



Benington Primary School – Reception Long Term Plan

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

At Benington Primary School we acknowledge the four guiding principles that should shape practice:

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

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

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

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

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

The Seven Areas of Learning and Development

<p>Communication and Language</p> <p><i>Listening, Attention and Understanding</i></p> <p><i>Speaking</i></p>	<ul style="list-style-type: none"> • The development of children’s spoken language underpins all seven areas of learning and development • Early interactions form the foundations for language and cognitive development • Quality interactions throughout the day are crucial for providing opportunities to add new vocabulary and build language effectively • Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, followed by opportunities to use and embed new words in a range of contexts, will give children the opportunity to develop their oracy skills • Through the art of conversation, storytelling, and role play, and with careful support from adults, a vocabulary rich environment is ensured. Children become comfortable using a rich range of vocabulary and language structures, first in conversation then in the written form 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Learning through talk: discussion, reflective talk</p> <p>Making new friends – all about me</p> <p>Sharing experiences</p> <p>Group talk – good practice</p> <p>Listening and attention 1-1– exploring the skills</p> <p>Extending vocabulary</p> <p>Story language</p> <p>Listening to stories</p> <p>Following Instructions</p> <p>Learning nursery rhymes, songs</p> <p>Weekly show and tell</p>	<p>Learning through talk: discussion, reflective talk</p> <p>Group talk – taking turns</p> <p>Story language through role play, storytelling etc.</p> <p>Extending vocabulary</p> <p>Listening and attention 1-1– exploring the skills</p> <p>Asking ‘how’ and ‘why’ questions</p> <p>Listening and responding to stories</p> <p>Learning new songs</p> <p>Listening carefully to how songs and rhymes sound</p> <p>Weekly show and tell</p>	<p>Learning through talk: discussion, reflective talk</p> <p>Story language through role play, storytelling etc.</p> <p>Extending vocabulary</p> <p>Listening and attention within a group– exploring the skills</p> <p>Describing experiences and events in detail.</p> <p>Exploratory talk</p> <p>Weekly show and tell</p>	<p>Learning through talk: discussion, reflective talk</p> <p>Extending vocabulary</p> <p>Story language – character descriptions</p> <p>Listening and attention within a large group</p> <p>Weekly show and tell</p>	<p>Learning through talk: discussion, reflective talk</p> <p>Extending vocabulary</p> <p>Story language – setting descriptions</p> <p>Rhyming</p> <p>Weekly show and tell</p>	<p>Learning through talk: discussion, reflective talk</p> <p>Extending vocabulary</p> <p>Story language – presentation skills</p> <p>Poetry</p> <p>Weekly show and tell</p>

<p>Personal, Social, Emotional Development</p> <p><i>Managing Self</i></p> <p><i>Self-regulation</i></p> <p><i>Building Relationships</i></p>	<ul style="list-style-type: none"> • Children’s personal, social, and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. • Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. • Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. • Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. • Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>New beginnings (my new class/class rules) What makes me, me (including how I have changed) I know who is in my family People who care for us/help us/where to get help How to stay safe in school/outside of school/community</p>	<p>Practise a can do attitude to new tasks We all have feelings (good and not so good) Recognising and modifying emotions How to stay healthy Feel good week</p>	<p>Building resilience – try, try again People who care for us Rights, responsibilities, and respect Internet safety</p>	<p>Healthy friendships Managing our time safely whilst online</p>	<p>Our Health Healthy food Choices</p>	<p>Emergencies and getting help New beginnings/changes</p>

<p>Physical Development</p>	<ul style="list-style-type: none"> • By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility • Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being • Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy • Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Fine Motor</i></p>	<p>Fine Motor activities to develop strength i.e. playdough, threading, weaving, Draw lines and circles using gross motor movements Teach and model correct letter formation.</p>	<p>Fine Motor activities - clay Develop muscle tone - control and coordination Teach and model correct letter formation. Cutting with scissors.</p>	<p>Fine Motor activities – e.g., plasticene Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Fine Motor activities Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Fasten clothing – buttons, zips</p>	<p>Fine Motor activities Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along straight lines with scissors Start to cut along a curved line</p>	<p>Fine motor activities with different mediums e.g., watercolour Pencil control - colouring within lines, shape formation</p>
<p><i>Gross Motor</i></p>	<p>PE Planning – Unit: Foundation, Ball Skills (Invasion Games: Football)</p> <p>Daily Physical Development activities ongoing throughout child initiated play</p>	<p>PE Planning – Unit: Foundation, Throwing and Catching (Invasion Games: Basketball)</p> <p>Dance Days workshop Pudsey Fundamental movement with SSFP Trampolining Day</p>	<p>PE Planning – Unit: Year 1, Movement Development (Gymnastics)</p> <p>Daily Physical Development activities ongoing throughout child initiated play</p>	<p>PE Planning – Unit: Foundation, Ball Skills (Tri-Golf)</p> <p>Daily Physical Development activities ongoing throughout child initiated play</p>	<p>PE Planning – Unit: Foundation, Movement Development, Year 1 Athletics (Athletics)</p> <p>Sports Day</p> <p>Daily Physical Development activities ongoing child initiated play</p>	<p>PE Planning – Unit: Foundation, Ball Skills, Throwing and Catching (Striking and Fielding: Cricket)</p> <p>Inter-village Sports Day</p> <p>Daily Physical Development activities ongoing</p>

