

## Canvey Island Infant School & Nursery EYFS Long Term Plan/Reception (November 24 updated)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (but not limited to..)</b>	Let's Celebrate		Down at the Bottom of the Garden		Spectacular Stories and Super Seaside's	
<b>Possible Ideas/Lines of Inquiry</b>  (These mini ideas within the themes may change or be replaced depending on children's interests and fascinations.)	I wonder what makes us special?		I wonder what lives there?		I wonder what happens next?	
	<ul style="list-style-type: none"> <li>Starting school / my new class</li> <li>All about me</li> <li>Pets</li> <li>My family / PSED focus</li> <li>People who help us</li> <li>Healthy eating/oral hygiene</li> <li>Harvest</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire night</li> <li>Diwali</li> <li>Birthdays</li> <li>The Nativity</li> <li>Christmas</li> <li>Toys of the Past (children's past)</li> <li>Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>Supertato</li> <li>Jack and the Beanstalk</li> <li>Growing</li> <li>Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>Superworm</li> <li>Minibeasts</li> <li>Mother's Day</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales – 3 Little Pigs &amp; Gingerbread Man (Focus)</li> <li>Peepo (Past &amp; Present)</li> <li>Each, Peach, Pear Plum (rhyming)</li> </ul>	<ul style="list-style-type: none"> <li>Stories from around the world</li> <li>Space – Historic figure link (Tim Peaks)</li> <li>Seasides</li> <li>Father's Day</li> </ul>
	Seasonal changes – Summer/Autumn	Seasonal changes – Autumn/Winter	Seasonal changes – Winter/Spring		Seasonal changes – Spring/Summer	
<b>Experiences</b>	<ul style="list-style-type: none"> <li>Visits from key workers (police, paramedic, dentist, fire fighter, vet)</li> <li>Autumn walk</li> <li>Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>Winter walk</li> <li>Christmas Nativity performance</li> <li>Visit to the church-Christingle service</li> </ul>	<ul style="list-style-type: none"> <li>Chinese food tasting</li> <li>Veg in ice</li> <li>Planting beans</li> <li>Making fruit salad</li> </ul>	<ul style="list-style-type: none"> <li>Minibeast hunt</li> <li>Making playdough</li> <li>Stay and play minibeast craft day with parents</li> </ul>	<ul style="list-style-type: none"> <li>Baking gingerbread</li> <li>Sports day</li> </ul>	<ul style="list-style-type: none"> <li>Pirate and Mermaid dress up activity day</li> </ul>
<b>Key Stories /Fiction Books</b>	<ul style="list-style-type: none"> <li>Owl Babies</li> <li>We're going on a bear hunt/Goldilocks</li> <li>ORT stories</li> <li>The Colour Monster</li> <li>Ravi's Roar</li> <li>Meesha makes Friends</li> <li>Rabbit listened</li> <li>Mog and the Vet</li> </ul>	<ul style="list-style-type: none"> <li>Dipal's Diwali</li> <li>Best Diwali ever</li> <li>Let's celebrate – 5 days of Diwali</li> <li>The Entertainer</li> <li>Room on the Broom</li> <li>Stickman</li> </ul>	<ul style="list-style-type: none"> <li>Supertato series</li> <li>Jack and the Beanstalk</li> <li>Jaspers Beanstalk</li> <li>Oliver's Vegetables</li> <li>Oliver's Fruit salad</li> </ul>	<ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>Superworm</li> <li>Aaaarrghh Spider</li> <li>Norman the Slug with the silly shell</li> <li>Doug the Bug who went boing</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>The Three Little Pigs</li> <li>The Gingerbread Man</li> <li>Little Red Riding Hood</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Handa's Noisy Night</li> <li>Lost &amp; Found – Oliver Jeffers</li> <li>The Way Back Home – Oliver Jeffers</li> </ul>

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	<ul style="list-style-type: none"> <li>Emergency!</li> <li>The Zoo Vet</li> <li>Going to the Dentist</li> <li>Shark in the Park</li> <li>Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>The Polar Bear and the Snow Cloud</li> <li>The Snowman</li> <li>The Christmas Story</li> <li>Aliens love Panta Claus</li> <li>Dear Santa</li> <li>Mog's Christmas</li> <li>Snowball</li> </ul>			<ul style="list-style-type: none"> <li>Peepo</li> <li>Each Peach Pear Plum</li> <li>Dogger</li> <li>ORT books (links to the past)</li> </ul>	<ul style="list-style-type: none"> <li>How to Catch a Star – Oliver Jeffers</li> <li>The Smeds and the Smoos</li> <li>What the ladybird heard at the seaside</li> <li>The Singing Mermaid</li> <li>Pirates love Underpants</li> <li>The Rainbow Fish</li> <li>Billy's Bucket</li> <li>The Proudest Blue</li> </ul>
<b>Non-Fiction Books</b>	<ul style="list-style-type: none"> <li>It's OK to be Different: A Children's Picture Book About Diversity and Kindness</li> <li>All about Diversity</li> <li>Emergency Services / people who help us</li> </ul>	<ul style="list-style-type: none"> <li>Diwali</li> <li>Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Usbourne first cookery book</li> <li>World kitchen</li> <li>It all starts with a seed</li> <li>Secrets of a vegetable garden</li> <li>Bean – life cycle books</li> </ul>	<ul style="list-style-type: none"> <li>Inspect an insect – ORT 1 on Reading Buddy</li> <li>Selection of Minibeasts books</li> </ul>	<ul style="list-style-type: none"> <li>Tree: Seasons Come, Seasons, Go</li> <li>Pigs</li> </ul>	<ul style="list-style-type: none"> <li>At the beach</li> <li>Homes</li> </ul>
<b>Poetry Books/Rhymes of the week</b>	<ul style="list-style-type: none"> <li>Good morning – Makaton song</li> <li>Head shoulders knees and toes</li> <li>If you're happy and you know it</li> <li>Miss Polly had a Dolly</li> <li>I'm a Firefighter</li> <li>Autumn Colours</li> </ul>	<ul style="list-style-type: none"> <li>5 little rockets standing in a row</li> <li>5 currant buns</li> <li>Happy Birthday - Makaton</li> <li>Christmas themed nursery rhymes</li> <li>I like to see Christmas</li> </ul>	<ul style="list-style-type: none"> <li>1 potato, 2 potato</li> <li>Chop, chop choppity chop</li> <li>Natural world poems e.g. A Little Seed</li> <li>Climbing up the beanstalk</li> <li>Beanstalk growing tall</li> <li>Vegetable poem</li> </ul>	<ul style="list-style-type: none"> <li>Superworm chant</li> <li>There's a Worm at the Bottom of the Garden</li> <li>Days of the week</li> <li>There's a tiny caterpillar</li> <li>Incy Wincy Spider</li> <li>Daffodils finger action rhyme</li> <li>Hop little bunnies</li> </ul>	<ul style="list-style-type: none"> <li>Poor Three Little Pigs</li> <li>The Goldilocks Song - Debbie and Friends</li> <li>Five little Gingerbread Men</li> </ul>	<ul style="list-style-type: none"> <li>Safari animals are waking up</li> <li>Down in the jungle</li> <li>Zoom, Zoom, Zoom.</li> <li>5 little men in a flying saucer</li> <li>1,2,3,4,5, Once I Caught a Fish Alive</li> </ul>

