate an understanding by retelling using own words and recent vocab	<u>Comprehension</u> Children will: -	<u>Comprehension</u> Children will: -understand what has been read to them by retelling stories and narratives in own words	<u>Comprehension</u> Children will: -use and understand recently introduced vocab during discussions about books etc
	<u>Word Reading</u> Children will: - read individual letters by saying the sounds -oral blend sounds to make a word  <u>READ WRITE INC:</u> Oral blending and segmentation Whole class speed sound lesson Read single set 1 sounds	<u>Word Reading</u> Children will: -blend sounds into words  <u>READ WRITE INC:</u> Oral blending and segmentation Assessed groups Read all set 1 sounds	<u>Word Reading</u> Children will: -read some letter groups that represent one sound  <u>READ WRITE INC:</u> Assessed groups Blend sounds to read words Read short dittys	<u>Word Reading</u> Children will: - read a few common exception words  <u>READ WRITE INC:</u> Assessed groups Blend sounds to read words Read ditty/red books	<u>Word Reading</u> Children will: - read simple phrases and sentences  <u>READ WRITE INC:</u> Assessed groups Know some digraphs in set 2 Read red books	<u>Word Reading</u> Children will: -say a sound for each sound in the alphabet and at least 10 digraphs -read words consistently by sound blending -read aloud simple sentences and books consistent with their phonic knowledge  <u>READ WRITE INC:</u> Assessed groups Know some Set 2 sounds Read green or purple books
	<u>Writing</u> Children will:	<u>Writing</u> Children will:	<u>Writing</u> Children will:	<u>Writing</u> Children will:	<u>Writing</u> Children will:	<u>Writing</u> Children will:





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	-write recognisable letters  Tracing, pattern cards, bubble writing, letter formation, making letters out of buttons, roll and write, magnetic boards	-form lowercase letters correctly -identify sounds and write the single sounds.  Tracing, pattern cards, bubble writing, letter formation, making letters out of buttons, roll and write, magnetic boards	-spell words by identifying the sounds, then write the sounds heard  Cvc mats. Magnetic boards, matching words and pictures	-form lower case and capital letters correctly -spell words by identifying sounds and representing sounds with a letter or letters -begin to write simple phrases/captions.  As previous and hold a sentence	- re-read what they have written to check it makes sense -write short sentences with words using sound/letter correspondence  As previous and hold a sentence Letterjoin letters	-write simple phrases and sentences that can be read by others -write recognisable letters, most of which are correctly formed beginning to use full stop capital letter.  As previous and hold a sentence Letterjoin letters
Drawing Club	Baseline for three weeks All kinds of buttons My Must-have Mum My Monster and Me The Colour Monster The Perfect Fit Lubna and the pebble	Cops and Robbers Zog A superhero like you Superworm Supertato Stickman Superworm	Jack and the Beanstalk Jim and the Beanstalk The Gingerbread Man The Runaway Pancake The Three Wolves and the Big Bad Pig	Jonty Gentoo The Ugly Five The Lion Inside Commotion in the Ocean Owl Babies One Snowy Night	The Veg Patch Party The Bad Seed The Extraordinary Gardener The Gigantic Turnip Pip and Egg Tidy	Buddys Bus Ride The Town By Us The Secret of Black Rock Billy and the Pirates The Last Giant of Marazion Changing Tides
Session structure of Drawing Club	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and initial sounds – cvc words	Character, Setting, Adventures and cvc words and caption codes	Character, Setting, Adventures and cvc words and caption codes	Character, Setting, Adventures and caption codes and sentence codes	Character, Setting, Adventures and caption codes and sentence codes
Traditional Story	The Three Little Pigs	The Gingerbread Man	Jack and the Beanstalk	Three Billy Goats Gruff	The Enormous Turnip	Town Mouse and The Country Mouse
Additional Story Spine Books and Possible texts for book corner	Room on a Broom Proudest Blue Handful of Buttons  Starting School Ten little fingers and 10 little toes I Am Too Absolutely Small For School (Charlie And Lola) Super Duper You It's ok to be different The Napping House Ravi's Roar	Jabari Jumps Binny's Diwali  Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital Pumpkin Soup	Chapatti Moon Lost and Found Susan Laughs Ravi's Roar The Dot	Tango Makes Three Sully the Seahorse Augustus and his Smile  We're going on an egg hunt Little People big minds – Charles Darwin Animal Boogie	If I were the world  Handa's Surprise The Hungry Caterpillar Oliver's Vegetables Pumpkin Soup Ten Seeds Goodbye Winter, Hello Spring Where does my food come from?	We're going on a bear hunt A Little Bit Brave
Poetry to perform	Bedtime March (Moirá Andrew)	Cake-o-saurus (Celia Warren)	The Tiger (Peter Niblett)	Where Am I? (Mike Barfield)	Oh, Oh, The Story Man (Jan Dean)	Zanzibar (Jeannie Willis)