		Daily Physical Development activities ongoing throughout child initiated play				throughout child initiated play
Literacy	<ul style="list-style-type: none"> • It is crucial for children to develop a life-long love of reading • Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. • Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. • Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p>	<p>Talk about events and characters in a story read to me.</p> <p>Answer simple questions about the text.</p> <p>Join in with rhymes and stories with repeated refrains</p> <p>Make predictions</p> <p>Learn new vocabulary from stories and non-fiction books</p> <p>Retelling stories through first hand experience and role play</p>	<p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images / apps.</p> <p>Learn new vocabulary from stories and non-fiction books</p>	<p>Demonstrate understanding when talking about what I have read</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Learn new vocabulary from stories and non-fiction books</p>	<p>Retell a story with actions and / or picture prompts as part of a group</p> <p>Use story language when acting out a narrative.</p> <p>Learn new vocabulary from stories and non-fiction books</p> <p>Use and create own story maps</p> <p>Story mountain – sequence story using visuals</p>	<p>Learn new vocabulary from stories and non-fiction books</p> <p>Understand the difference between fiction and fact books</p> <p>Understands features of a book e.g., front and back cover, blurb, title, and terms author and illustrator</p>

<p><i>Word Reading</i></p>	<p>Linking sounds to letters Phonic Sounds: Little Wandle Autumn 1 whole class Reading: Initial sounds, oral blending, reading CVC words.</p> <p>Children read with 1:1 with an adult at least twice a week</p> <p>Guided Reading in groups for: decoding, comprehension and prosody</p>	<p>Begin to read words by sound blending Phonic Sounds: Little Wandle Autumn 2 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound.</p> <p>Identify tricky words</p> <p>Children read with 1:1 with an adult at least twice a week</p> <p>Guided Reading in groups for: decoding, comprehension and prosody</p>	<p>Phonic Sounds: Little Wandle Spring 1 Help children to become familiar with letter groups and phonemes taught to date. Provide opportunities for children to read words containing familiar letter groups</p> <p>Identify tricky words</p> <p>Children read with 1:1 with an adult at least twice a week</p> <p>Guided Reading in groups for: decoding, comprehension and prosody</p>	<p>Begin to read simple sentences Phonic Sounds: Little Wandle Spring 2 Read some longer words made up of letter-sound correspondences</p> <p>Identify tricky words</p> <p>Children read with 1:1 with an adult at least twice a week</p> <p>Guided Reading in groups for: decoding, comprehension and prosody</p>	<p>Read and understand simple sentences Phonic Sounds: Little Wandle Summer 1 Internal blending Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Identify tricky words</p> <p>Children read with 1:1 with an adult at least twice a week</p> <p>Guided Reading in groups for: decoding, comprehension and prosody</p>	<p>Read and understand sentences with fluency including some tricky words Phonic Sounds: Little Wandle Summer 2 groups Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Identify tricky words</p> <p>Children read with 1:1 with an adult at least twice a week</p> <p>Guided Reading in groups for: decoding, comprehension and prosody</p>
<p><i>Writing</i></p>	<p>Ascribe meaning to the marks that</p>	<p>Can copy some letters. E.g.</p>	<p>Form each letter correctly</p>	<p>Writes a simple caption/sentence</p>	<p>Segment and spell words containing</p>	<p>Writes a sentence/s with a</p>

