

Reception

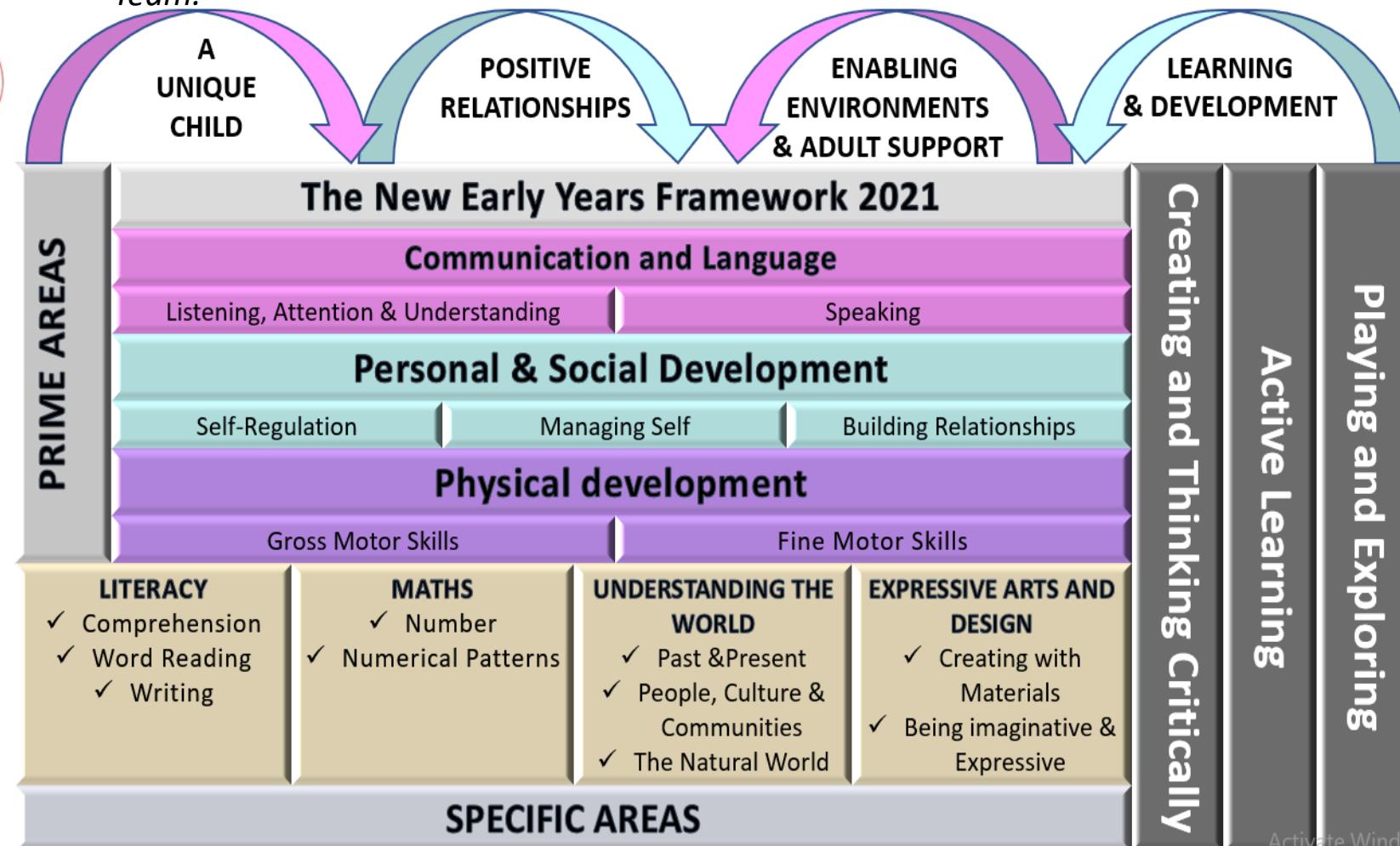
Long Term Plan



"Children will be given an abundance of opportunities to learn through play in their VIP Time (Very Important Play Time). We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

Staniland EYFS Team

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Staniland, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents throughout this vital year." Staniland EYFS Team.





