



“ Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed... The ELGs are based on typical child development at the age of 5, so most children are likely to meet the ‘expected’ level of development. ”

(EYFS Profile, 2024)









# Reception Long Term Plan



The following document is to support Reception staff with their day-to-day roles in supporting the development of children in Reception. By the end of each term stated, we would hope that children will have experienced the interactions and, in some cases direct teaching (e.g. in phonics and maths sessions) to enable them to demonstrate the outcomes listed. This will help us identify children who are falling behind the ‘expected’ level of development.

The outcomes listed below can also be found on the Long-Term Plan progression documents created by subject leaders, showing progression from Reception to Year 6.

<b>Term and Values</b> (Value of Respect overarches all terms)	<b>Term 1</b> 	<b>Term 2</b> 	<b>Term 3</b> 	<b>Term 4</b> 	<b>Term 5</b> 	<b>Term 6</b> 
<b>Significant Dates/Events</b>	Hello Yellow Day 10/10/23 Halloween 30/10/23 Harvest (Term 1)	Remembrance Day 11/11/23 Diwali 12/11/23 Children In Need 18/11/23 Christmas Jumper Day 07/12/23	Bird watch 26/01/24 NSPCC Number Day 03/02/24 Chinese New Year 10/02/24 Shrove Tuesday 13/02/24 Valentines Day 14/02/24	World Book Day 07/03/24 Science Week 08/03/24 Mother's Day 10/03/24 Easter 31/03/24 Eid 09/04/24-10/04/24	St George's Day 23/04/23 Vesak 23/05/23	Father's Day 16/06/23
<p>Example texts chosen based on probable interests and seasonal change. However... These texts will be used in cases where there is no suitable interest-based text. Planning in the moment, may result in alternative texts being used on a day-to-day basis. These texts may also be revisited as and when required.</p>	<p>Living with Mum and Living with Dad (Some of our children may experience living in different homes - this book explores that)            Perfectly Norman (Encourages children to celebrate their differences and look for similarities in each other)            Simon Sock (Explores finding and making friends)            The Colour Monster (Encourages us to recognise and talk about feelings)            My Shouting Day (Helps recognise that we all have 'days like that' and it's okay to need help to regulate.)            What if we all did that? (Explores what would happen if we all made 'bad' choices.)</p>	<p>Goldilocks and the Three Bears (Relates to honesty and doing the right thing)            Rama and Sita (Provides an opportunity to explore a contrasting culture)            Story of Guy Fawkes (Opportunity to explore past and present, comparing and talking about facts and non-fiction texts plus democracy and may lead to new skills to create firework pictures).            Hippo Owns Up (Revisits the idea of honesty and how our behaviour can impact on others).            Christmas Story / Nativity (Introduces the idea of the Christian celebration of Christmas - likely to be a key interest to many children at this time of year).            Paper Dolls (Relates to respect and dealing with loss).</p>	<p>One Plastic Bag (Explores the concept of Reduce, reuse and recycle, through a traditional West African setting - opportunity to compare and contrast).            When the Snow Falls (Poem. Links to own experience of winter and snow and explore rhyming structure).            The Great Race (Traditional Chinese story relating to the Chinese Zodiac animals. Discussion and comparison opportunities, calendars?).            Poles Apart (About world travel and features of specific countries).            The Emperor's Egg (Non-fiction text - offers an opportunity to explore freezing and melting, life cycles and how to keep warm).</p>	<p>The Way Back Home (Link to determination, with the boy being determined to find the way home and also links to friendship and recognizing the feelings of others).            Tyrannosaurus Drip (Potential link to interest but definite link to being kind and showing respect for others and events from before children were born).            The Snail and the Whale (Link to setting personal goals and determinations, plus helping others through the power of writing!).            The Man on the Moon (Non-Fiction. Opportunity to explore great achievements that required a lot of 'determination' and to talk about goals - small and large).            Whatever Next? (Opportunity to explore the children's imagination).            Jack and the Beanstalk (Potential link to growing - depending on the weather, but definite link to honesty seeing things from</p>	<p>Smile Crocodile (Exploring the importance of brushing teeth and helping each other too).            Oliver's Vegetables (Explores healthy eating and having 'courage' to try new foods and planting and growing own food).            The Body Book (Explore and discuss body parts and function, create own body diagrams and explore non-fiction texts).            Caterpillar Lifecycle (Opportunity to explore and revisit lifecycles and compare to other animals and ourselves).            The Very Hungry Caterpillar (Link to healthy eating, life cycles and sequencing familiar stories).</p>	<p>What the Ladybird Heard at the Seaside (Opportunity to further explore plots in stories and characters, plus to compare story setting to Skegness - making maps).            Under the Sea Non - Fiction (Explore non-fiction features and develop a new reading interest).            Winnie at the Seaside (Potential to discuss water safety and to speak about own experiences of the beach).            The Train Ride (Explore a different text type, further exploring rhyme and rhythm and linking to own 'journey' experiences).            Pirate Love Underpants (Further explore B,M,E in stories and explore characters and setting).            Maps - Selection of local, familiar e.g. Butlins and national (Explore other ways texts are presented).</p>