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<p><u>Where are the children going?</u></p>	<p><b>ELGs</b>  <b>Comprehension</b>          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.  <b>Word Reading</b>          Say a sound for each letter in the alphabet and at least 10 digraphs. 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.  <b>Writing</b>          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. Write simple phrases and sentences that can be read by others.</p>	<p><b>Foundation skills to KS1</b>          Apply phonic knowledge, words combine to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention, and participate, explore ideas, speak audibly, participate in role play etc, gain attention of listener, consider viewpoints, use appropriate registers.          Capital letters, full stops, spaces.          Blend sounds, read common words, re-read books, develop pleasure in reading, understand books and stories, explain understanding, participate in discussion, discuss word meanings, make inferences, predict. discuss non-fiction.          Begin to form letters, hold pencil comfortably and correctly, say out loud what they want to write about, re reading, discuss what they have written.          From digits 1 -9</p>
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<p><u>Maths</u></p> <p>Number Numerical Patterns</p> <p>Development Matters Statement</p> <p>What it might look like</p> <p>- skills</p>	<p><u>Baseline</u></p> <p><b>See separate EYFS maths plan</b></p> <p><u>Numbers</u></p> <p>Children will:</p> <p>-count objects, actions and sounds</p> <p>-subitise</p> <p><u>Numerical Patterns</u></p> <p>Children will:</p> <p>- compare length, weight and capacity</p>	<p><b>See separate EYFS maths plan</b></p> <p><u>Numbers</u></p> <p>Children will:</p> <p>-subitise</p> <p>--link the numeral with cardinal</p> <p>-explore composition of numbers up to 10</p> <p><u>Numerical Patterns</u></p> <p>Children will:</p> <p>-select rotate and manipulate shapes</p>	<p><b>See separate EYFS maths plan</b></p> <p><u>Numbers</u></p> <p>Children will:</p> <p>-subitise</p> <p>--link the numeral with cardinal</p> <p>-explore composition of numbers up to 10</p> <p>-recall some number bonds to 5</p> <p><u>Numerical Patterns</u></p> <p>Children will:</p> <p>-continue, copy and create repeating patterns</p>	<p><b>See separate EYFS maths plan</b></p> <p><u>Numbers</u></p> <p>Children will:</p> <p>-subitise</p> <p>--link the numeral with cardinal</p> <p>-explore composition of numbers up to 10</p> <p>-recall some number bonds to 5</p> <p><u>Numerical Patterns</u></p> <p>Children will:</p> <p>-compare length, weight and capacity</p> <p>-</p>	<p><b>See separate EYFS maths plan</b></p> <p><u>Numbers</u></p> <p>Children will:</p> <p>-subitise</p> <p>--link the numeral with cardinal</p> <p>-explore composition of numbers up to 10</p> <p>-recall number bonds to 5</p> <p><u>Numerical Patterns</u></p> <p>Children will:</p> <p>-compose and decompose shapes so that children recognize a shape within a shape</p> <p>- continue, copy and create repeating patterns</p>	<p><b>See separate EYFS maths plan</b></p> <p><u>Numbers</u></p> <p>Children will:</p> <p>-subitise</p> <p>-have a deep understanding of numbers to 10</p> <p>-automatically recall number bonds to 5 and some to 10</p> <p>-know some doubles</p> <p><u>Numerical Patterns</u></p> <p>Children will:</p> <p>-verbally count beyond 20</p> <p>Compare quantities up to 10</p> <p>-understand greater, less, same</p> <p>-explore and represent patterns up to 10</p> <p>-understand evens, odd, doubles</p>
	<p><u>Where are the</u></p> <p><b>ELGs</b></p> <p><b>Number</b></p>				<p><b>Foundation skills to KS1-</b></p> <p>Number and place value (within 20):</p>	



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<u>children going?</u>	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 number bonds to 10, including double facts. <b>Numerical Patterns</b> 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.			Addition and subtraction (within 20) (addition and subtraction) Number and place value (within 100): Fractions – half, quarter of shape and quantity Multiplication and Division- count in 2s, 5s and 10s, one step problems Comparing and Estimating- practical problems for length/height Number bonds to 20 Shape – name 2d and 3d Positional language – position, direction, movement, half, quarter turns Money-value and different denominations Time – o'clock and half past, days of week, months and years		