RECEPTION LONG TERM PLAN

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOR FOR LEARNING</p>	<p>ALL ABOUT ME! Starting school / my new class / New Beginnings / Rules and routines/ Staying healthy / Human body How have I changed from being a baby? My family / PSED focus What am I good at? How do I make others feel? Understanding emotions Being kind / staying safe/ Autumn</p>	<p>TERRIFIC TALES! Rules and Routines Traditional Tales Old favorites Familiar tales Visits to our Library Christmas show Christmas Lists Letters to Father Christmas</p>	<p>AMAZING ANIMALS! Animals around the world Climates / Hibernation Down on the Farm Under the sea Hot and cold comparison Animal Arts and crafts Night and day animals Animal patterns David Attenborough Habitats</p>	<p>PEOPLE THAT HELP US! People that help us at home and at school Firefighters Police Doctors Dentist Reduce, Reuse & Recycle Look after our planet Easter Mother's Day</p>	<p>COME OUTSIDE! Plants & Flowers Weather / seasons The great outdoors Planting seeds Make a sculpture: Andy Goldsworthy Mini Beasts Life cycles- chicks and caterpillars</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Harry and the Dinosaurs go to school What makes me, me? The Colour Monster The Big Book of Families The very helpful hedgehog Argh! There's a skeleton inside you! Christopher pumpkin</p>	<p>Jack and the Beanstalk The Gingerbread man Three little pigs Goldilocks and the three bears Little red riding hood Nativity Norman the slug saves Christmas Book of the Term- Snowball by Sue Hendra</p>	<p>The Emperors Egg Farmyard Hallabaloo Snail and the whale Dear Zoo Arghh Spider! What the ladybird heard There's a lion in my cornflakes Book of the Term- Owl Babies</p>	<p>A focus on People that help us Zog and the flying doctors Emergency! Real Superheroes Superworm We're going on an egg hunt Little people big dreams David Attenborough Book of the Term- Supertato The great Eggscape</p>	<p>Ten Seeds Jasper's Beanstalk Lulu Loves Flowers Oliver's Vegetables A stroll through the seasons Book of the Term- How to grow a dinosaur?</p>
<p>STORY BAG OF 10</p>	Supertato, Shark in the Park, We're going on a bear hunt, The Hungry Caterpillar, Lost and Found, Whatever next, Zog, Big Yellow Digger, Norman the Slug with the silly Shell, Gruffalo				



RECEPTION LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

'WOW' MOMENTS / ENRICHMENT WEEKS

ALL ABOUT ME!

Favorite Songs
What do I want to be when I grow up?
Leaf collecting
Halloween
Pumpkin carving
Harvest festival
Autumn Trail
Birthdays

TERRIFIC TALES!

Bonfire Night Safety
Christmas Time / Nativity
Road Safety
Children in Need
Anti- Bullying Week
Christmas film (cinema or theaters) possibly add year 1 and 2 here.
Remembrance Day

AMAZING ANIMALS!

Chinese New Year
Random Acts of Kindness Week
Internet Safety Day
Let's go on Safari - An animal a day!
Dress as an explorer day
Chicks
Snowy habitats
Animal visit???

PEOPLE THAT HELP US!

Easter
Mother's day- Observational flowers easter daffs
Visit from the police
Visit from the fire fighters
Farmer
World book day
People that help us party.
Farm trip
Visit the Stump

COME OUTSIDE!

Walk to the grass area behind school / Picnic
Planting seeds beans.
Sunflowers, veg patch.
Weather experiments
Weather Forecast videos
Nature Scavenger Hunt
Vincent Van Gogh Study sunflowers
Minibeast houses
Dress as bright as a flower day or as a rainbow

ON THE MOVE

Food tasting – different cultures
Map work - Find the Treasure
Landing on the moon
Let's fly - Role play and Green Screen of cockpit
Fathers day- Rocket
Heritage week
DT Week
Sports day
Pirate Day

INTENT (CARS ON LEARNING JOURNEY)

CLL Speaking in play focus (getting to know the children's likes and interests)

LA and U - Routines and instruction following

PSED- being kind to each other and social interactions in VIP time.