				different perspectives and understanding characters in more detail).		
<b>Communication and Language</b>	<p>From Term 1:</p> <ul style="list-style-type: none"> <li>Begin to use (and understand) simple, complete sentences e.g. of 6 words or more.</li> <li>Use social phrases e.g. Good morning/ My name is.../ What is your name.../ Please may I.../ Thank you./ You're welcome!</li> <li>Engage in storytime and sometimes comment preferences e.g. I really like that book! Can we have ... again?</li> <li>Learn and use new vocabulary.</li> <li>Share some songs/ rhymes that they already know.</li> </ul>	<p>Building on Terms 1 and 2:</p> <ul style="list-style-type: none"> <li>Know a growing number of songs, stories and rhymes.</li> <li>Share ideas when interacting with others e.g. I think that...</li> <li>Retell a favourite story or part of it.</li> <li>Understand how to listen carefully and know why this is important.</li> <li>Know that questions can help us understand things e.g. Where do I put this again?</li> <li>Respond to 'pondering' e.g. 'I wonder what you are doing with that?'</li> </ul>	<p>Building on Terms 1-4:</p> <ul style="list-style-type: none"> <li>Use new vocabulary throughout the day to express themselves and through play e.g. I'm putting a high fence around the ferocious lion enclosure.</li> <li>Know and use a variety of questions to check understanding e.g. who, where, when, what, why, how?</li> <li>Use vocabulary to connect ideas together e.g. and, but, so, because, when.</li> <li>Talk at greater length about own interests, including back and forth conversation, including responding to questions.</li> </ul>			
<b>Personal, Social and Emotional Development</b>	<p>From Term 1:</p> <ul style="list-style-type: none"> <li>See themselves as a 'valuable individual' because the adults in setting take a genuine interest in them and their families!</li> <li>Manage own personal hygiene needs e.g. going to the toilet, getting changed, washing hands.(out of nappies)</li> <li>Put away and collect own belongings e.g. returning borrowed books, storing away pictures or models for later.</li> <li>Express their feelings and sometimes explain why e.g. I feel sad because ... took my model.</li> <li>Express the rules to their own games and keep play going with little adult support.</li> <li>Know how to keep others safe e.g. knowing some simple rules inside and outside.</li> <li>Take-turns with little adult support.</li> </ul>	<p>Building on Terms 1 and 2:</p> <ul style="list-style-type: none"> <li>Express how others might be feeling (and suggest a remedy where appropriate) e.g. I made a bad choice that upset ... so I will say sorry and help them ...</li> <li>Know some strategies to stay calm e.g. when feeling annoyed or frustrated.</li> <li>Demonstrate respectful relationships with others e.g. listening to them at circle time, supporting each other and cooperating (even outside of friendship groups).</li> <li>Show resilience and perseverance e.g. in completing task set by themselves for <u>no external reward</u>.</li> </ul>	<p>Building on Terms 1-4:</p> <ul style="list-style-type: none"> <li>Know that it's okay to say no, and accept when others say no to them.</li> <li>Learn and stick to new rules e.g. when playing games with friends.</li> <li>Understand that we might behave differently in different situations e.g. when visiting a library, assembly or church.</li> </ul>			
<b>Physical Development</b>	<p>From Term 1:</p> <ul style="list-style-type: none"> <li>Establish a dominant hand e.g. I am right/ left-handed.</li> <li>Use a range of tools safely and appropriately e.g. scissors, brushes, knife and fork, screw driver etc</li> <li>Negotiate spaces safely and with control, including using simple wheeled vehicles.</li> <li>Explore holding pencils/ pens using thumb and index finger.</li> </ul>	<p>Building on Terms 1 and 2:</p> <ul style="list-style-type: none"> <li>Demonstrate good core strength when sitting, walking, climbing etc.</li> <li>Show control over objects e.g. when sending a receiving with hands and feet.</li> <li>Use tools with greater precision e.g. cutting out shapes with scissors, using saws, fine brushes etc.</li> </ul>	<p>Building on Terms 1-4:</p> <ul style="list-style-type: none"> <li>Demonstrate a good posture when sitting at a table or on the floor.</li> <li>Use a wide range of one and two handed tools with control.</li> <li>Use a fast, fluent handwriting style.</li> <li>Coordinate movements e.g. catching while moving, linking gymnastic moves etc</li> <li>Develop a comfortable tripod grip (or similar).</li> </ul>			
<b>Literacy (Reading)</b>	<ul style="list-style-type: none"> <li><u>Linked to Little Wandle Autumn 1:</u></li> <li>Learn alphabet sounds Begin to orally blend</li> <li>Blend familiar words in print</li> <li>Recognise some 'tricky words'.</li> <li>Retell familiar stories or key texts</li> <li>Share non-fiction books as a group to understand vocabulary e.g. about owls and other nocturnal animals</li> </ul>	<ul style="list-style-type: none"> <li><u>Linked to Little Wandle Autumn 2:</u></li> <li>Learn more alphabet sounds</li> <li>Blend orally.</li> <li>Learn consonant digraphs.</li> <li>Blend familiar words in print</li> <li>Recognise some 'tricky words'.</li> <li>Use phrases from the books when looking at them independently.</li> <li>Begin to pay attention to how rhymes and songs sound</li> <li>Know that non- fiction books can be used to find out information</li> <li>Begin to talk about characters from familiar books</li> </ul>	<ul style="list-style-type: none"> <li><u>Linked to Little Wandle Spring 1:</u></li> <li>Learn more alphabet sounds Blend orally.</li> <li>Learn vowel digraphs.</li> <li>Blend more familiar words in print</li> <li>Recognise some 'tricky words'.</li> <li>Retell familiar stories using own words and familiar phrases</li> <li>Show an awareness of rhyming words in familiar rhymes and songs</li> <li>Listen to and talk about familiar non- fiction books based on appropriate themes</li> </ul>	<ul style="list-style-type: none"> <li><u>Linked to Little Wandle Spring 2:</u></li> <li>Learn more alphabet sounds Blend orally.</li> <li>Learn more vowel digraphs.</li> <li>Blend more familiar words in print</li> <li>Begin to read longer words using chunking</li> <li>Recognise more 'tricky words'.</li> <li>Talk about familiar stories in greater detail (character, settings)</li> <li>Begin to predict what might happen next in stories</li> </ul>	<ul style="list-style-type: none"> <li><u>Linked to Little Wandle Summer 1:</u></li> <li>Learn more vowel digraphs.</li> <li>Blend more familiar words in print</li> <li>Begin to learn consonant blends/ common letter strings</li> <li>Read an increasing number of words with greater fluency.</li> <li>Recognise more 'tricky words'.</li> <li>Begin to 'clap out' longer, interesting words in familiar rhymes and songs</li> <li>Continue to explore non-fiction texts linked with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><u>Linked to Little Wandle Summer 2:</u></li> <li>Learn more alphabet sounds Blend orally.</li> <li>Learn more vowel digraphs.</li> <li>Blend more familiar words in print</li> <li>Begin to learn consonant blends/ common letter strings</li> <li>Read an increasing number of words with greater fluency.</li> <li>Recognise more 'tricky words'.</li> <li>Demonstrate understanding of what has been read to them, retelling stories using their own</li> </ul>