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	<ul style="list-style-type: none"> <li>Kitten – (Pie Corbett Poetry Book)</li> </ul>		<ul style="list-style-type: none"> <li>I'm a Chinese dragon</li> </ul>		<ul style="list-style-type: none"> <li>Little-bo-peep</li> <li>Jack and Jill</li> </ul>	<ul style="list-style-type: none"> <li>Pirate Pete Poem</li> </ul>
<p><b>Communication &amp; Language</b></p> <p><b>(C&amp;L is developed throughout the year through high quality interactions, daily group discussions, talk for writing, circle times, stories, singing, speech and language interventions)</b></p> <p><b>Children will also learn Makaton signs weekly.</b></p>	<ul style="list-style-type: none"> <li>Children to talk about their 'All about me' boxes from home</li> <li>Discussing ourselves and our family</li> <li>Role play area-home corner</li> <li>Understand a question or direction that has two parts</li> <li>Understand how to listen carefully and why it is important</li> <li>Share and discuss a range of stories</li> <li>Retell a simple 5 part story with adult support.</li> <li>Learn new vocabulary</li> <li>Develop social phrases – e.g 'Good morning'</li> <li>Can answer a range of blanks level 1 and 2 questions.</li> </ul>	<ul style="list-style-type: none"> <li>Role play area – add in props and resources to support different celebrations</li> <li>Understand 'why' questions</li> <li>Learn and sing Christmas songs and perform a Nativity.</li> <li>Share and discuss a range of stories</li> <li>Retell a simple 5 part story and begin to make up own stories.</li> <li>Learn new vocabulary – review previously taught vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Set up scenes in the classroom/outdoor area to support discussions – e.g Supertato/Jack and the Beanstalk</li> <li>Share and discuss a range of stories</li> <li>Learn new vocabulary – review previously taught vocabulary</li> <li>Retell a simple 5 part story and make up own stories.</li> <li>Confidently use social phrases – e.g 'Good morning'</li> <li>Describe familiar events.</li> </ul>	<ul style="list-style-type: none"> <li>Share and discuss a range of stories</li> <li>Learn new vocabulary – review previously taught vocabulary</li> <li>Articulate their ideas and thoughts in well formed sentences</li> <li>Articulate a life cycle (bean/caterpillar)</li> <li>Ask questions to find out more.</li> <li>Retell a 5 part story and make up own stories using connectives.</li> <li>Can answer blanks level 3 questions and beginning to answer level 4.</li> </ul>	<ul style="list-style-type: none"> <li>Role play area – add in props and resources to support retelling of traditional tales</li> <li>Share and discuss a range of stories</li> <li>Learn new vocabulary – review previously taught vocabulary</li> <li>Describe and retell stories in detail</li> <li>Retell a story with more than 5 parts and make up own stories using connectives.</li> <li>Talk about similarities and differences between things in the</li> </ul>	<ul style="list-style-type: none"> <li>Share and discuss a range of stories</li> <li>Learn new vocabulary – review previously taught vocabulary.</li> <li>Retell a story with more than 5 parts and make changes to a story.</li> <li>Talk about similarities and differences between Kenya and Canvey.</li> <li>Can answer blanks level 4 questions and beginning to answer level 5.</li> </ul>

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					past and now.	
<b>Physical Development</b>  <b>(Fine Motor)</b>	<ul style="list-style-type: none"> <li>• Playdough, cutting, threading, weaving and other fine motor activities.</li> <li>• Squiggle whilst you wiggle programme.</li> <li>• Draw lines and circles with gross motor movements.</li> <li>• Cuts straight lines with scissors.</li> <li>• Encourage children to begin to hold mark making tools with tripod grip.</li> <li>• Guide children to draw, write and copy letters.</li> <li>• Encourage children to put on and do up their own coats.</li> <li>• Remind and encourage correct posture when sitting at a table or floor.</li> <li>• Teach children the skills they need to manage the school day successfully – mealtimes &amp; lining up.</li> </ul>	<ul style="list-style-type: none"> <li>• Playdough, cutting, threading, weaving and other fine motor activities.</li> <li>• Encourage children to hold pencils with correct tripod grip. Handwriting sessions to work on correct letter formation.</li> <li>• Uses scissors to cut out simple shapes</li> <li>• Remind and encourage correct posture when sitting at a table or floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Playdough, cutting, threading, weaving and other fine motor activities.</li> <li>• Handwriting sessions to work on correct letter formation.</li> <li>• Remind and encourage correct posture when sitting at a table or floor.</li> <li>• Lots of opportunities for detailed drawings.</li> </ul>			