<u>Understanding the World</u>  Past and Present  People, Culture and Communities  The Natural World  Development Matters Statement	<u>Past and Present</u> Children will: -comment on familiar images in the past -talk about lives of people around them  -Pictures of children in the holidays on dojo, as babies and can talk about the past.  -Know themselves and parents have changed over time. -Know parents have parents and these are grandparents. -Know we can find out about the past for drawings, artifacts and talking to people.	<u>Past and Present</u> Children will: -talk about lives of people around them, and roles in society -compare and contrast characters from stories including figures from the past  Talk about occupations of people they live with, know, who can help us. Look at a hero from history – Florence Nightingale		<u>Past and Present</u>  Children will: -compare and contrast characters from stories including figures from the past  -Celebrations of special days. St.Pirans Day, learn about the saint and the story. Walk into town and celebrate the day by watching the parade, waving flags. Can talk about accounts from the past.	<u>Past and Present</u>	<u>Past and Present</u> Children will: -comment on images from familiar situations in the past -understand past through settings, characters and books  The place where we live looked different over time in history. Can discuss how changed over time. Storytelling at Penlee Museum from a fisherwife of what life was like. Know we can find out about the past from drawings, artifacts and talking to people. Local people talk about the past and what it was like in Penzance.
What it might look like - skills	<u>People, Cultures and Communities</u> Children will: -talk about members of their immediate family -name and describe familiar people  -Compare families, who lives in my house.	<u>People, Cultures and Communities</u> Children will: -talk about members of the community  -name and describe people who are familiar to them such as family, police, doctors and	<u>People, Cultures and Communities</u>  Children will: -recognise some people have different beliefs and celebrate special times	<u>People, Cultures and Communities</u>  Children will: --recognise some similarities and differences between life in this county and other  Compare Serengeti,	<u>People, Cultures and Communities</u> Children will: -understand that some places are special to members of their community Links to RE below	<u>People, Cultures and Communities</u> Children will: -know some differences and similarities between life in this country and other countries  Children will: -describe their immediate



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	<p>Compare, what do other families look like?</p> <ul style="list-style-type: none"> <li>-Know parents have parents and these are grandparents.</li> <li>-Talk about members of their immediate family and community using pictures as prompts, developing an understanding of how all families are different.</li> </ul>	<p>teachers.</p> <ul style="list-style-type: none"> <li>-describe their immediate environment</li> </ul> <p>Aerial photos and simple maps of area where occupations are.</p> <ul style="list-style-type: none"> <li>-draw information from a map</li> </ul> <p>Map of Penzance- messy map. Loose parts buildings in town added from doctors, fire station.</p> <ul style="list-style-type: none"> <li>-begin to use navigational language (forward, backward, right, left)</li> </ul> <ul style="list-style-type: none"> <li>-recognise people have different beliefs and celebrate special times in different ways</li> </ul> <p>Diwali and Christmas in RE</p>		<p>Maasai children – we all went on Safari, Bringing the Rain to Kapiti Plain, contrasting – Animals found and life in this country.</p> <p>Knowing Cornwall is a county in England and find England/Africa on a map.</p>		<p><u>environment</u></p> <p>Aerial photos and simple maps of area, built on from autumn 2. Where the school is.</p> <ul style="list-style-type: none"> <li>-draw information from a map</li> </ul> <p>Map of Penzance- messy map. Follow town trail</p> <ul style="list-style-type: none"> <li>-are able to explore map of local area and discuss comparing places on google earth.</li> <li>-begin to use navigational language (forward, backward, right, left)</li> </ul>
	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-understand the effects of the changing seasons around them (Autumn)</li> <li>-explore natural world around them</li> <li>-describe what see, feel and hear when outside</li> </ul> <ul style="list-style-type: none"> <li>-Explore changes in leaves, trees, seeds, migration, weather, daylight, clothing, what animals do. Use precise terms. Photo of same tree</li> </ul>		<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>--understand the effects of the changing seasons around them (Winter)</li> </ul> <p>Hibernation, plants, weather, trees</p> <ul style="list-style-type: none"> <li>--understand some processes of changing states of matter</li> </ul> <p>Ice melting and freezing, - observing and describing</p>	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-recognise that some environments are different to where they live</li> </ul> <p>Polar regions</p> <p>Compare Serengeti, Maasai children – we all went on Safari, Bringing the Rain to Kapiti Plain</p> <ul style="list-style-type: none"> <li>-compare animals to this in England on a farm.