PD- Gross Motor
Phonics Phase 2

CLL Speaking in play focus (getting to know the children's likes and interests)

LA and U - Routines and instruction following

PSED- being kind to each other and social interactions in VIP time.

PD- Gross and Fine Motor
Phonics Phase 2 Segmenting and blending
Phase 3 Phonics
Writing with meaning
Number pattern

A continual prime areas focus
Reading phase 2 and 3- segmenting and blending

Writing- words and short sentences

Segmenting for writing
Numerical pattern

Comprehension
Handwriting
KUW
EAD

A continual prime areas focus
Reading phase 2 and 3- segmenting and blending

Writing- sentence structure

Segmenting for writing
Numerical pattern

Comprehension
Handwriting
KUW
EAD

A continual prime areas focus
Reading phase 4
Reading fluency

Writing- sentence structure

Segmenting for writing
Problem solving

Comprehension
Handwriting
KUW
EAD

A continual prime areas focus
Reading phase 4
Reading fluency

Writing- sentence structure

Segmenting for writing
Problem solving

Comprehension
Handwriting
KUW
EAD

Climate change and environmental awareness

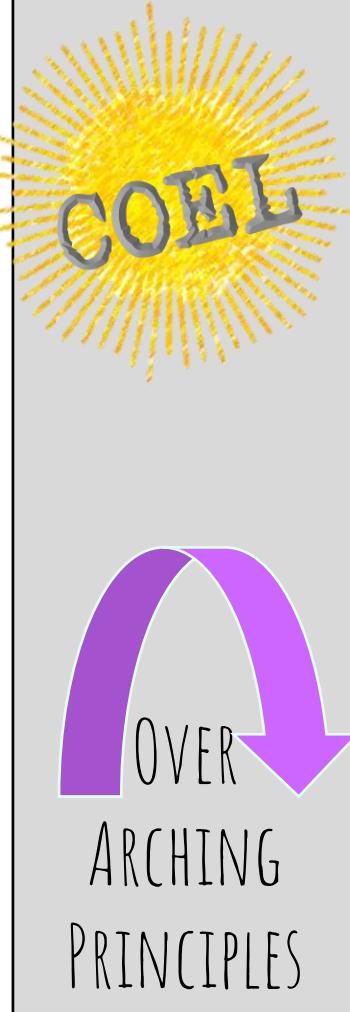
POSSIBLE HOME TASKS

Family photographs
Something special to me e.g. favourite book, award, photograph of an event
Wow moments from home
Bookbags-reading scheme book (Little Wandle) and sharing book
Recognising and writing sounds of the week.
Half term Autumn selfie.

Reactive to needs of the children.



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GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE
	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Staniland, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. The EYFS Team</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					



