

Beechwood Reception long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Weeks 1-4 Settling, routines, looking after the environment I wonder what makes me special? 	I wonder why we celebrate? 	I wonder what journey we'll go on today? I wonder who is waking up in Spring?  	I wonder what lives here? 		
Possible themes and lines of enquiry for project led learning	Community Autumn Harvest Black History Month Healthy eating/self care	Festivals of Light - Diwali, Bonfire Night, Hannukah, Christmas Remembrance Day Winter Birthdays Stars/darkness	Chinese New Year Shrove Tuesday Valentine's Day The Big Bird Watch Winter Space Holidays Posting letters Transport Maps	Spring Rainbows Eid Holi Easter Planting Mother's Day St Patrick's Day	Summer Plants Animals/habitats Earth Day Father's Day St George's Day	
Enrichment	People Who Help Us – school staff Fire service visit Local nurse – talk about hygiene (Teddy Bears hospital) Parent assembly Shine Weekly singing lesson	Climate Joy Day Interfaith Week Christmas performance Shine Weekly singing lesson	Mental Health Week Dentist visit World Book Day Shine Weekly singing lesson Library bus	Just Be workshops – Yoga/wellbeing Tiny Tales and Tunes workshop Parent assembly Shine Weekly singing lesson Climate Joy Day International Women's Day	Earth Day World Bee Day/Insect Week Local Church visit Library visit Shine Weekly singing lesson Walk to School Week	Farm visit Climate Joy Day Spirit Alive Parent assembly Shine Weekly singing lesson

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British Values	 mutual respect  rule of law	 tolerance	 mutual respect	 tolerance  democracy		 mutual respect
Stay and Play takes place every half term. These sessions enrich the children's learning experiences and help to educate parents on how they can support their child at home.						
Sustainability Sustainability and climate learning are woven throughout our EYFS curriculum, reflecting our commitment to nurturing children as responsible global citizens from their earliest years. Through purposeful, hands-on experiences both indoors and outdoors, children develop a deep understanding of their connection to the natural world and their role in caring for it. Our approach to sustainability is embedded across all areas of learning, linking closely with Understanding the World, PSED, and our outdoor learning provision. We use 'Hygge in the Early Years' to enhance seasonal outdoor experiences, and 'The Rawbles' programme from Rethink Food to explore themes of food sustainability, waste reduction, and environmental care through engaging storytelling and play. Children actively participate in growing, harvesting, and sharing food; creating habitats for wildlife; reducing waste; and making sustainable choices in their daily routines. Through Climate Joy Days each term, we celebrate positive environmental action and build children's sense of agency and hope for the future. Our curriculum ensures that children not only learn about caring for the environment but experience the joy and responsibility of being responsible global citizens, while we work to reduce the carbon footprint of our setting.						
Reception	Key concepts: - Looking after our school environment - Reducing waste - Caring for living things - Harvest and food	Key concepts: - Keeping warm sustainably - Reducing energy use - Reusing and repurposing - Kindness to our planet	Key concepts: - Supporting wildlife - Understanding habitats - Seasonal changes - Reducing plastic waste	Key concepts: - Growing our own food - Plant lifecycles - Caring for growing things - Water conservation - Climate awareness	Key concepts: - Supporting pollinators - Biodiversity - Sustainable food growing - Reducing carbon	Key concepts: - Farm to fork - Seasonal eating - Reflecting on our environmental journey - Future stewardship - Seasonal change