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<b>PE (DEANS COACH &amp; CT)</b>  <b>(Gross Motor)</b>	<p><b>Basic Skills</b> (Balancing, ball skills, spatial awareness games / activities)</p> <ul style="list-style-type: none"> <li>• To travel confidently in a range of ways – jogging, jumping, hopping, skipping, galloping, jogging backwards, jogging sideways.</li> </ul> <p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>• To roll a ball to a target.</li> <li>• To throw a large ball to a peer.</li> <li>• To catch a large ball.</li> <li>• To catch a range of objects.</li> </ul>		<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To copy some simple dance moves.</li> <li>• To create own dance moves.</li> <li>• To change the speed of my dance moves.</li> <li>• To confidently join different movements.</li> </ul>	<p><b>Gymnastics</b> (Balances, shapes, rolls, jumps)</p> <ul style="list-style-type: none"> <li>• To jumps from one space to another.</li> <li>• To hop from one space to another.</li> <li>• To balance on one leg.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To throw an object (at/in a target)</li> <li>• To travel confidently in a range of ways.</li> <li>• To safely play a chasing game with other children.</li> </ul>	<p><b>Athletics &amp; Sports Day</b></p> <ul style="list-style-type: none"> <li>• To explore running and stopping safely.</li> <li>• To explore jumping and hopping safely.</li> <li>• To explore throwing different equipment to a target.</li> </ul>

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	<ul style="list-style-type: none"> <li>• To pat a large ball making it bounce.</li> <li>• To develop the ability to catch and bounce a ball.</li> <li>• To use a bat or racket to move and control an object.</li> <li>• To use throwing skills in a small sided game.</li> <li>• To kick a ball to a peer or target.</li> <li>• To bat a ball to a space.</li> <li>• To bat a ball to a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• To build a repertoire of dances.</li> <li>• To adapt and change my dance to suit a different style.</li> <li>• To create a short dance which shows own ideas and thoughts.</li> <li>• To think about how to make a dance even better.</li> </ul>	<ul style="list-style-type: none"> <li>• To balance on different equipment.</li> <li>• To jump off a range of equipment and land safely.</li> <li>• To confidently jump over a range of small equipment.</li> <li>• To roll in different ways.</li> </ul> <p><b>Yoga</b> (Balance, flexibility, strength, strategy)</p> <ul style="list-style-type: none"> <li>• To explore shapes in stillness using different parts of their body.</li> <li>• To explore shapes and actions to stretch their body.</li> <li>• To explore taking weight on different body parts.</li> <li>• To begin to explore their own feelings in response to an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• To safely play a simple ball game with other children.</li> <li>• To successfully move in and out of objects at speed.</li> <li>• To change direction when travelling at speed and avoid objects.</li> <li>• To jump in a range of ways.</li> <li>• To bend knees to jump further.</li> <li>• To land safely when jumping.</li> </ul>	<ul style="list-style-type: none"> <li>• To work on a range of skills taught this year/practise for sports day.</li> </ul>
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Children have access to the Reception garden area every day to develop **gross motor skills** – including; Balance bikes, trikes, scooters, scoot boards, balls, hoops, crates, wooden planks, climbing frame, plenty of space to run and move in range of ways.