				<ul style="list-style-type: none"> <li>Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events from familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>words and recently introduced vocabulary</li> <li>Anticipate key events in stories</li> <li>Use and understand recently introduced vocabulary</li> </ul>
<b>Literacy (Writing)</b>	<ul style="list-style-type: none"> <li>Writes their name independently, forming the capital letter at the start of their name correctly</li> <li>Form some recognisable letters</li> <li>Spell some CVC and tricky words learnt through phonics sessions</li> <li>Begin to share 'Private Stories' (with adult scribes)</li> </ul>	<ul style="list-style-type: none"> <li>Form capital letters correctly in words that are important to them e.g. family names</li> <li>Form some recognisable letters</li> <li>Begin to write simple labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to combine words to write short phrases</li> <li>Spell words confidently using segmenting fingers</li> <li>Form letters with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Spell a range of words using single sounds and taught tricky words</li> <li>Form letters with increasing accuracy</li> <li>Write simple phrases with increasing confidence, using segmenting fingers to help sound out words</li> </ul>	<ul style="list-style-type: none"> <li>Be able to form lower-case and some capital letters correctly</li> <li>To begin to write simple sentences that can be read by others</li> <li>Begin to spell some common exception words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences that can be read by others.</li> <li>Use a capital letter and full stop when writing sentences.</li> <li>Re-read their writing to check that it makes sense.</li> <li>Spell a range of common exception words correctly</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Use language to compare length, weight and capacity.</li> <li>Subitise arrangements up to 5 e.g. when playing with a dice.</li> <li>Explore arrangements of numbers up to five.</li> <li>Compare amounts using 'more' and 'fewer'.</li> <li>Begin to link numerals to values.</li> <li>Make and continue simple patterns.</li> <li>Count objects, actions and sounds up to five.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how many they have in a set of five or fewer (when playing), and know how many more make five.</li> <li>Explore arrangements of numbers up to 10, finding 'numbers in numbers'</li> <li>Know the relationship of numerals and quantities to five.</li> <li>Count to ten and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate construction toys, creating shapes and naming them.</li> <li>Use shapes to create pictures and identify shapes in pictures (both 2D and 3D).</li> <li>Recall number bonds to five.</li> <li>Know the relationship of numerals and quantities to ten.</li> <li>Write numerals clearly.</li> </ul>			
<b>Mastering Number</b>	<ul style="list-style-type: none"> <li>Identify when a set can be subitised and when counting is needed</li> <li>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>Spot smaller numbers 'hiding' inside larger numbers</li> <li>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>Compare sets of objects by matching</li> <li>Begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>Begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>Focus on equal and unequal groups when comparing numbers</li> <li>Understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>Sort odd and even numbers according to their 'shape'</li> <li>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>Order numbers and play track games</li> <li>Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop counting skills, counting larger sets as well as counting actions and sounds</li> <li>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>Compare quantities and numbers, including sets of objects which have different attributes</li> <li>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>Begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>Continue to identify when sets can be subitised and when counting is necessary</li> <li>Develop conceptual subitising skills including when using a rekenrek</li> <li><b>During term 6, Shape space and measure is taught using the Power Maths scheme to support transition into Y1 and to ensure a broad and balanced coverage.</b></li> </ul>			
<b>Understanding the World: Past and Present (History)</b>	<ul style="list-style-type: none"> <li>Talk about people they have met.</li> <li>Talk about people they used to go to Nursery with.</li> <li>Talk about adults that help them.</li> <li>Use and understand vocabulary relating to now and in the recent past and near future.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about recent events in past tense e.g. sharing news from home.</li> <li>Talk confidently about their personal experiences of Easter (or Ramadan) using language of past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>			