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		<p>Shared Sustained Thinking</p> <p>What is Shared Sustained Thinking? "When two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding" (Sylva et al, 2004: 36)</p> <p>SST is valuable for many reasons. For one it helps children to develop their thinking skills as they are encouraged to be curious, think critically and problem solve.</p> <p>This positively impacts their overall learning and development as children engage in deeper thinking in all areas of the EYFS. How are our children's thinking skills? How do they solve problems?</p> <p>Research has also found SST was present in settings where children made the most progress, which helps demonstrate the positive impact it can have. The 2021 Development Matters guidance also recognises that SST is 'especially powerful' for supporting communication and language, an area that has been highlighted for improvement with the EYFS reforms. Now we appreciate how valuable SST is, let's explore different ways we can support it in our practice. It was found that in the most effective settings, adults asked open-ended questions, provided feedback to children during activities and combined modelling with sustained shared thinking. In addition to this, there are many other strategies that can be used to support sustained shared thinking in settings. These can include: tuning in, showing genuine interest, recapping and suggesting. As well as reminding, encouraging, offering an alternative viewpoint, speculating or reciprocating.</p>								
<p>KEY QUESTIONS AND CONVERSATION STARTERS</p>		<p><i>Open-ended questioning is an essential part of encouraging children to explain and think about what they are doing. Some questions could include:</i></p> <table border="1"><tbody><tr><td><p><i>How could you find out? What do you think is happening? Can you tell me more about that? How can you make/build this? Can you think of any other questions we could ask? Can you find a way to...? What do you think will happen if...? I wonder what you notice? Why do you think that happened? Tell me more about...?</i></p></td><td><p><i>Why is this one better than this one? How would you...? What could you do...? How are these the same? How are they different? Can you explain why? Could you find a different way to...? I wonder what else we could try? Can you describe...? What does this remind you of...? I wonder what else this could be used for? Does anyone have a different idea?</i></p></td><td><p><i>Why did you decide to do this? Which way worked best? How would you feel if...? Have you tried something like this before? Could you use that in a different way? What could you add? How do you know? Tell me what you think the problem is. How did you...? What do you think will happen next? How would you do that next time?</i></p></td></tr></tbody></table>						<p><i>How could you find out? What do you think is happening? Can you tell me more about that? How can you make/build this? Can you think of any other questions we could ask? Can you find a way to...? What do you think will happen if...? I wonder what you notice? Why do you think that happened? Tell me more about...?</i></p>	<p><i>Why is this one better than this one? How would you...? What could you do...? How are these the same? How are they different? Can you explain why? Could you find a different way to...? I wonder what else we could try? Can you describe...? What does this remind you of...? I wonder what else this could be used for? Does anyone have a different idea?</i></p>	<p><i>Why did you decide to do this? Which way worked best? How would you feel if...? Have you tried something like this before? Could you use that in a different way? What could you add? How do you know? Tell me what you think the problem is. How did you...? What do you think will happen next? How would you do that next time?</i></p>
<p><i>How could you find out? What do you think is happening? Can you tell me more about that? How can you make/build this? Can you think of any other questions we could ask? Can you find a way to...? What do you think will happen if...? I wonder what you notice? Why do you think that happened? Tell me more about...?</i></p>	<p><i>Why is this one better than this one? How would you...? What could you do...? How are these the same? How are they different? Can you explain why? Could you find a different way to...? I wonder what else we could try? Can you describe...? What does this remind you of...? I wonder what else this could be used for? Does anyone have a different idea?</i></p>	<p><i>Why did you decide to do this? Which way worked best? How would you feel if...? Have you tried something like this before? Could you use that in a different way? What could you add? How do you know? Tell me what you think the problem is. How did you...? What do you think will happen next? How would you do that next time?</i></p>								



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STUDENTS TAKE OWNERSHIP OF THEIR LEARNING	Respect Compassion	Equality and tolerance	Resilience	Pride	Exemplary- Year 1 ready	Smiling- Enjoyed over the year. How do you like to learn.
INSPIRING LEARNING ENVIRONMENTS	ALL DIFFERENT, EQUAL, ACHIEVING & SMILING!					
PUPIL VOICE	ETHOS: RESILIENT, EQUALITY, SMILING, PRIDE, EXEMPLARY, COMPASSIONATE, TOLERANCE					
RESTORATIVE PRACTICE	HERE AT STANILAND ACADEMY, WE ARE WHOLE HEARTEDLY COMMITTED TO CREATING AN INCLUSIVE CURRICULUM WHERE EVERY CHILD HAS EQUAL OPPORTUNITIES TO GROW AND FLOURISH INTO COMPASSIONATE, RESILIENT AND RESPONSIBLE LEARNERS. HAVING HIGH ASPIRATIONS TO BE SUCCESSFUL IN LIFE IN ANY CHOSEN COMMUNITY.					
CORE PRINCIPLES						



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HUMAN VALUES ASSEMBLIES / SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values 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. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Baseline assessment NFER CLL and N Writing name Phonics Assessment Little Wandle Week 4- Keep up check Cutting skills Colour assessment Squiggle assessment Talk time/Wellcomm to assess and start for those that need it.	Pupil progress meetings Parents evening EYFS team meetings In house moderation Agreement Trailing Moderation Phonics Assessment Little Wandle Termly Assessment	Agreement trialling moderation EYFS team meetings In house moderation Pupil progress meetings Termly Assessment Phonics Assessment Little Wandle Squiggle Assessment	Agreement trialling moderation EYFS team meetings In house moderation Pupil progress meetings Termly Assessment Phonics Assessment Little Wandle	Agreement trialling moderation EYFS team meetings In house moderation Pupil progress meetings Termly Assessment Phonics Assessment Little Wandle Squiggle Assessment	Agreement trialling moderation EYFS team meetings In house moderation Pupil progress meetings Termly Assessment Phonics Assessment Little Wandle EOY data/GLD
PARENTAL INVOLVEMENT	Staggered Start Seesaw Home / School Agreement Phonics and topic homework	Christmas Show Phonics and topic homework Parents Evening	Phonics and topic homework	Phonics and topic homework Book at Bedtime/ stay and read launch? Parents evening	Phonics and topic homework Book at Bedtime /stay and read	Phonics and topic homework Book at Bedtime/ stay and read Reports Sports Day



