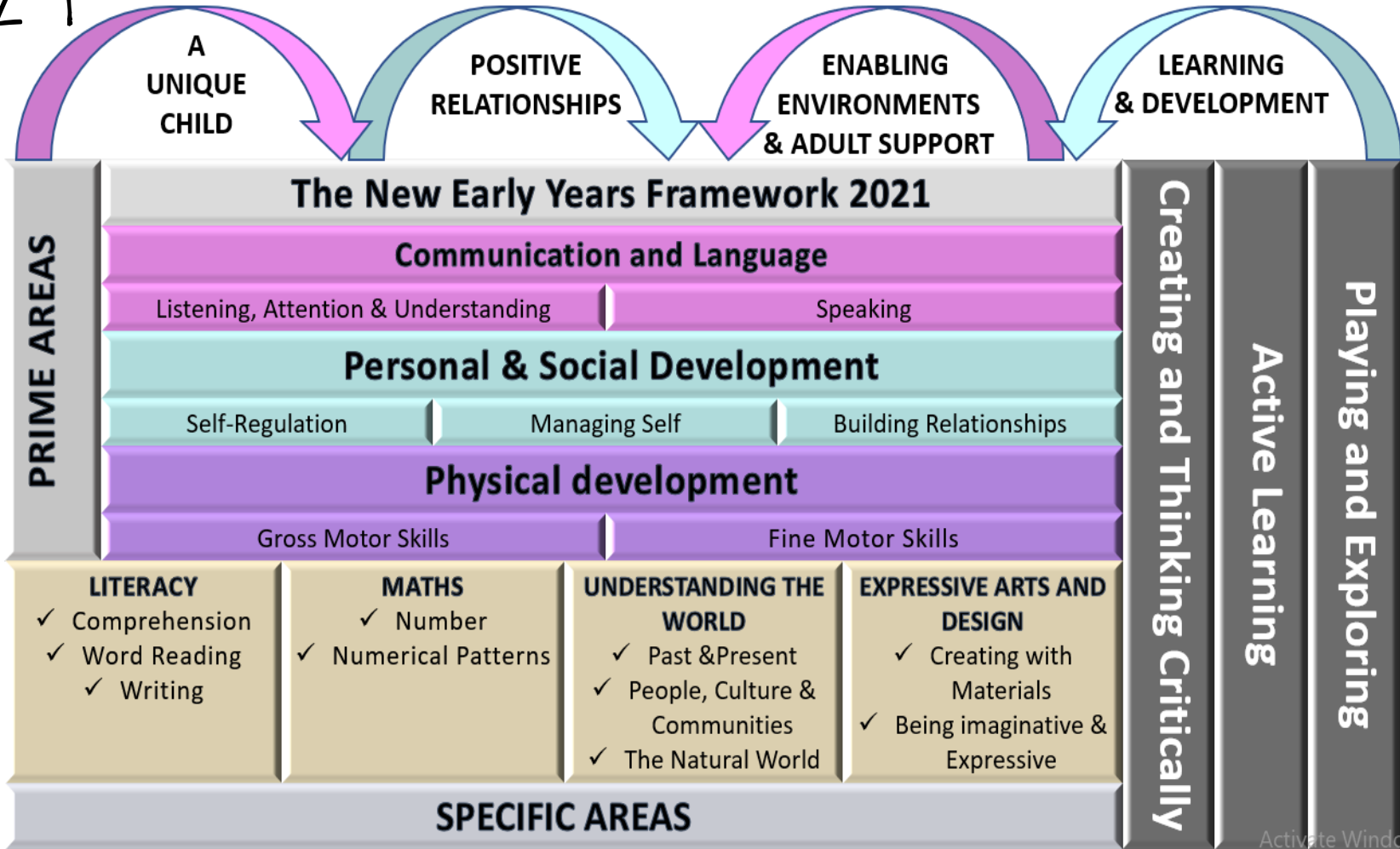





EYFS LONG TERM PLAN 23-24



	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>WHAT MAKES US DIFFERENT ?</p> <p>This is me and my family Likes and dislikes My house A place called home The three little pigs Harvest festival What makes me special My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p>HOW DOES THE WORLD CELEBRATE?</p> <p>Birthdays Halloween Weddings Remembrance Day Diwali Bonfire The Nativity At the Panto Christmas Lists Letters to Father Christmas Hannukah Black History Month</p>	<p>DO ALL HEROES WEAR CAPES ?</p> <p>A superhero like you Emergency services Police/ medical/ fire Community helpers – Retail, waste collector, homeless charities etc. Health and Beauty Incl dentist</p>	<p>DO ALL HEROES WEAR CAPES?</p> <p>Supertato The Baddies Lost and Found</p>	<p>WHERE DO ANIMALS LIVE ?</p> <p>The Emperors Egg The Polar Bear The Ugly five Meerkat Mail</p>	<p>WHERE DO ANIMALS LIVE ?</p> <p>Rumble In the Jungle Giraffes can't dance The Coral Reef Shark in the Dark Twist and Hop Minibeast Bop</p>
<p>POSSIBLE TEXTS</p>	<p>Super Me! We are Family The very hungry Worry Monsters Grow Strong-A book about healthy habits Its Harvest Time Sharing a shell It's great to work together</p>	<p>Pumpkin Soup Sparks in the sky The poppy Story Rama and Sita Mr Birthday Little Miss Birthday Santa Post The Christmas Story</p>	<p>A superhero like you Clive is a Nurse PC Ben Fire Fighter</p>	<p>Supertato The Baddies Lost and Found</p>	<p>The Emperors Egg The Polar Bear The Ugly five Meerkat Mail</p>	<p>Rumble In the Jungle Giraffes can't dance The Coral Reef Shark in the Dark Twist and Hop Minibeast Bop</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Police/ Fire/Nurse / Firefighter visit Roald Dahl Day Harvest Festival Harvest Time Birthdays Favourite Songs Talent show Halloween What do I want to be when I</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need</p>	<p>Meet the creature World Book Day Martin Luther king Day Burns Night Little City UK Chinese New Year Safer internet day</p>	<p>Easter Lent St Davids Day Mathers Day St Patrick's Day Global Recycling Day</p>	<p>Captivating creatures Earth Day St Georges Day Passover</p>	<p>Food tasting – different cultures Yorkshire Wildlife Park Start of Ramadan Eid Father Day World Environmental Day Kings Official Birthday Make Music Day Shark Awareness Day</p>

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES						
 	Characteristics of Effective Learning					
	<p>Playing and exploring: -Play and exploration in early years settings means children are able to choose and engage in their own activities, where they can develop through firsthand experiences– by actively 'doing'.</p> <p>Active learning: - Children learn through experience, they maintain concentration and continue to try when difficulties occur, children enjoy making achievements and thinking critically.