	<ul style="list-style-type: none"> <li>Understand that some things happened a long time ago e.g. Guy Fawkes Gunpowder Plot, The Nativity, Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community e.g. occupations.</li> <li>Talk about some things from before they were born e.g. the Moon landing</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>Understanding the World: People, Cultures and Communities (Geog./ RE)</b>	<ul style="list-style-type: none"> <li>To know the names of the other children in their class / group</li> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Recognise the differences between themselves and their friends (appearance, likes/dislikes, families)</li> <li>Talk about how people celebrate Christmas around the world and know why</li> <li>Talk about the features of different celebrations for different faiths e.g. light for Diwali, Nativity plays for Christmas</li> <li>Know why different people celebrate different things because of different beliefs and show respect <b>LINK to 'Special People' and 'Myself' RE Agreed Syllabus</b></li> <li>Know that maps and globes can show where different cultures originated.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how people celebrate Chinese New Year.</li> <li>Locate China on a map or globe. <b>LINK to 'Our Special Things' RE Agreed Syllabus</b></li> <li>Know that maps and globes can show where different cultures originated.</li> <li>Talk about how people celebrate Easter and know that the Bible tells the Christian story of Easter. <b>LINK to 'Our Special Books' RE Agreed Syllabus</b></li> <li>Talk about local places of worship.</li> <li>Find local church on a simple map</li> </ul>	<ul style="list-style-type: none"> <li>Talk about local places of worship.</li> <li>Find local church on a simple map <b>LINK to 'Our Special Places' RE Agreed Syllabus</b></li> <li>Talk Christian ideas of creation and understand some similarities with other religions.</li> <li>Make and use own maps. <b>LINK to 'Our Beautiful World' RE Agreed Syllabus</b></li> </ul>
<b>Understanding the World: The Natural World (Science)</b>	<ul style="list-style-type: none"> <li>Talk about own appearance with use of more specific vocabulary</li> <li>Talk about early signs of autumn (and later winter), referencing some plants and animals found locally</li> <li>Explore materials (combining, separating and different uses e.g. when making playdough)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to talk about signs of Winter, referencing some plants and animals found locally</li> <li>Explore materials (freezing and melting)</li> <li>Know some of the planets in the solar system and that Earth is our planet and we have a moon.</li> <li>Know and talk about some of the features of Spring.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about life cycles, using appropriate vocabulary</li> <li>Talk about how we can care for plants and animals where we live</li> <li>Know the names of parts of a plant and talk about how a plant grows</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>
<b>Expressive Art and Design: Creating with Materials (Art/DT)</b>	<ul style="list-style-type: none"> <li>Begin to use observation skills to draw things with increasing details</li> <li>To independently mix secondary colours</li> <li>To explore different types of glue and tape for a range of purposes</li> <li>Use simple blocks and construction sets for a purpose</li> <li>Make playdough, with support.</li> <li>Join materials together e.g. to make own props</li> <li>To use white to change the shade of paint.</li> <li>Explore a variety of construction materials and make a plan for what they want to make.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>To learn the names of different tools and techniques that can be used to create art.</li> <li>To experiment with creating different things and to be able to talk about their uses.</li> </ul>	<ul style="list-style-type: none"> <li>Make play dough independently.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Start to create their own storylines that include peers.</li> <li>To draw a range of objects</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>To use paints, chinks and other resources to create observational drawings.</li> <li>To be able to safely construct with a purpose and evaluate their designs, including using simple woodworking tools.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively and share ideas, resources and skills.</li> <li>Adapt own work to make it even better.</li> <li>Problem solve and reflect on their designs and creations.</li> <li>Independently use tools and techniques with increased care and precision.</li> <li>Use knowledge of colours mixing to mix a range of colours.</li> <li>To know the different uses and purposes of a range of media and materials.</li> <li>To be able to safely construct with a purpose and evaluate their designs.</li> </ul>
<b>Expressive Art and Design: Being</b>	<ul style="list-style-type: none"> <li>Sing a range of familiar songs</li> <li>To begin to take on roles in play</li> <li>Begin to move in response to music</li> </ul>	<ul style="list-style-type: none"> <li>Move to music in time, thinking of space.</li> <li>Explore and engage in music making and have a simple understanding of a beat.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to choreograph their own dances in time to music.</li> <li>To role play, taking the ideas of others into account.</li> </ul>