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	miles - Seasonal change (Autumn) Outdoor Learning: Harvest fruit and vegetables – help sell to local community Plant bulbs for Spring – daffodils, tulips and crocus (with increasing independence) Collect leaves and add to mulch pile, understanding why Autumn Explorer Day – observing and recording seasonal changes Indoor/Continuous Provision: Establishing routines for environmental care (first 4 weeks) - Understanding composting process - Sorting recycling independently	- Seasonal change (Winter) Outdoor Learning: Plant garlic independently Plant seeds and bulbs for World Kindness Day – understanding symbolism Build minibeast hotels – selecting appropriate materials Clear vegetable beds – understanding preparation for next season Create bonfires and sparklers from natural materials Indoor/Continuous Provision: Climate Joy Day – presenting our achievements - Discussing energy conservation - Understanding heating and lighting - Reusing materials	- States of matter Outdoor Learning: Make bird feeders – designing and creating independently Den Building – planning and constructing Explore states of matter: ice, frost, snow – investigating scientifically Big Bird Watch – recording data as citizen scientists Winter Explorer Day – understanding winter wildlife needs Indoor/Continuous Provision: - Researching animals in winter - Understanding plastic pollution - Using reusable containers - Explaining why we protect habitats - Recording bird	- Seasonal change (Spring) Outdoor Learning: Plant Teddy Bear Sunflower seeds – create detailed picture diary, measure growth Minibeast hunt – identifying and recording Plant potatoes and green beans – understanding planting depth and spacing Earth Day activities – understanding our impact Spring Explorer Day – observing and explaining spring changes Indoor/Continuous Provision: Climate Joy Day – presenting spring learning - Creating detailed growth diaries - Understanding water conservation - Explaining why we grow food	footprint - Sustainable transport Outdoor Learning: Plant lettuces and radishes – understanding quick-growing crops Bird Watching – identifying species and recording Harvest garlic (planted in Autumn 2) – understanding growing timeline Enrichment Links: Earth Day – understanding our planet and our role World Bee Day / Insect Week – celebrating pollinators Walk to School Week – reducing car journeys and understanding air quality	(Summer) Outdoor Learning: Plant bee and butterfly friendly plants – selecting appropriate species Harvest potatoes, beans, radishes and lettuces – understanding crop rotation Summer Explorer Day – reflecting on seasonal learning across the year Enrichment Links: Climate Joy Day – presenting year-end achievements Farm visit – understanding sustainable farming practices Indoor/Continuous Provision: - Cooking with our harvest - Sharing produce
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• Discussing local food and food miles • Recording observations Hygge in the Early Years: • Autumn sensory experiences • Cosy outdoor learning in all weathers • Celebrating autumn harvest Rethink Food: <i>Episode 1 – There Came a Rumble</i> <i>Episode 2 – Food is Fuel</i> Vocabulary: Compost, recycle, waste, harvest, seasonal, local, environment, care, autumn, mulch, decompose	creatively • Making sustainable decorations Hygge in the Early Years: • Winter warmth and comfort • Cosy outdoor learning • Celebrating sustainably Rethink Food: <i>Episode 8 – You Snooze, You Lose</i> <i>Episode 5 – No Room at the Bin</i> Vocabulary: Energy, reuse, natural materials, waste, recycle, sustainable, conserve, winter, kindness, reduce	observations in tally charts Hygge in the Early Years: • Winter wildlife watching • Cosy outdoor observation • Appreciating winter nature Rethink Food: <i>Episode 7 – Treat Your Teeth</i> Vocabulary: Habitat, wildlife, protect, natural, plastic, reusable, science, conservation, ice, frost, snow, den, data	• Preparing sustainable Mother's Day gifts (sunflower seedlings) Hygge in the Early Years: • Spring awakening experiences • Outdoor learning in spring weather • Celebrating new growth Rethink Food: <i>Episode 6 – Mixed-up Minibeasts</i> Vocabulary: Lifecycle, germination, seedling, conserve, climate, impact, sustainable, organic, spring, growth, measure, record	Indoor/Continuous Provision: • Explaining why bees matter • Understanding pollination process • Planning pollinator-friendly areas • Discussing transport choices and air quality • Cooking with harvested garlic Hygge in the Early Years: • Late spring/early summer experiences • Outdoor learning in warmer weather • Celebrating biodiversity Rethink Food: <i>Episode 4 – Sunshine, Showers and Strawberries</i> Vocabulary: Pollinator, biodiversity, carbon footprint, air quality, transport,	with families • Creating 'Our Environmental Year' presentations • Planning for next year's growing • Articulating what we've learned about caring for Earth • Preparing for transition to Year 1 Hygge in the Early Years: • Summer outdoor experiences • Celebrating the growing season • Reflecting on our year outdoors Rethink Food: <i>Episode 3 – Green with Hunger</i> Vocabulary: Farm to fork, seasonal, harvest, sustainable farming, impact, celebrate, summer
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					sustainable transport, bee, butterfly, species	
<u>Favourite Five</u> In the EYFS, we use the 'Favourite Five' approach for daily story time. Five stories are carefully chosen each half term which includes books that cover the following categories: rhythmic and rhyme, PSED/SEL, diversity and high-quality texts. These stories are read and re-read frequently, thereby allowing children multiple exposures to new vocabulary and the opportunity to internalise language patterns. We foster a robust approach to learning new vocabulary, including directly explaining the meaning of new words (Tier 2 vocabulary) using the Word Aware approach from our 'Favourite 5' stories. This vocabulary is revisited frequently to support the children to absorb the language and explore it in a wider context.						
Favourite Five reception	Owl Babies 	Stick Man 	The Naughty Bus 	Aliens Love Underpants 	Click Clack Moo, the Cows That Type 	The Very Hungry Caterpillar 
	The Ugly Duckling 	The Jolly Christmas Postman 	Lost and Found 	The Runaway Chapati 	The Extraordinary Gardener 	The Enormous Turnip 
	The Colour Monster 	Confetti 	One Winter's Night 	Stuck! 	Super Tato 	Farmer Duck 
	Peck, Peck, Peck 	Room on the Broom 	The Gingerbread Man 	The Giraffalo 	Jack and the Beanstalk 	Clean Up! 
	That's Not My Name 	Ruby's Worry 	I Really Want to Shout 	Superworm 	The Lion Inside 	The Invisible String 