</p> <p>Creating and thinking critically: - Children have their own ideas to develop, make links in learning and experiences and develop strategies to complete activities. 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.</p> <p><i>Excellence: Children are exposed to real life experiences which provide them with excellent learning opportunities. Children develop the quality of becoming outstanding learners and achievers.</i></p> <p><i>Respect : Children's wishes and feelings are respected. They develop respect for each other and the adults around them with every individual feeling valued.</i></p> <p><i>Friendship: Children develop friendships which help them develop socially, emotionally and mentally. Through quality interactions with peers and staff they learn social skills such as how to communicate and solve problems cooperatively.</i></p>						

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
OUR VALUES ASSEMBLIES / SHARING CIRCLES	<p>Rule of law</p> <p>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.</p> <p>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.</p>	<p>Mutual respect and Tolerance</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p>Mutual respect and Tolerance</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p>Individual liberty</p> <p>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.</p> <p>We understand and celebrate the fact that everyone is different.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry</p> <p>National Baseline data by end of term</p> <p>Set up Tapestry</p> <p>Phonic Intervention groups</p> <p>Develop floor books</p>	<p>GLD Projections for EOY</p> <p>On going assessments</p> <p>Baseline analysis</p> <p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Midterm Assessments</p>	<p>Network meetings</p> <p>Trust moderation</p> <p>EYFS team meetings</p> <p>Internal moderations</p> <p>Speech and Language intervention</p> <p>Floor book moderation</p>	<p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>Ki Track analysis</p>	<p>Network meetings</p> <p>Trust moderation</p> <p>EYFS team meetings</p> <p>Internal moderations</p> <p>Speech and Language intervention</p> <p>Floor book moderation</p>	<p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>Ki Track</p> <p>EOY data</p>
PARENTAL INVOLVEMENT	<p>Stay and Play</p> <p>Harvest Assembly</p> <p>Home / School Agreement</p> <p>Proud Clouds</p> <p>Phonics workshop</p>	<p>Proud Clouds</p> <p>Nativity</p> <p>Maths workshop</p> <p>Parents Evening</p> <p>Stay and play</p>	<p>Proud Clouds</p> <p>Writing workshop</p> <p>Share a story</p> <p>Stay and Read morning</p> <p>Look at me! Talent show!</p>	<p>Proud Clouds</p> <p>Parents Evening</p> <p>Stay and Play</p> <p>School trip</p> <p>Share a story</p>	<p>Proud Clouds</p> <p>Share a story</p> <p>Maths Morning – Look how far we have come!</p> <p>School Trip</p>	<p>Proud Clouds</p> <p>Share a story</p> <p>Parents Evening</p> <p>Teddy Bears Picnic</p> <p>Stay and Play</p>