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<p><b>Personal, Social &amp; Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Class rules and routines</li> <li>• Supporting children to build relationships</li> <li>• Supporting children to select and use new activities and resources</li> <li>• Emotions – ‘The Colour Monster’ story</li> <li>• Think about how others may be feeling</li> <li>• Oral health</li> <li>• Healthy eating/balanced diet</li> <li>• Exercise – take part in PE lessons and daily gross motor activities</li> </ul>	<ul style="list-style-type: none"> <li>• Share stories about different emotions including ‘Kindness makes me stronger’</li> <li>• Identify and name some common feelings in themselves</li> <li>• Emotions – how to deal with anger</li> <li>• Healthy eating</li> <li>• Learn to put on and do up own coat</li> <li>• Take turns with some adult support whilst playing board games/games with rules</li> <li>• Begin to join whole school ‘achievement assembly’</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions – work on descriptive vocabulary for children to express their feelings when they are feeling happy, sad, angry, worried, scared.</li> <li>• Recap healthy eating/balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how to overcome challenges</li> <li>• Take turns with minimal adult support</li> <li>• Begin to understand how to care for living things</li> </ul>	<ul style="list-style-type: none"> <li>• Recap healthy eating/balanced diet</li> <li>• Looking after others</li> <li>• Recap oral health</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss exercise and the importance of sleep</li> <li>• Being a safe pedestrian (walk to school week)</li> <li>• Looking after our planet</li> <li>• Dreams and goals</li> <li>• Transition into year 1</li> </ul>
<p><b>SCARF – School PSHE</b></p>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Talk about similarities and differences.</li> <li>• Name special people in their lives.</li> <li>• Describe different feelings.</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Be sensitive towards others and celebrate what makes each person unique.</li> <li>• Recognise that we can have things in common with others.</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Talk about how to keep their bodies healthy and safe.</li> <li>• Name ways to stay safe around medicines.</li> <li>• Know how to stay safe in their</li> </ul>	<p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Understand that they can make a difference.</li> <li>• Identify how they can care for their home, school and special people.</li> <li>• Talk about how they can make an</li> </ul>	<p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning.</li> <li>• Name and discuss different types of feelings and emotions.</li> <li>• Learn and use strategies or skills</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Know how to keep themselves safe.</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify who can help if they are sad, worried or scared.</li> <li>Identify ways to help others or themselves if they are sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>Use speaking and listening skills to learn about the lives of their peers.</li> <li>Know the importance of showing care and kindness towards others.</li> <li>Demonstrate skills in building friendships and cooperation.</li> <li>Talk about their family, customs and traditions.</li> <li>Listen to others talk about their experiences.</li> <li>Compare their own experiences with those of others.</li> <li>Show friendly behaviour towards a peer.</li> <li>Build relationships with others.</li> </ul>	<p>home, classroom and outside.</p> <ul style="list-style-type: none"> <li>Know age-appropriate ways to stay safe online.</li> <li>Name adults in their lives and those in their community who keep them safe.</li> <li>Make safe decisions about items they don't recognise.</li> <li>Talk about what our bodies need to stay well.</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> <li>Name some hazards and ways to stay safe inside.</li> <li>Name some hazards and ways to stay safe outside.</li> <li>Show how to care for the safety of others.</li> <li>Share ideas about activities that are safe to</li> </ul>	<p>impact on the natural world.</p> <ul style="list-style-type: none"> <li>Talk about similarities and differences between themselves.</li> <li>Demonstrate building relationships with friends.</li> <li>Understand that they can make a difference.</li> <li>Identify how they can care for their home, school and special people.</li> <li>Talk about how they can make an impact on the natural world.</li> <li>Talk about similarities and differences between themselves</li> <li>Demonstrate building relationships with friends.</li> <li>Recognise coins and other items relating to money.</li> <li>Identify the uses of money</li> </ul>	<p>in approaching challenges.</p> <ul style="list-style-type: none"> <li>Understand that they can make healthy choices.</li> <li>Name and recognise how healthy choices can keep us well.</li> <li>Recognise that some skills take time to learn.</li> <li>Plan and review an achievable goal.</li> <li>Celebrate the successes of their peers.</li> <li>Name and choose healthy foods and drink.</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>Explain the jobs of different food groups.</li> <li>Describe the changes in their body during exercise and what is happening to their body.</li> <li>Explain how exercise can help</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are changes in nature and humans.</li> <li>Name the different stages in childhood and growing up.</li> <li>Use the correct vocabulary when naming the different parts of the body.</li> <li>Know how to keep themselves safe.</li> <li>Name the different seasons and describe their differences.</li> <li>Explain the changes that occur as seasons change.</li> <li>Talk about how they have grown in resilience.</li> <li>To understand that animals and humans change in appearance over time.</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</li> <li>Make observations and ask questions about living things.</li> </ul>
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			<p>do on electronic devices.</p> <ul style="list-style-type: none"> <li>• What to do and who to talk to if they feel unsafe online.</li> </ul>		<p>us stay well - physically and mentally.</p> <ul style="list-style-type: none"> <li>• Name some ways to keep their body fit and well.</li> <li>• Understand why our body needs sleep.</li> <li>• Talk about their own bedtime routine</li> <li>• Suggest ways to have a calm evening and bedtime routine</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story and respond to questions about it.</li> <li>• Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>• Talk about their own experience of growing up.</li> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe</li> </ul>
<b>Literacy - (RWI)</b>	<ul style="list-style-type: none"> <li>• Set 1 Speed Sounds</li> <li>• Oral blending</li> <li>• Initial sounds</li> <li>• Word times</li> </ul>		<p>Children split into ability groups</p> <ul style="list-style-type: none"> <li>• Set 1 sounds and oral blending</li> <li>• Word times</li> <li>• Set 2 sounds</li> <li>• Ditty Books</li> <li>• Colour Books</li> </ul>		<p>Children split into ability groups</p> <ul style="list-style-type: none"> <li>• Set 1 sounds and oral blending</li> <li>• Word times</li> <li>• Set 2/3 sounds</li> <li>• Ditty Books</li> <li>• Colour Books</li> </ul>	
<p><b>Literacy - Writing</b></p> <p><b>(Whole class inputs and possible guided writing tasks with links to Talk for Writing aspects)</b></p> <p>-Name writing at every opportunity</p>	<ul style="list-style-type: none"> <li>• Self-portraits</li> <li>• Family/Pet drawings</li> <li>• Name writing</li> </ul>	<ul style="list-style-type: none"> <li>• Firework key words</li> <li>• Story map – Room on the Broom- writing initial sounds/ cvc words.</li> <li>• Stickman story pictures – writing</li> </ul>	<ul style="list-style-type: none"> <li>• Character Speech Bubbles</li> <li>• Story map – make up own ‘Supertato’ stories (short versions)</li> <li>• Jack and the beanstalk story</li> </ul>	<ul style="list-style-type: none"> <li>• Hungry caterpillar story map.</li> <li>• Own version of the hungry caterpillar story – writing cvc words/sentences.</li> <li>• Butterfly spine poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Wanted posters</li> <li>• Three Little Pigs Story Map</li> <li>• Goldilocks story map – change the ‘Goldilocks character’.</li> <li>• The Gingerbread Man story map</li> </ul>	<ul style="list-style-type: none"> <li>• Handa’s Surprise Story Map and writing captions to match pictures from the story.</li> <li>• African animal facts</li> <li>• Nocturnal animal descriptions using adjectives.</li> </ul>