</li> </ul> <ul style="list-style-type: none"> <li>-explore drawing pictures of animals</li> </ul>	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>--understand the effects of the changing seasons around them (Spring)</li> <li>-explore nature world around them</li> <li>--describe what see, hear, feel whilst outside</li> </ul> <p>Focus on Winter and Spring seasons in preparation for Y1, but look at all seasons on tree and as part of daily weather routine. –</p>	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>--understand the effects of the changing seasons around them (Summer)</li> </ul> <p>Plants that grow in the summer in school,</p> <ul style="list-style-type: none"> <li>-know some similarities and differences between natural worlds and contrasting environments</li> </ul>



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	<p>every two weeks to observe what happens over the year.</p> <p>Focus on Winter and Spring seasons in preparation for Y1, but look at all seasons on tree and as part of daily weather routine.</p> <p>Weather vocab increase from nursery and add – foggy, breezy, icy, frosty, drizzle, hail, temperature, forecast</p>		<p>why the changes have happened. Build on basic vocab in nursery and use specific vocab – freeze, liquid. Freezing in different size containers – which will freeze faster.</p>	<p>Stencils, stamps, drawing from books, outdoor drawing at the zoo, group mural</p>	<p>Recognise weather symbols.</p> <p>Differences in the wildlife we see in Spring and Winter. Insects, like bees and ladybirds are animals. What lives in habitats around our school – bug hotel</p> <p>Life cycle of chick</p> <p>-knows days of the week and months of the year,</p> <p>-make observations and drawing pictures of plants</p> <p>-plant a variety of seeds with more independence.</p> <p>-understand plants need water, light, soil to grow</p> <p>-observe and talk about changes over time.</p> <p>-know some plants have flowers.</p> <p>(Life cycle of a bean – draw and record over time – bean diary (UL)</p> <p>-Uses tools, equipment to make marks that represent parts of the plant, experimenting with shapes and colours to show.</p>	<p>--understand some processes of changing states of matter</p> <p>Freezing lollies in summer and eating in the sun</p>
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Religious Education (Cornwall Agreed Syllabus)	<u>F.1 Why is the word 'God' special to Christians?</u> Main focus: growing/caring	<u>F.2 Why is Christmas special for Christians?</u> Main focus: gifts and giving	<u>F.4 Being special: where do we belong?</u> Main focus: Christian and other religions	<u>F.3 Why is Easter special for Christians?</u> Main focus: Easter	<u>F.5 Which places are special and why?</u> Main focus: Christianity and Judaism	<u>F.6 Which stories are special and why?</u> Main focus: Christianity, Judaism and Islam
	Retell stories, talking about what they say about the world, God, human beings.	Recall simply what happens at a traditional Christian festival (Christmas) Say what makes their family and friends special to them	Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication	Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature	Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Get to know and use appropriate	Identify a sacred text e.g., Bible, Torah Identify some of their own feelings in the stories they hear.

Where are the children going?	<u>ELGs</u> <b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling <b>People, Culture and Communities</b> 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. 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. <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting 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.	<b>Foundation skills to KS1-</b> <b>Science</b> <b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <b>Plants:</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <b>Animals including humans:</b> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals, identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Everyday materials:</b> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, <b>Seasonal Changes:</b> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. <b>Geography</b> <b>Location Knowledge:</b> -7 continents -5 oceans, -4 countries and capital cities of the United Kingdom and its surrounding seas. <b>Place Knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, <b>Human and Physical Geography,</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Geographical Skills and Fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans. Use simple compass directions and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <b>History</b> <b>Changes within living memory –</b> -aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, -compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, <b>Significant historical events,</b> people and places in their own locality.