<b>Imaginative and Expressive (Music/Drama)</b>	<ul style="list-style-type: none"> <li>• Begin to play instruments with intent e.g. to the beat of a nursery rhyme.</li> <li>• Start to sing new songs as a group, matching pitch and melody e.g. traditional Christmas songs</li> <li>• Begin to have an understanding of syllables.</li> <li>• Engage in role play with peers based on a theme and start to create their own narrative.</li> <li>• Begin to play simple compositions using instruments e.g. shaking a rhythm to a known song</li> <li>• Use tools and techniques with increased care and precision.</li> <li>• To mix a range of colours using a colour mixing chart.</li> <li>• To plan, carry out and evaluate and change where necessary.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• To identify and select resources and tools to achieve a particular outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Share creative ideas with peers and begin to work together, sharing skills.</li> <li>• Create dances in time to music.</li> <li>• Explore movement in appropriate ways to accompany instruments e.g. creep to the sound of a maraca.</li> <li>• Extend narratives within role play.</li> <li>• To use a range of resources to create own props to aid role play.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>• Develop patience and dealing with conflicts when creating narratives with peers.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others (including with puppets) and - when appropriate - try to move in time with music.</li> </ul>
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**Provision Map – Resources that are provided to support children with their development during independent learning time (free flow).**