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<p>-Children to give meaning to marks they make, including drawings and emergent writing</p>		<p>initial sounds/cvc words</p> <ul style="list-style-type: none"> <li>• Snowman poem</li> <li>• Drawing and labelling a snowman</li> <li>• Retelling 'The Christmas Story'</li> </ul>	<p>map. – Writing cvc words.</p> <ul style="list-style-type: none"> <li>• Bean planting instructions</li> <li>• What would you like to see at top of your beanstalk? – writing cvc words/sentences</li> </ul>	<ul style="list-style-type: none"> <li>• 'Aaargh spider' story map.</li> <li>• Change 'Aaargh spider' story map to different minibeasts.</li> <li>• Children to create their own minibeast story map. – writing cvc words/sentences.</li> <li>• Minibeast facts</li> <li>• Book Week writing</li> <li>• News writing</li> <li>• Story writing – pictures from their interests</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions for making gingerbread</li> <li>• Character descriptions</li> <li>• 'I spy' -nursery rhyme characters – writing sentences.</li> <li>• News writing</li> <li>• Story writing – pictures from their interests</li> </ul>	<ul style="list-style-type: none"> <li>• Nocturnal animal spine poem-</li> <li>• How to catch a star-simplified story map</li> <li>• Write own Space Adventure – short stories – writing sentences.</li> <li>• What would you take in your rocket?</li> <li>• Designing aliens</li> <li>• Sun Safety</li> <li>• When I grow up...</li> <li>• Postcard</li> <li>• News writing</li> <li>• Story writing – pictures from their interests</li> </ul>
<p><b>Talk for Writing – Innovation</b></p>	<ul style="list-style-type: none"> <li>• 'Make it up Monday' – 5 Sentence Stories (Whole class story maps) – linked to topics. <ul style="list-style-type: none"> <li>• Retell a story orally using T4W strategies</li> <li>• Children to create their own '5 sentence stories' <ul style="list-style-type: none"> <li>• Story mountains using objects/visuals</li> </ul> </li> </ul> </li> <li>• Story sacks/small world toys/puppets – in continuous provision</li> </ul>					
<p><b>Mathematics</b></p>	<p><b>Getting to know you (2 weeks - baseline)</b></p> <ul style="list-style-type: none"> <li>• Establish maths through routines</li> </ul> <p><b>Match, Sort &amp; Compare (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Match objects</li> <li>• Match pictures and objects</li> <li>• Identify a set</li> <li>• Sort objects to a type</li> </ul>	<p><b>It's Me 1, 2, 3 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 1, 2 and 3</li> <li>• Subitise 1, 2 and 3</li> <li>• Represent 1, 2 and 3</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 1, 2 and 3</li> </ul> <p><b>Circles and triangles (1 week)</b></p>	<p><b>Alive in 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find 0 to 5</li> <li>• Subitise 0 to 5</li> <li>• Represent 0 to 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><b>Mass and Capacity (1 week)</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> </ul>	<p><b>Building 9 and 10 (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Represent 9 and 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 parts)</li> </ul>	<p><b>To 20 and beyond (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10-13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> </ul>	<p><b>Sharing and grouping (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul> <p><b>Visualise, build and map (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> </ul>

## Canvey Island Infant School & Nursery EYFS Long Term Plan/Reception (November 24 updated)

	<ul style="list-style-type: none"> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <p><b>Talk about measure and patterns (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Compare size</li> <li>• Compare mass</li> <li>• Compare capacity</li> <li>• Explore simple patterns</li> <li>• Copy and continue simple patterns</li> <li>• Create simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name circles and triangles</li> <li>• Compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul> <p><b>1, 2, 3, 4, 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 4 and 5</li> <li>• Subitise 4 and 5</li> <li>• Represent 4 and 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 4 and 5</li> <li>• Composition of 1-5</li> </ul> <p><b>Shapes with 4 sides (1 week)</b></p> <ul style="list-style-type: none"> <li>• Identify and name shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>	<ul style="list-style-type: none"> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity</li> </ul> <p><b>Growing 6, 7, 8 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 6, 7 and 8</li> <li>• Represent 6, 7, and 8</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs-odd and even</li> <li>• Double to 8 (find a double)</li> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul> <p><b>Length, Height and Time (1 week)</b></p> <ul style="list-style-type: none"> <li>• Explore length</li> <li>• Compare length</li> <li>• Explore height</li> <li>• Compare height</li> <li>• Talk about time</li> </ul>	<ul style="list-style-type: none"> <li>• Make arrangements of 10</li> <li>• Bonds to 10 (3 parts)</li> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> <li>• Explore even and odd</li> </ul> <p><b>Explore 3D shapes (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Use 3D shapes for tasks</li> <li>• 3D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>	<p><b>How many now? (1 week)</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> <li>• Take away</li> <li>• How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Select shapes for a purpose</li> <li>• Rotate shapes</li> <li>• Manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose shapes</li> <li>• Decompose shapes</li> <li>• Copy 2D shape pictures</li> <li>• Find 2D shapes within 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul> <p><b>Make connections (1 week)</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding</li> <li>• Patterns and relationships</li> </ul>
<p><b>Understanding the World Experiences</b></p>	<ul style="list-style-type: none"> <li>• Studying our family and ourselves (children to share 'all about me' boxes).</li> <li>• History – sharing and discussing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about Diwali (stories and video clips).</li> <li>• Discuss past birthdays.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawings of plants, flowers, vegetables, fruit.</li> <li>• Label parts of a flower.</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycle of a butterfly (class caterpillars).</li> <li>• Drawing signs of Spring.</li> <li>• Minibeast facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in local area.</li> <li>• Drawing maps of story settings.</li> <li>• Looking at past and present - similarities and</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing Canvey to Africa</li> <li>• Nocturnal Animals - Making sense of different environments and habitats.</li> </ul>