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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, tales toolkit, EYFS productions, assemblies and weekly interventions.	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them, family What are your passions / goals / dreams? This is me! Nursery rhymes Rhyming and alliteration Familiar Print Sharing facts about me! Mood/Colour Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Start talk time	Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Introduce tales toolkit	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Non-Fiction information texts	Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Sustained focus when listening to a story	What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Discuss information learnt and share their ideas and opinions on it. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.	Time to share! Weekend news Share things posted on Seesaw. Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.
DAILY STORY TIME AND TOPIC STORIES WITH THE STORY BAG						



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF - REGULATION	New Beginnings See themselves as a valuable individual. A sense of place and identity Being me in my world Class Rule Rules and Routines regulating behaviour accordingly Supporting children to build relationships Dreams and Goals Hygiene	Getting on and falling out How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Going for goals Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Random acts of Kindness	Good to be me Feelings Relationships What makes a good friend? Healthy me Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Relationships Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Working together Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Changes Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
LINK TO BEHAVIOUR FOR LEARNING	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm <ul style="list-style-type: none"> ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. <p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>					



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PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR	<p>On a large scale Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Dough Disco Using cutlery</p>	<p>On a large scale Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Dough Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Dough Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Dough Disco Handwriting</p>	<p>Smaller scale Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Dough Disco Handwriting</p>	<p>Small scale Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Dough Disco Handwriting</p>
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Climbing – outdoor equipment Different ways of moving to be explored with children Squiggle while you wiggle Finding a space Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Squiggle while you wiggle</p>	<p>Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options Squiggle while you wiggle</p>	<p>Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance Squiggle while you wiggle</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Cooperation games i.e. parachute games. Ball skills- throwing and catching. Squiggle while you wiggle</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Squiggle while you wiggle</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance Squiggle while you wiggle Sports day</p>
GROSS MOTOR	<p>Unit 1- Personal- C-ordination and Static Balance</p>	<p>Unit 2- Social- Dynamic Balance to agility and Static Balance seated</p>	<p>Unit 3- Cognitive- Dynamic Balance and Static Balance small base</p>	<p>Unit 4- Creative- Coordination ball skills and counter balance in pairs.</p>	<p>Unit 5- Physical- Coordination with equipment and agility reactions and response</p>	<p>Unit 6- Health and fitness- Agility ball chasing and static balance floor work.</p>
WEEKLY REAL PE LESSON DAILY GROSS MOTOR OPPORTUNITIES	<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE
LITERACY COMPREHENSION DEVELOPING A PASSION FOR READING	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
READING GROUPS 3X WEEKLY LIBRARY BOOK FOR BEDTIME STORY BAG OF 10 READING DOGS	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favorite story/rhyme. Showing this through the book vote. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Recognising initial sounds. Name recognizing activities. Engage in extended conversations about stories, learning new vocabulary. Reading Dog- Inference Iggy Reading Dog- Vocabulary Victor	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Tales toolkit to retell the story . Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books follow on the rainbow reads. Role play area – book characters	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Little Wandle. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. Information leaflets about animals in the garden/plants and growing.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Information leaflets about animals in the garden/plants and growing.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Reading Dog- Predictive Pip Reading Dog- Vocabulary Victor
WORD READING CHILDREN THAT NEED IT TO HAVE SOUND AND BLENDING KEEP UP (LITTLE WANDLE)	Phonic Sounds: Little Wandle Autumn 1 Look at keep up to start week 5 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Phonic Sounds: Little Wandle Autumn 2 Reading: Blending CVC sounds,, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Rhyming strings, common theme in traditional tales, identifying characters and settings. Show children how to touch each finger as they say each sound.	Phonic Sounds: Little Wandle Spring 1 Reading: Blending CVC sounds,, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Provide opportunities for children to read words containing familiar diagraphs groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds: Little Wandle Spring 2 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Phonic Sounds: Little Wandle Summer 1 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Phonic Sounds: Little Wandle Summer 2 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE
WRITING BOOKS USED AS WEEKLY STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Squiggle assessment- Draw self on Passport. Family drawing Name writing Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, And Writing initial sounds. Use initial sounds to label characters / images. Dough Disco	Name writing Can you write the sound? Name writing, labelling using initial sounds, Story maps. Retelling stories in writing area,. Help children identify the sound that is tricky to spell. Sequence the story. Write a sentence Daily Bob composing sentences. Drawing Club- Character, Setting, Problem and Setting.	Squiggle assessment- Draw self on Passport. Can you write the word? Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Developing short sentences in a meaningful context. Create a story board. Daily Bob sentences. Handwriting	Can you write the word? Can you write a sentence? Writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Daily Bob sentences. Handwriting books	Squiggle assessment- Draw self on Passport. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Daily Bob sentences. Handwriting books	GLD Silly Sentences Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write 2 sentences. Daily Bob sentences. Handwriting books