	<p>they make Ascribe meaning to marks they see in different places Can copy some letters. E.g. letters from their name To hear and say the initial sound in a word and attempt to write it with support</p> <p>Once a month writing (each month a different focus e.g. recount, report etc)</p>	<p>beginning to form letters from their name with correct pencil grip To hear and say the initial sound in a word and attempt to write independently</p> <p>Once a month writing (each month a different focus e.g. recount, report etc)</p>	<p>Hears and writes dominant sounds in words Attempts to write simple caption</p> <p>Once a month writing (each month a different focus e.g. recount, report etc)</p>	<p>with spaces between words Writes two syllable words</p> <p>Once a month writing (each month a different focus e.g. recount, report etc)</p>	<p>adjacent consonants</p> <p>Once a month writing (each month a different focus e.g. recount, report etc)</p>	<p>full stop with correct letter formation Writes a sentence/s with a full stop, correct letter formation and an awareness of capital letters. ONCE EMBEDDED – Writes a sentence/s with awareness of basic punctuation and spelling As above but with key features of narrative</p> <p>Once a month writing (each month a different focus e.g. recount, report etc)</p>
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<p>Maths</p>	<ul style="list-style-type: none"> • Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. • Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. • By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. • It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. • It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Number</i></p>	<p>Once a month maths (each month a different focus e.g. composition of numbers, repeated patterns etc).</p> <p>Composition of numbers to 3.</p> <p>Counting objects, actions and sounds using 1:1 correspondence.</p> <p>Nursery rhymes including number.</p>	<p>Once a month maths (each month a different focus e.g. composition of numbers, repeated patterns etc).</p> <p>Composition of numbers to 5.</p> <p>Nursery rhymes including number.</p>	<p>Once a month maths (each month a different focus e.g. composition of numbers, repeated patterns etc).</p> <p>Composition of numbers to 8.</p> <p>Nursery rhymes including number.</p>	<p>Once a month maths (each month a different focus e.g. composition of numbers, repeated patterns etc).</p> <p>Composition of numbers to 10.</p> <p>Automatic recall of number bonds to 5</p> <p>Nursery rhymes including number.</p>	<p>Once a month maths (each month a different focus e.g. composition of numbers, repeated patterns etc).</p> <p>Composition of numbers to 10 (Addition and Subtraction within 10).</p> <p>Nursery rhymes including number.</p>	<p>Once a month maths (each month a different focus e.g. composition of numbers, repeated patterns etc).</p> <p>Composition of numbers to 10.</p> <p>Doubles to 10 +10.</p> <p>Subtraction within 10.</p> <p>Nursery rhymes including number.</p>
<p><i>Numerical Patterns</i></p>	<p>Comparing 2 sets of objects using 'more than' and 'fewer than'.</p>	<p>Recognising equal amounts.</p> <p>Subitising within 5.</p>	<p>Recognition and formation of numbers to 10</p>	<p>Recognise and order numbers to 10.</p>	<p>Recognise and order numbers to 15.</p>	<p>Recognise and order numbers to 20.</p>