## Canvey Island Infant School & Nursery EYFS Long Term Plan/Reception (November 24 updated)

	<p>baby photos – what we used to look like/what we could do in the past/how have we changed?</p> <ul style="list-style-type: none"> <li>• Look at world map – where do we live? (Children to know that we live on Canvey Island which is in the UK)</li> <li>• Talk about what they do with their family and places they have been with their family.</li> <li>• Can talk about similarities and make comparisons between other families.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Visits from 'people who help us'</li> <li>• Explore programmable toys</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about Christmas – Nativity.</li> <li>• Discuss what they have done with their families during Christmas' in the past.</li> <li>• Toys in their past</li> <li>• Show photos of how Christmas used to be celebrated in the past/how Christmas is celebrated in different parts of the world – using world maps and photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Planting beans and seeds.</li> <li>• Life cycle of a bean.</li> <li>• Comparing photos of the past to now – bean growing.</li> <li>• Look at and explore different places of worship.</li> <li>• Explore ice melting.</li> <li>• Stranger danger (based on 'Jack and the beanstalk' story).</li> </ul>	<ul style="list-style-type: none"> <li>• Minibeast hunt/ habitats.</li> <li>• Drawing maps of immediate environment - Map of the garden and where minibeasts can be found.</li> </ul>	<p>differences ('Peepo' story).</p> <ul style="list-style-type: none"> <li>• Recap the different celebrations we have learnt about.</li> <li>• Changing states of matter – cooking- what happens to dough when heated? -icing as water is added and as it dries.</li> <li>• Looking after plants in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the children to NASA and America.</li> <li>• Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>• Can children differentiate between land and water?</li> <li>• Seaside's in the past – Photo's of Canvey Seafront.</li> <li>• Explore story 'The Proudest Blue' - being proud of who we are.</li> <li>• Transition to year 1.</li> <li>• Discuss how they got to school and what mode of transport they used.</li> <li>• Floating and Sinking.</li> </ul>
<p><b>Whole School RE Scheme</b></p>	<ul style="list-style-type: none"> <li>• Enquiry – Why do Christians perform Nativity plays at Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• Enquiry – Why do Christians put a cross in an Easter Garden?</li> </ul>	<ul style="list-style-type: none"> <li>• Enquiry – Why is the word God so important to Christians?</li> </ul>			
<p><b>Computing</b></p>	<p>COMPUTING – Children will learn and develop basic computing skills – including logging in, mouse control, typing, how to access different programmes. Children will also have the opportunity to use programmable toys and iPads.</p>					

## Canvey Island Infant School & Nursery EYFS Long Term Plan/Reception (November 24 updated)

	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within the provision.</p> <ul style="list-style-type: none"> <li>• To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.</li> <li>• To learn about e-safety.</li> <li>• To begin to give reasons why we need to stay safe online.</li> <li>• To know how to operate simple equipment.</li> <li>• To draw pictures on IWB and begin to change colours.</li> <li>• To use the iPad to take pictures.</li> <li>• To access, understand and interact with a range of technology within the environment.</li> <li>• To draw pictures on IWB, changing colour and pen size.</li> <li>• To use the IWB, changing games and programmes.</li> <li>• To explore how a Bee-Bot works.</li> <li>• To use the Bee-Bots and program them to go forwards and backwards.</li> <li>• To use the internet with adult supervision to find and retrieve information.</li> <li>• To log in to and type their name using a desktop computer and/or laptop</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Expressive Arts &amp; Design Experiences</b></p> <p>(Children also have access to creative trolley during continuous provision to explore and work on their own creations. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.)</p>	<ul style="list-style-type: none"> <li>• Self-portraits</li> <li>• Family drawings</li> <li>• Making 'small world' homes using construction toys/resources</li> <li>• Creating own 'colour monsters'</li> <li>• Colour mixing – prime colours</li> <li>• Making Emergency Vehicles</li> </ul>	<ul style="list-style-type: none"> <li>• Rangoli/Mehndi patterns</li> <li>• Diwali dances/music</li> <li>• Clay Diva lamps</li> <li>• Firework/bonfire pictures</li> <li>• Stickman pictures using natural resources</li> <li>• Leaf drawings and pictures</li> <li>• Christmas cards/decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Junk modelling castles</li> <li>• Making own 'Supertato' and 'Superveg'</li> <li>• Observational drawings (UtW)</li> </ul>	<ul style="list-style-type: none"> <li>• Create own 'Super Bug'</li> <li>• Design own shell for 'Norman' the slug</li> <li>• Mother's Day Cards</li> <li>• Easter Cards</li> <li>• Observational caterpillar/ flower / plant drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Junk modelling 'Three Little Pigs' houses</li> <li>• Observational drawings – houses local walk</li> <li>• Bridges – for Gingerbread man to cross river</li> </ul>	<ul style="list-style-type: none"> <li>• Observational animal drawings – Handa's Surprise animals</li> <li>• Explore African music</li> <li>• Build a boat that floats</li> <li>• Rainbow fish collages</li> <li>• Colour mixing – underwater pictures</li> <li>• Pirate &amp; mermaid role play (maps, hats, telescopes)</li> <li>• Father's Day cards</li> </ul>
	<b>Artist – Kandinsky (colour mixing/shapes)</b>		<b>Artist – Van Gogh (Sunflower)</b>		<b>Artist – Henri Matisse</b>	