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Poetry

Across the year, children will explore a range of poetry, developing their enjoyment of rhyme, rhythm, language and vocabulary through listening, joining in and participating in performance poetry. Children will have opportunities to learn and recite poems, experimenting with expression, intonation and confidence when speaking to others. This supports the Communication and Language and Literacy areas of learning, including developing phonological awareness and understanding rhyme.

Non-fiction

Non-fiction texts linked to children's topics and interests help expand their understanding of the world beyond their own surroundings. These books provide valuable opportunities to develop both vocabulary and knowledge. Building and extending children's vocabulary is essential as it supports their reading comprehension as they progress. We carefully select non-fiction books to enhance and complement our project-based learning.

Talk for Writing	Little Red Hen	The Three Billy Goat's Gruff	The Very Hungry Caterpillar
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Nursery rhymes and songs

Children learn a carefully sequenced range of nursery rhymes and songs across the year. The predictable structure of rhymes supports the memorisation and reuse of new vocabulary, while rhythm and tempo help children develop control of their voices and awareness of sound patterns. Traditional nursery rhymes promote phonological awareness through rhyme and alliteration. In line with Froebel Trust principles, rhymes and songs are intentionally selected, revisited and built upon, progressing from familiar to more complex to support language development.

Reception	Heads, Shoulders, Knees and Toes I've Got A Body Two Little Dickie Birds	If You're Happy and You Know It Nativity/Christmas songs	Five Little Speckled Frogs Five Current Buns Five Little Men in a Flying Saucer	1, 2, 3, 4, 5 Once I Caught a Fish Alive The Grand Old Duke of York One, Two, Buckle My Shoe	Ten Fat Sausages Ten Little Monkeys Swinging in the Tree Ten Green Bottles	Tongue Twisters – For she sells seashells... A Sailor Went to See
Change and adapt nursery rhymes to add humour.						

Phonics

At Beechwood we use the *Read Write Inc* phonics scheme to give children the best possible start in learning to read and write. This structured, fun and engaging approach helps every child build strong foundations in early literacy. Through daily short sessions, children learn to recognise sounds, blend them to read words and use their growing knowledge to write confidently. Our aim is for every child to become a happy, fluent reader who enjoys stories, books, and learning through language.

Reception	Teach single letter set 1 sounds	Teach/revisit all set 1 single letter sounds	Teach set 1 special friends	Teach/revisit set 1 special friends	Begin to teach set 2 sounds and matching green words (including longer syllable words)
	Learn to blend – Word time 1.1-1.3	Blend sounds into words orally	Blend sounds to read words	Read Red story books	Read green story books