	Subitising within 4. Counting within 5. Identify and complete simple repeated patterns.	Recognition and formation of numbers to 5 and begin to order.			Recognise odd and even numbers.	
<i>Shape, Space and Measure</i>	Calendar completed with the children every day (Day, date, Month, Season, Weather).	Identify simple 2D shapes and begin to talk about their properties. Calendar completed with the children every day (Day, date, Month, Season, Weather).	Identify 2D and simple 3D shapes and begin to compare them. Compare lengths. Calendar completed with the children every day (Day, date, Month, Season, Weather).	Spatial reasoning with shape. Comparing capacities. Calendar completed with the children every day (Day, date, Month, Season, Weather).	Calendar completed with the children every day (Day, date, Month, Season, Weather). Identify 3D shapes and identify properties.	Calendar completed with the children every day (Day, date, Month, Season, Weather). Measure length in cubes/cms
Understanding the World <i>Past and Present</i> <i>People, Culture and Communities</i> <i>The Natural World</i>	<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <ul style="list-style-type: none"> • The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. • Listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. • Enriching and widening children’s vocabulary will support later reading comprehension. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p>All about me - identifying their family. Commenting on photos of their family; naming, relationship. Share what they do, places they have been with their family. Draw similarities and make comparisons between families. Read fictional stories about families – can they relate to the text? Branching out - discuss members of their immediate community Navigating around the classroom, outdoor environment and school Community police officer visit Exploring Benington village on foot using maps Looking at seasonal changes</p>	<p>Autumn – continue to explore seasonal changes. Provide opportunities for children to note and record the weather. Explore harvest time and autumn produce. Making predictions and explaining processes that are happening and why (porridge making, big bad wolf materials experiment) Discuss the Gunpowder plot and its significance in UK history Discuss Remembrance and its importance Exploring Diwali – experience, creating lanterns Christmas around the world Visit village church Look at characters in texts and discuss past and present Creating links with our Friendship</p>	<p>Explore importance of recycling, how to recycle and the importance of looking after the planet (link to welfare of creatures) Litter pick around village Library visit Discuss which animals hibernate and why Learn about nocturnal and diurnal creatures Explore the differences between day and night (link to light and dark) Explore Chinese New Year celebration Talk about Shrove Tuesday/Ash Wednesday / Easter Creating links with our Friendship School in Roopdan West Bengal, India and exploring</p>	<p>Exploring animals that roamed the earth in the past Exploring fossils Learning about carnivores, herbivores and omnivores Look at the weather forecast and discuss seasonal changes and record Testing out waterproof materials Dinosaur egg experiment Trip to London Science Museum Creating links with our Friendship School in Roopdan West Bengal, India and exploring similarities and differences between life in this country and India RE: Exploring artefacts, dress and food</p>	<p>Growth – Explore and investigate parts of a plant. Plant sunflower seeds and monitor growth Monitor changes. Leaves – leaf hunt. Bar chart to collect data from peers – ‘Which leaf do you like the most?’ Flowers – Q - Why do plants have flowers? Tops and Bottoms Game – carrot stick, slice of celery, piece of spinach, peas, seeds, berry. Sort based on part of plant they come from. Exploring Eid. Look at lifecycles of butterflies Exploring shadows and record Visit local woods to explore different plants</p>	<p>Exploring the importance of the marine environment. Floating and sinking. Boat building investigation. Creating links with our Friendship School in Roopdan West Bengal, India and exploring similarities and differences between life in this country and India including map work Visit Fairlands Valley Splash Park RE: What makes the world so wonderful?</p>
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	<p>Exploring senses and create a fire using school fire pit</p> <p>Creating links with our Friendship School in Roopdan West Bengal, India and exploring similarities and differences between life in this country and India</p> <p>RE: Celebrating joyous occasions, harvest</p>	<p>School in Roopdan West Bengal, India and exploring similarities and differences between life in this country and India</p> <p>RE: Celebrating Christmas</p>	<p>similarities and differences between life in this country and India</p> <p>RE: Celebrating belonging to a family and community</p>		<p>and flowers. Make observational drawings</p> <p>Creating links with our Friendship School in Roopdan West Bengal, India and exploring similarities and differences between life in this country and India</p> <p>RE: How do we show care and concern for each other?</p>	
<p>Expressive Arts and Design</p> <p><i>Creating with materials</i></p> <p><i>Being imaginative and expressive</i></p>	<ul style="list-style-type: none"> • The development of children’s artistic and cultural awareness supports their imagination and creativity. • It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. • The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. • Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. • Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Exploring mediums and colour</p> <p>Junk modelling</p> <p>Imaginative role play using props</p>	<p>Autumn colours – colour mixing</p> <p>Firework pictures</p> <p>Diwali lanterns and rangoli patterns</p> <p>Christmas decorations</p>	<p>Animals in winter – creating homes for hibernating animals</p> <p>hibernating animals.</p> <p>Chinese writing</p>	<p>Spring – observational drawings</p> <p>Explore eggs – Decorate/create effects to emulate real eggs. Create</p>	<p>Summer experimenting – with texture – sand art</p> <p>Flowers - Sun flowers – exploring sunflowers using</p>	<p>Water colour - painting whilst using music as a stimulus</p> <p>Collage – mosaics</p> <p>Father’s Day crafts</p>

	<p>Build models using construction equipment and blocks – large and small scale Explore new songs Sing call-and-response songs Exploring sounds and how they can be changed Tapping out simple rhythms.</p> <p>Music (Sing up): -I've got a grumpy face Timbre, beat, pitch contour -The sorcerer's apprentice Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p>	<p>Christmas cards Christmas songs/poems Christmas performance – learning a song and accompanying dance</p> <p>Music (Sing up): - Witch, witch Call-and-response, pitch, timbre -Row, row, row your boat Beat, pitch (step/leap), timbre</p>	<p>Puppet making Chinese music and composition Shadow Puppets Exploring colour and the colour chart</p> <p>Music (Sing up): - Bird spotting: Cuckoo Polka Active listening, beat, pitch, vocal play Shake my sillies out Timbre, pitch (higher/lower), tempo (slower/faster), beat</p>	<p>nests using chosen materials. Easter eggs Mother's Day crafts Easter crafts</p> <p>Music (Sing up): - Up and down Pitch contour Five fine bumble bees Timbre, tempo, structure (call-and-response), active listening</p>	<p>the artist Van Gogh as a stimulus. Life cycles - symmetrical butterflies Tree of Life – Gustav Klimt. Explore colour and pattern - group display</p> <p>Music (Sing up): - Down there under the sea Timbre, structure, active listening, tune moving in step, soundscape It's oh so quiet Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments</p>	<p>Music (Sing up): - Slap clap clap Music in 3-time, beat, composing and playing Bow, bow, bow Belinda Beat, active listening, instrumental accompaniment</p>
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