# Canvey Island Infant School & Nursery

## EYFS Long Term Plan/Reception (November 24 updated)

Music (Charanga)	<b>Me!</b> <b><u>SONGS</u></b>	<b>My Stories</b> <b><u>SONGS</u></b>	<b>Everyone!</b> <b><u>SONGS</u></b>	<b>Our World</b> <b><u>SONGS</u></b>	<b>Big Bear Funk</b> <b><u>SONGS</u></b>	<b>Reflect, rewind and</b> <b>Replay</b> <b><u>SONGS</u></b>
	<ul style="list-style-type: none"> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul> <p style="text-align: center;"><b><u>Pulse</u></b>- Find the pulse.</p> <ul style="list-style-type: none"> <li>• <b><u>Rhythm</u></b>- Copy-clap some rhythms of phrases from the songs.</li> <li>• <b><u>Pitch</u></b> Explore high sounds and low sounds using voices and glockenspiels.</li> <li>• <b><u>Improvisation</u></b>- Invent a pattern to go with a song using one note.</li> <li>• <b><u>Listening</u></b>- Wide variety of musical styles as an</li> </ul>	<ul style="list-style-type: none"> <li>• I'm A Little Teapot</li> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul> <p style="text-align: center;"><b><u>Pulse</u></b>- Find the pulse.</p> <ul style="list-style-type: none"> <li>• <b><u>Rhythm</u></b>- Copy-clap some rhythms of phrases from the songs.</li> <li>• <b><u>Pitch</u></b> Explore high sounds and low sounds using voices and glockenspiels.</li> <li>• <b><u>Improvisation</u></b>- Invent a pattern to go with a song using one note.</li> <li>• <b><u>Listening</u></b>- Wide variety of musical styles as an introduction eg:</li> </ul>	<ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys</li> <li>• Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> </ul> <p style="text-align: center;"><b><u>Pulse</u></b> -Find the pulse and show others your ideas.</p> <ul style="list-style-type: none"> <li>• <b><u>Rhythm</u></b>- Copy-clap some rhythms of phrases from the songs.</li> <li>• <b><u>Pitch</u></b>- Explore high pitch and low pitch in the context of the songs.</li> <li>• <b><u>Improvisation</u></b>- Use the starting note to explore melodic</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Shoulders, Knees And Toes</li> <li>• Old Macdonald</li> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul> <p style="text-align: center;"><b><u>Pulse</u></b> -Find the pulse and show others your ideas.</p> <ul style="list-style-type: none"> <li>• <b><u>Rhythm</u></b>- Copy-clap some rhythms of phrases from the songs.</li> <li>• <b><u>Pitch</u></b>- Explore high pitch and low pitch in the context of the songs.</li> <li>• <b><u>Improvisation</u></b>- Use the starting note to explore melodic patterns using one or two notes.</li> <li>• <b><u>Listening</u></b>- Wide variety of musical</li> </ul>	<ul style="list-style-type: none"> <li>• Big Bear Funk</li> <li>• Baa Baa Black Sheep</li> <li>• Twinkle Twinkle</li> <li>• Incy Wincy Spider</li> <li>• Rock-a-bye Baby</li> <li>• Row, Row, Row Your Boat</li> </ul> <p style="text-align: center;"><b><u>Pulse</u></b> Find a funky pulse.</p> <ul style="list-style-type: none"> <li>• <b><u>Rhythm</u></b>- Copy-clap 3 or 4 word phrases from the song.</li> <li>• <b><u>Pitch</u></b>- Keep the beat of the song with a pitched note.</li> <li>• Add pitched notes to the rhythm of the words or</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Of The Sugar Plum Fairy by Tchaikovsky</li> <li>• Flight Of The Bumblebee by Rimsky-Korsakov Jupiter,</li> <li>• The Bringer Of Jollity by Gustav Holst</li> <li>• Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams</li> </ul> <p style="text-align: center;"><b><u>Pulse</u></b> Find a funky pulse.</p> <ul style="list-style-type: none"> <li>• <b><u>Rhythm</u></b>- Copy-clap 3 or 4 word phrases from the song.</li> <li>• <b><u>Pitch</u></b>- Keep the beat of the song with a pitched note.</li> <li>• Add pitched notes to the rhythm of the words or phrases in the song.</li> <li>• Enjoy playing patterns using a combination of any of the three notes C, D and E.</li> </ul>