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		Blending independently – Word time 1.1-1.5 Spell using Fred Fingers	Read short Ditty stories Read 3 sound nonsense words Spell using Fred Fingers	Read 1.6-1.7 word time words (double consonants and 4 and 5 sound words) Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read nonsense words Spell using Fred Fingers	
Communication and Language – please see BPS progression of skills document						
Physical Development – please see BPS progression of skills document						
Physical Education At Beechwood, we use the Get Set 4 PE scheme from reception to Year 6 –see GetSet4PE progression of skills for each unit and the skills focus for each half term.						
Reception	Introduction to PE – unit 1/2	Fundamentals – unit 1/2	Gymnastics – unit 1/2	Dance – unit 1/2	Ball skills – unit 1/2	Games – unit 1/2
Personal, Social and Emotional Development (PSED)						
Social and Emotional Learning (SEL) skills are explicitly taught in these terms and are to be revisited for children that need it, including new children in each term.						
Reception	SEL focus: Respect Seeks out companionship with adults and other children, sharing experiences and play ideas Enjoys playing alone and alongside others. Invites others to play	SEL focus: Impulse control Recognises that they belong to different communities and social groups Is more able to recognise the impact of their choices and	SEL focus: Problem solving Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	SEL focus: Confidence Develops particular friendships with other children Can understand different points of view and to challenge their own and others' thinking	SEL focus: Responsibility Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support	SEL focus: Team building ELG- Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers

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	and attempts to join others' play Enjoys a sense of belonging through being involved in daily tasks. Expresses a wide range of feelings in their interactions with others and through their behaviour and play Uses their experiences of adult behaviours to guide their social relationships and interactions Is becoming more aware of the similarities and differences between themselves and others	behaviours/actions on others Understands that expectations vary and becomes more able to adapt their behaviour in favourable conditions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Talks about their own and others' feelings and behaviour and its consequence	Represents and recreates what they have learnt about social interactions in their play and relationships with other Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Clear idea about what they want to do in their play and how they want to go about it Understands their own and other people's feelings, offering empathy and comfort	Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviour Is confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Confidence in choosing resources and perseverance in carrying out a chosen activity Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic term	Is more aware of their relationships to particular social groups and sensitive to pre judice and discrimination Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Is aware of behavioural expectations and sensitive to ideas of justice and fairness	ELG- confident to try new activities and show independence, resilience and perseverance in the face of challenge ELG- understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Explain the reasons for rules, know right from wrong and try to behave accordingly
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PSHE Pol-Ed scheme	Relationships Settling in	Relationships	Keeping Safe	Keeping Safe	Wellbeing	Understanding the Law
Mathematics						
Reception	Fast maths					
	Numbers 1, 2 and 3 Consolidate 1,2,3 (It's me 1,2,3) Match, sort and compare 2D shape	Number 4 Number 5 Talk about measure and pattern Consolidate 1-5 (1,2,3,5/Alive in 5)	Alive in 5 (introducing zero) Number 6 Number 7 Doubles Positional language and maps (Visualise, build and map) Number bonds to 5	Number 8 Consolidate 6,7,8 (Growing 6,7,8) Sharing and grouping Greater than and less than Number bonds to 5	Number 9 Number 10 Mass and capacity Length, height and time Even and odd	1-10 consolidation 1-20 and beyond 2D and 3D shape Manipulate, compose and decompose
Understanding the World						
Reception	I wonder what makes me special? Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	I wonder why we celebrate? Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friend	I wonder what journey we'll go on today? Shows interest in different occupations and ways of life indoors and outdoors Talks about why things happen and how things work Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	I wonder what lives here? Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment		

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	Talks about past and present events in their own life and in the lives of family members	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Talks about the features of their own immediate environment and how environments might vary from one another Knows about similarities and differences in relation to places, objects, materials and living things Compare and contrast characters and settings from stories, including figures from the past	Looks closely at similarities, differences, patterns and change in nature, using 5 senses Makes observations of animals and plants and explains why some things occur, and talks about changes Knows about similarities and differences in relation to places, objects, materials and living thing
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Technology (Understanding the World)

Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.