## Basic Provision

### Inside Areas:

Snack Area	Number Area	Small Construction	Small world	Deconstructed Role-Play	Creative
Cups, plates, washing-up bowl, sponge, cloth, Family Book	Counters, cubes, Numberblocks,	Link blocks e.g. Lego/Duplo, no-link blocks, wooden railway, marble run, shells, pebbles	Cars, trains, planes, people, furniture, animals, insects, marine	Tubes, boxes, reels, home corner props, school/office props, shop props, open ended dress-up (fabric, hats etc)	Paint (primary colours), brushes, sponges, paper (various sizes and colours), straws, bottle-tops, glue sticks, scissors, wool/ string, junk model resources, pencils, felts

### Outside Areas:

Wet Sand/ Soil	Dry Sand*	Water*	Small world	Deconstructed Role-Play	Mud Kitchen
Spades (various sizes), buckets, large vehicles, rakes, rollers	Sand wheel, bottles, funnels, sieves, colanders, spoons, paint brushes, small spades/ scoops	Jugs, pipes, buckets, drainpipes, funnels, pipettes, syringes, sponges, brushes, rollers, rocks, shells	Cars, trains, planes, people, boats, animals, insects, marine	Tires, planks, crates, pegs, tarps, reels, stacking blocks, chalks	Plates, cutlery, baking trays, soil, utensils, mixing bowls, scales, aprons (mud kitchen)
Vehicles	Sports	Workshop	Nature		
Scooter, balance bike, bicycle (no stabilisers)	Space hoppers, large ball, small balls, bats, cones, hoops, stilts	Babycaster (straights, nuts, bolts, wheels), Mobilo, clipboards, pencils	Selection of seasonal plants, soil, bark, log piles, magnifying glasses, bug catchers, identification sheets		

\*Go inside on winter months.

## Provision Progression Map

In addition to Basic Provision:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Firework Talk (story)					Coast Guard
Communication and Language	'Circle Time' (I made... I played... I built...)	'Tapestry Tuesday' '5Ws'	'Show and Tell' Wow Word Webs			
Physical Development	Staplers and hole punch PE Lessons	Pedal Bike Out Sewing Sharpener. PVA	Wood Working Tools Powder paints Apple Cutters		Tooth brushing.	
Phonics Provision	Daily Phonics Lessons Phonics Display Started	Phase 2 Sound Mats Out Week 4	Phase 3 Sound Mat Out		Intro. Phase 4 Bingo (blending)	

	Tricky Words Graphemes/ Tricky words in Role-play (added to weekly) Intro. Phase 2 Bingo Initial Sounds	Intro. Phase 2 Bingo (blending)	Intro. Phase 3 Bingo (blending)			
Writing Provision	Scribing Rainbow Letters Name Cards (to copy)	Helicopter Stories Dec. Modelled/ shared Elf on the Shelf Writing 'Writing Checklist'.	Pop Writing Provocations Introduced	'sit down' guided writing as an adult led.		'Challenges'
Reading Provision	'Super Six' 'Book of the Week' 'Sharing Books'	Guided Reading				
Maths Provision	Introduce 1, 2, 3 Bingo Giant number block laminated cards Drum and beater stick	Cont to 4, 5 5 little speckled frogs Different sized containers in the sand area Number Tracks	Double dice frames Number block aliens	Butterfly template Dice Sand timer Skittles (outside)	Large double dice frame 10s frame 10 fat sausages	6 -9 matching game 1-10 representation cards
Understanding the World	Family Photo Book Update  Baby Pictures  Conkers  Forest School	Family Photo Book Update  Sand and Water INSIDE  Diwali  Nativity	Family Photo Book Update  Wow WORD WEBS (In the History box).	Family Photo Book Update  Sand and Water BACK OUTSIDE Minibeast Eggs (e.g. caterpillar, stick insect, frog spawn)	Family Photo Book Update  Soil, seeds, pots etc	Family Photo Book Update