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TRAFFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE!
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi <i>White Rose Maths</i> <i>Mathematics Mastery</i>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment.	Numbers within 3 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Addition and subtraction within 3 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes Describe position accurately Shapes with 4 sides Calendar and time Days of the week, seasons Sequence daily events	Numbers to 5 Count to ten objects Represent, order and explore numbers to 5 One more or fewer, one greater or less Even and odds Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Measure, shape and spatial thinking Compare mass and capacity Length, height and time 3d-shapes Patterns	Building to 10 Comparing numbers to 10 Number bonds to 10 Represent, order and explore numbers to ten One more or fewer, one greater or less Even and odds Grouping and sharing Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing Doubling and halving Doubling and halving & the relationship between them	Numbers beyond 20 One more one less Estimate and count Grouping and sharing Shape and pattern Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Addition and subtraction within 20 Explore addition and subtraction Compare two amounts Relationship between doubling and halving Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths	Depth of numbers within 20 Consolidation of previous learning and use these skills in problem solving and reasoning. Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge spatial reasoning. Count to 100 – rote counting Throughout the year – When looking at the daily calendar refer to two-digit numbers as 10's and 1's

Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE	
UNDERSTANDING THE WORLD - PAST AND PRESENT	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <ul style="list-style-type: none">Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.Discuss their past. Did they go to Nursery?What is special to them? What are you proud of? What do you want to achieve?Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.Autumn and how the environment has changed. <ul style="list-style-type: none">Can talk about what they have done with their families during 'Christmas' in the past.Show photos of how Christmas used to be celebrated in the past.Share different cultures versions of famous fairy tales.To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. <ul style="list-style-type: none">Listening to stories and placing events in chronological order.What can we do here to take care of animals in the jungle?Compare animals from a jungle to those on a farm.Explore a range of jungle animals. Learn their names and label their body parts.Nocturnal Animals Making sense of different environments and habitatsUse images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they seeListen to children describing and commenting on things they have seen whilst outside, including plants and animalsAfter close observation, draw pictures of the natural world, including animals and plants <ul style="list-style-type: none">Introduce children to different occupations and how they use transport to help them in their jobs.Discuss the past and what these roles looked like and how they look now.Share different cultures and what these roles look like in different countries.Listening to stories and placing events in chronological order.Learn vocabulary linked to roles.Visitors in from different settings. <ul style="list-style-type: none">Long ago – How time has changed. Using cameras.Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.Can children make comments on the weather, culture, clothing, housing.Change in living things – Changes in the leaves, weather, seasons,Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.Building a 'Bug Hotel' and wormery.Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.Look for children incorporating their understanding of the seasons and						
PEOPLE AND COMMUNITIES	<p>THE WORLD</p>						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE
UNDERSTANDING THE WORLD - RE Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. PAST AND PRESENT PEOPLE AND COMMUNITIES THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	LAS Unit Myself (General EYFS - Understanding themselves/bodies/self-control) Start with the child then Introduce people who belong to a religious group – Jehovah's Witness. Christian's visiting churches for worship, Muslims community festival, Sikhs helping out at the Gurdwara. Exploration generally of how religion is important to people. My friends ADD IN STORIES	LAS Unit Special people to me (General EYFS Family members/friendships in school) Significant people in a religious faith Introduce prophet Mohammed and Jesus. As well as those important people around the children. Special times for me and others	LAS Unit Our Special Books (General EYFS Links to traditional tales/stories) Stories from religions – reminder of the nativity Focus on the important books for members of a religious group (<i>My First Qur'an Story book</i> , <i>My First Bible</i>) How religious people treat their books. Jonah & the Whale Prophet Muhammed & the Spider	LAS Unit Our Special Things (General EYFS link to teddy etc) Introduce objects that are important to members of a religious group e.g. cross, subha beads, prayer mat etc. Use senses to do this. VISIT TO THE STUMP Eid (to be discussed if any Muslim children in class)	LAS Unit Our Special Places (General EYFS - special places – house beach etc, also make the flower garden - growing) Introduce places of worship e.g. church, mosque My Senses How can artefacts be used in the place of special place.	LAS Unit Our Beautiful World (General EYFS - Link with wildflower garden and vegetable patch, pollinators etc.) Exploring beliefs about the natural world. Christian and Jewish creation story What is our duty of care to the natural world? How should human beings relate to the natural world. Stewardship – in Christianity and Judaism and every living thing being part of Brahma.