Reception	Exploring and using digital and non-digital technology • Develops digital literacy skills by accessing, understanding, and interacting with a range of technology • Uses the smartboard daily to access games linked to learning • Explores programmable toys and	Technology for communication and information (digital and non-digital) • Uses technology to access information and communicate ideas • Continues to develop skills with the smartboard and tablets • Uses programmable toys, giving and following simple instructions	Technology for investigation (digital and non-digital) • Uses technology to explore and investigate • Develops confidence with programmable toys, predicting and testing outcomes • Uses digital resources to find out about places, transport, and the world • Accesses interactive	Technology for recording and creating (digital and non-digital) • Uses technology to record observations and create • Begins to use cameras to take photographs of creations, plants, and minibests • Uses drawing and creative apps with increasing independence	Technology for sharing and communicating (digital and non-digital) • Uses technology to share learning and communicate with others • Takes photographs of creations to share with parents on Tapestry • Uses technology to research animals, habitats, and the	Confident users of digital and non-digital technology • Uses technology confidently and purposefully across learning • Regularly takes photographs to document learning and share on Tapestry • Uses programmable toys independently, creating and following
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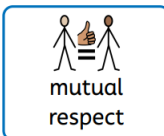
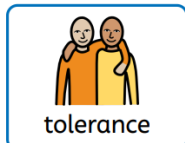
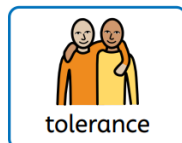
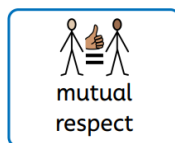
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	develops understanding of instructions and sequences • Accesses age-appropriate games linked to reading, music, and maths • Shows interest in technology in the environment and role play Low Technology Focus: • Explores simple machines and mechanical toys • Investigates cause and effect with everyday objects	• Explores how technology is used to celebrate (e.g., video calls, digital cards) • Accesses games and programs to support phonics and number learning Low Technology Focus: • Uses simple tools purposefully in construction and making • Explores how messages can be sent without digital technology	stories and information texts • Continues to develop skills across a range of technological tools • Begins to understand rules and routines around technology use Low Technology Focus: • Investigates pulleys, wheels, ramps and levers • Explores how water can be transported and controlled	• Explores how technology can help us observe and record changes (e.g., plant growth) • Continues to develop programmable toy skills Low Technology Focus: • Uses a range of tools for different purposes (cutting, joining, measuring) • Explores how simple machines help us do tasks	natural world • Explores how technology helps people in different jobs • Develops confidence in selecting and using appropriate technology for different purposes Low Technology Focus: • Understands how everyday tools and machines work • Selects appropriate tools for specific tasks	sequences • Accesses a range of programs and apps to support learning • Talks about how technology is used in everyday life and different occupations Low Technology Focus: • Confidently explains how simple machines and tools work • Makes connections between digital and non-digital technologies ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes
Expressive Arts and Design						
Reception	Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home	Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space,	Develops their own ideas through experimentation with diverse material Uses available resources to create	Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring,	Expresses and communicates working theories, feelings and understandings using a range of art forms	ELG- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

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	Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in imaginative play based on own ideas or first-hand or peer experiences.	and begins to use drawing to represent actions and objects based on imagination Uses tools for a purpose Plays alongside other children who are engaged in the same them	props or creates imaginary ones to support play Creates representations of both imaginary and real-life ideas, events, people and objects Introduces a storyline or narrative into their play	creating own movement patterns Begins to build a collection of songs and dances Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purpose	Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories ELG- Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Suggested Artist/ themes	Primary colour portraits- Joan Miro	Primary colours- Piet Mondrian	Henri Matisse- vehicle collage	Jackson Pollock- splatter painting	Georgia O'Keeffe- flowers	

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RE long term plan – Believing and Belonging Syllabus 2024–2029						
Look carefully at which part of each unit is done in each term. The whole unit doesn't need to be covered at once.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	I wonder what makes me special?	I wonder why we celebrate?	I wonder what journey we'll go on today?		I wonder what lives here?	
Unit title	E.3 Who cares for me and how do I help others? (Pathway 3) E.4 Who belongs in my family and community? (Pathway 4)		E.1 Which places are special to members of our community? (Pathway 1)		E.6 How do we understand and care for the world? (Pathway 6)	E.2 Why are some objects special? (Pathway 2)
Unit title		E.5 How do people celebrate special times? (Pathway 5) – this unit needs splitting for different festivals over the three terms – should include Christmas, Easter and Eid				
British Values	 mutual respect  rule of law	 tolerance	 tolerance  individual liberty		 mutual respect	
Celebrations	Black History Month Harvest	Diwali, Hanukkah, Bonfire Night, Christmas, Remembrance Day	Chinese New Year Shrove Tuesday	Eid Easter Holi	Local visit to St. Richards Church Kentmere Avenue	

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