## Canvey Island Infant School & Nursery EYFS Long Term Plan/Reception (November 24 updated)

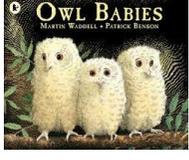
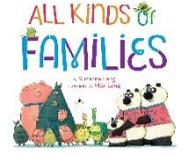
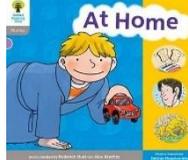
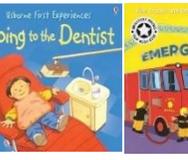
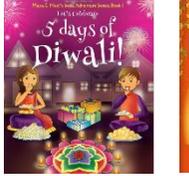
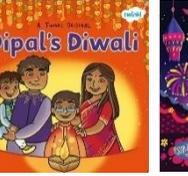
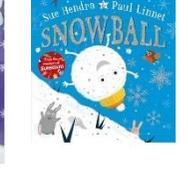
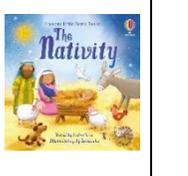
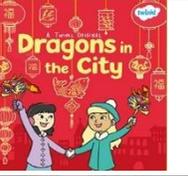
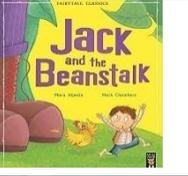
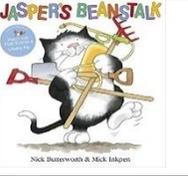
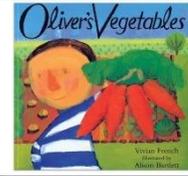
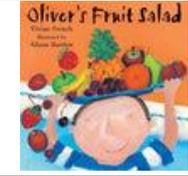
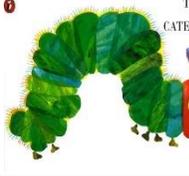
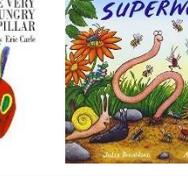
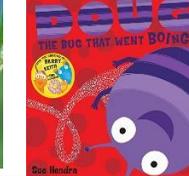
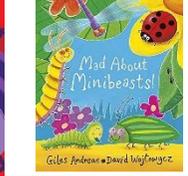
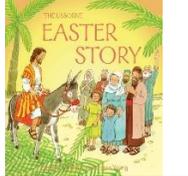
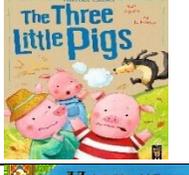
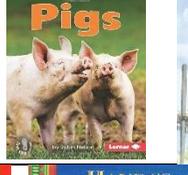
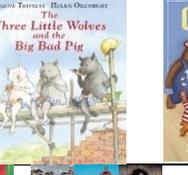
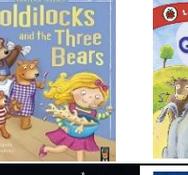
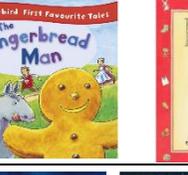
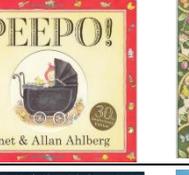
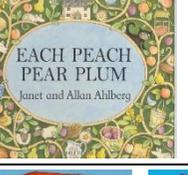
	<p>introduction eg: Celebration by Kool And The Gang, Boogie Wonderland by Earth Wind And Fire, Frosty The Snowman sung by Ella Fitzgerald</p>	<p>Celebration by Kool And The Gang, Boogie Wonderland by Earth Wind And fire, Frosty The Snowman sung by Ella Fitzgerald</p>	<p>patterns using one or two notes.</p> <ul style="list-style-type: none"> <li><b><u>Listening-</u></b> Wide variety of musical styles as an introduction eg: Horn Concerto No 4: Third Movement – Rondo by Mozart, Singing In The Rain performed by Gene Kelly</li> </ul>	<p>styles as an introduction eg: Horn Concerto No 4: Third Movement – Rondo by Mozart, Singing In The Rain performed by Gene Kelly</p>	<p>phrases in the song.</p> <ul style="list-style-type: none"> <li>Enjoy playing patterns using a combination of any of the three notes C, D and E.</li> <li><b><u>Listening-</u></b> Funk such as Superstition by Stevie Wonder</li> <li><b><u>Listening-</u></b> Classical such as Flight Of The Bumblebee by Rimsky-Korsakov</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Listening-</u></b> Funk such as Superstition by Stevie Wonder</li> <li><b><u>Listening-</u></b> Classical such as Flight Of The Bumblebee by Rimsky-Korsakov</li> </ul>
<p>In addition to learning the above Nursery rhymes and songs and the songs for school performances (that will develop children’s understanding of rhythm, pitch, tempo and dynamics), children will have opportunities to explore musical instruments in their continuous provision and in small adult-led groups.</p>						
<p><b>British Values</b></p> 	<p><b>Democracy</b></p> <p>To vote for choices in activities. For example, to select a favourite story or song for home time. To know that their views and opinions matter. (For example, following their own interests in play and activities)</p>	<p><b>Rule of law</b></p> <p>To learn why rules are needed and how they should be administered fairly so that everyone is kept happy and safe.</p>	<p><b>Individual liberty</b></p> <p>To develop a positive sense of themselves and to celebrate their personal achievements. To ask questions and know that their questions, ideas and</p>	<p><b>Democracy</b></p> <p>To continue to vote for choices in activities. They might raise their hands or write down their favourite choice. To talk about voting, for example, by role-playing voting using a ballot box. Offer children choices so that they have some control and power over their lives. This develops</p>		

## Canvey Island Infant School & Nursery EYFS Long Term Plan/Reception (November 24 updated)

<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p>	<p>To encourage children to make decisions together, for example, when sharing a large train set. To understand that they are part of a family, class, group, school/setting and community.</p> <p><b>Mutual respect and tolerance of different faiths and beliefs</b></p> <p>To reflect on their similarities and differences with each other and foster an inclusive approach. To make links with the local community, for example, outings to local places (places of worship), inviting members of the local community to visit the school, taking part in local events and making links with a local charity (harvest festival). To encourage children to see themselves as part of a wider community. To learn about national commemorations, such as Remembrance Day. To learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. To encourage children to share their own experiences and respond to the experiences of others. To learn about festivals and special days, different types of family units and different occupations. To encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.</p> <p><b>Rule of law</b> Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.</p>	<p>Children to be a part of creating rules. To learn about right from wrong. To understand their own and others' behaviour and feelings, as well as the consequences of their actions. To learn how to keep themselves safe and how to resolve conflicts appropriately. To encourage children to work through disputes. To take turns, share and cooperate.</p>	<p>opinions will be valued and respected. To take on challenges, risks and responsibilities, showing perseverance and resilience. To explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this. To continue to develop their independence, offering them opportunities to follow their own ideas and interests. To engage in a wide range of activities and are not limited by gender or other stereotypes. To express their own views and also respect the fact that others may have different views.</p>	<p>independence and making good choices is an essential life skill. To value each other's views and talk about their feelings, for example, during circle time activities when they might talk about their likes and dislikes. To continue to offer opportunities for children to take turns, share, discuss and collaborate in a range of activities. To continue to use group times and circle times to promote turn-taking, to encourage children to listen to each other and to value everyone's contribution.</p>
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# Canvey Island Infant School & Nursery

## EYFS Long Term Plan/Reception (November 24 updated)

<p><b>Key Texts Autumn 1</b></p>										
<p><b>Key Texts Autumn 2</b></p>										
<p><b>Key Texts Spring 1</b></p>										
<p><b>Key Texts Spring 2</b></p>										
<p><b>Key Texts Summer 1</b></p>										
<p><b>Key Texts Summer 2</b></p>	