RECEPTION LONG TERM PLAN



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p>Composer of the Term</p>  <p><i>Being Imaginative</i></p>	<p>Drawing Self-portraits drawing with paint, junk modelling, take picture of children's creations and record them explaining what they did. Scissors and gluing/connecting skills Loose parts art faces Provide opportunities to work together to develop and realise creative ideas.</p> <p>Design & Technology Building To be able to make imaginative and complex 'small worlds' with blocks and constructions kits, such as city, with different buildings and a park. To be able to explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>To be able to develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Collage Look at Eric Carle for collage.</p> <p>Design & Technology Building Encourage children to encourage features in the natural world defining colours shapes textures and smells. Visit galleries and museums to generate inspiration</p> <p>Exploring farm (Farm trip, Farm resources,) Exploring woods (trees, leaves) Town (looking at the town features)</p>	<p>Drawing Matisse – The Snail</p> <p>Design & Technology Textiles To be able to safely use and explore a variety of materials, tools, and techniques, experimenting with colours, design, texture, form and function Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Painting Kandinsky – Circles</p> <p>Design & Technology Textiles To be able to share their creations, explaining the process they have used</p>	<p>3D Sculpture Sunflowers Van Gogh</p> <p>Design & Technology Cooking and Baking skills To be able to define healthy and unhealthy foods. To be able to explain why it is important to eat healthily. To be able to name favourite foods.</p>	<p>Printing</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with. Father's day- Print tile rockets</p> <p>Design & Technology Cooking and baking skills To be able to hold knife safely to cut ingredients.</p> <p>To be able to prepare ingredients for a simple recipe by chopping and cutting.</p>
	<p>Roleplay home corner to stay all year Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Sing call-and-response songs, so that children can echo phrases of songs you sing. Join in with songs; join in with role play games and use resources available for props; build models using construction equipment. Nativity Songs</p> <p>Charanga Unit: Me! Scarves</p>	<p>Listen to music and make their own dances in response.</p> <p>Christmas songs/poems</p> <p>Wriggly Nativity</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p> <p>Bespoke Nativity Unit</p>	<p>Chinese music and composition Learn a traditional African song and dance and perform it / Encourage children to create their own music</p> <p>Music to represent animals</p> <p>Roleplay- Pets add vets</p> <p>To be able to make use of props and materials when role playing characters in narratives and stories</p> <p>Charanga: My Stories Shakers</p>	<p>Role play a range of jobs,</p> <p>Charanga Unit: Everyone!</p> <p>Glockenspiels</p>	<p>Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination</p> <p>Charanga unit: Our world Boomwhakers & castanets</p>	<p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Charanga Unit: Big Bear Funk Untuned percussion</p>

RECEPTION LONG TERM PLAN



EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>