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<div>Expressive Arts and Design</div> <div>Creating with materials</div> <div>Being Imaginative and Expressive</div> <div>Development Matters Statement</div> <div>What it might look like - skills</div>	<div>Creating with Materials</div> <div>Children will:</div> <div>-explore variety of artistic effects</div> <div>-Selecting and mixing appropriate colours, drawing detail with increasing complexity, use pencil and paintbrush with increasing control.</div> <div>-Different effects created by using different tools.</div> <div>- Develop language of colour (secondary colours) and independently mix colours to make new colours through their own exploration.</div> <div>- Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</div>	<div>Creating with Materials</div> <div>Children will:</div> <div>-safely use and explore a variety of materials, tools and techniques, explore artistic effects</div> <div>Collage, printmaking, painting. Using paint to create vegetable prints, use of collage skills, careful application of paint during printmaking.</div> <div>- Use a variety of art tools with greater accuracy, choosing their tools appropriately for a purpose.</div>	<div>Creating with Materials</div> <div>Children will:</div> <div>-make use of props and materials when playing</div> <div>-Develop storylines in their pretend play, using a wide variety of props and talking about how they are using the resources available.</div> <div>-explore variety of artistic effects to express ideas</div> <div>Creating texture over different material using different techniques, wax rubbing and textured paint.</div>	<div>Creating with Materials</div> <div>Children will:</div> <div>-create collaboratively sharing ideas, resources and skills</div> <div>-return and build on previous learning, refining ideas and representations</div> <div>The Extraordinary Gardener – recreate – create grey background with pencil/charcoal, noting difference between grey and coloured paintings. paint print flowers and carayon and wax resist.</div> <div>Colour wheels –explore colour mixing and painting butterflies. Talk about colours and what they expect to happen.</div>	<div>Creating with Materials</div> <div>Children will:</div> <div>-share creations explaining processes</div> <div>-Articulate what they are drawing/making to an adult.</div>
	<div>Being Imaginative and Expressive</div> <div>Children will:</div> <div>-listen and move and talk about music, expressing feelings</div>	<div>Being Imaginative and Expressive</div> <div>Children will:</div> <div>-sing in a group or on their own matching pitch and following melody</div>	<div>Being Imaginative and Expressive</div> <div>Children will:</div> <div>-develop storylines in their play (using a wide variety of props and talking about how they are using resources available.)</div>	<div>Being Imaginative and Expressive</div> <div>Children will:</div> <div>-talk about dance and performance art (expressing feelings and respoding to what they have seen and heard, giving opinion.)</div>	<div>Being Imaginative and Expressive</div> <div>Children will:</div> <div>-explore and engage in music making and dance</div>
<div>Where are the children going?</div>	<div>ELGs</div> <div>Creating with Materials</div> <div>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</div> <div>Share their creations, explaining the process they have used; -</div> <div>Make use of props and materials when role playing characters in narratives and stories</div> <div>Foundation skills to KS1-</div> <div>Art and Design –</div> <div>Children will: -use a range of materials creatively to design and make products -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space –learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</div> <div>Design and Technology –</div> <div>Children will: -design purposeful, functional, appealing products for themselves and other users based on</div>				



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	<b><u>Being Imaginative and Expressive</u></b> 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		design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms in their products <b>Music</b> Children will:: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music			
Charanga Music/Songs	<b>Me!</b> (Learn to sing nursery rhymes and action songs)  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	Christmas Production Songs	<b>Everyone!</b> (Learn to sing nursery rhymes and action songs)  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	<b>Our World!</b> (Learn to sing nursery rhymes and action songs)  Old Macdonald Incy Wincy Spider Baa Baa Black Sheep, Row, Row, Row Your Boat the Wheels on The Bus The Hokey Cokey	<b>Big Bear Funk</b> Revisit selection of nursery rhymes and songs  Sea songs and local Cornish music	<b>Big Bear Funk</b> Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Nursery Rhymes/Songs	<b>Repeat previous from nursery plan</b> Miss Polly Had a Dolly Five Little Speckled Frogs Sing a Song of Sixpence The Grand Old Duke of York		Green Grass Grows All Around I Know an Old Lady Who Swallowed a Fly The Ants Go Marching The Big Ship Sails		This is the House that Jack Built I Had a Little Nut Tree Animal Fair Ten Green Bottles	
<u>Computing</u>	Online Safety	Barefoot computing – Winter Warmers	Online Safety	Barefoot Computing - Springtime	Online Safety	Barefoot Computing – Summer Fun





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Links to Geography/History and Science	My family tree Past – children as babies Autumn Possible toy workshop - penlee	Visits from different occupations Explore the Hindu festival Diwali. Learn about the meaning of Christmas	Learn about Chinese culture	Animals from around the world – different countries, maps Easter Spring St Piran Charles Darwin – explorer from the past	Explore Christian celebrations, including weddings and baptisms Growing plants/food Healthy choices Learn about the meaning of Easter Lifecycle	Map of local area, Cornwall, British Isles Historical figure – last Cornish speaking lady – fisherwife workshop.
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