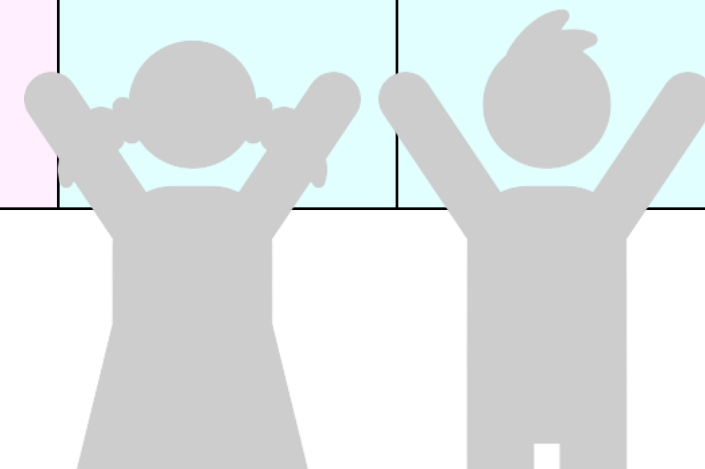
RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT ?	HOW DOES THE WORLD CELEBRATE ?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE ?	WHERE DO ANIMALS LIVE ?
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>					
<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, real life experiences productions, assemblies and weekly interventions, daily shared stories.</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Asking questions about heroes. Commenting on different jobs Role play dream jobs</p>	<p>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.</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! 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.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities 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</p>	<p>Time to share! Show and tell Weekend news Discovering Passions 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.</p>



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE ?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE ?	WHERE DO ANIMALS LIVE ?
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	<p>New Beginnings See themselves as a valuable individual. Try new activities Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Know right from wrong Work towards simple goals Follow instructions</p>	<p>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. Preserve with challenging tasks Understand own and others feelings</p>	<p>Good to be me Feelings 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 Adapt behaviours to different settings</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness 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.</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves.</p>	<p>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.</p>
SELF - REGULATION						
BUILDING RELATIONSHIPS						





RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT ?	HOW DOES THE WORLD CELEBRATE ?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE ?
PHYSICAL DEVELOPMENT	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.					
FINE MOTOR	Dialing the phone Turning doorknobs keys and locks Buttoning and unbuttoning Opening and closing zippers Threading, cutting, weaving, Picking up small foods i.e. Raisins Stacking Blocks Dressing dolls 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	Building with lego Playing Puppets Stringing beads Musical instruments Turning book pages Using cutlery Pouring drinks 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.	Using a ladle, tongues or large spoon Stiring,mixing and whisking Pasting and gluing 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	Sculpting with clay Rolling dice Spinning spinners Putting together a train track Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	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	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
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. 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	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	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.	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	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

From Development Matters 20':

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.



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT ?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE ?	WHERE DO ANIMALS LIVE ?
LITERACY	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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Use of Fantastic Lenses to discuss stories. Use talk for writing to retell the story – Story Maps. 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	Making up stories with themselves as the main character. 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 RWI. Make the books available for children to share at school and at home. Encourage children to read and share books at home with their grown ups. World Book Day	Information leaflets about dinosaurs Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Princess and Prince Day.	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. Make predictions 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.
WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	Phonic Sounds: Phase 2 s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l. Tricky words: the, is, I 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: ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s at the end, ch, sh, th, ng, nk, plurals. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For phase 2 tricky words.	Phonic Sounds: ff, ll, ss, j, v, w, x, y, zz, qu, ch, sh, th, ng, nk and plurals. Trick words: put, pull, full, I, is, as, has, his, her, go, no, to, into, she, push, he, of, we, me, be. Reading: Rhyming strings, common theme, identifying characters and settings. Children to become familiar with recognizing all alphabet sounds and recognise some digraphs	Phonic Sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double letters, and longer words. Tricky words: was, you, they, my, by, all, are, sure, pure. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read a range of words and being to be secure in reading and writing words containing constant digraphs.	Phonic Sounds: Phase 4 CVCC words with short vowels, CVCC words, CCVCC words, Phase 4 longer words compound words, words ending –ing, -ed/t, ed/id, -est. Tricky words review of all learnt. 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: Phase 4 CVCC and CCVC words with long vowel sounds, CCV/CCVCC/CCVC words, words ending in s /s/ /z/, review words endings –es, longer words, root words (-ing, -ed, -er, -est) Tricky words: review of all learnt. 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 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT ?	HOW DOES THE WORLD CELEBRATE ?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE ?	WHERE DO ANIMALS LIVE ?
WRITING	<p>Texts as a Stimulus: A place called home The three little pigs Harvest festival</p> <p>Talk about who is in your family, Mark making – draw and label using initial sounds. List writing Draw and label your home, talking about key features of homes. Describe and label their clay model home. Story map of the three little pigs. Instructions for growing own vegetables.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: Pumpkin soup Sparks in the sky The poppy story Rama and Sita Mr Birthday Little Miss Birthday Santa Post The Christmas Story.</p> <p>Bonfire safety poster Design a war medal and write thank you letters Story sequencing Writing birthday cards and invitations Writing letters to Santa Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell.</p> <p>Kinetic Letters Focus: Strength & Dexterity</p>	<p>Texts as a Stimulus: Emperors Egg A planet full of plastic Somebody swallowed Stanley There's no place like Space.</p> <p>Changes in state and winter weather Information booklet on recycling Poster to stop littering at the beach. Design and describe your own alien. Space fact file. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p> <p>Kinetic Letters Focus: Strength & Writing position</p>	<p>Texts as a Stimulus: Three Billy Goats Gruff Goldilocks and the Three Bears. The Gingerbread Man.</p> <p>Design and label bridge. Wanted poster for the troll Instruction writing for porridge Create own ending to story.</p> <p>Story sequencing Recount.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions Write 2 sentences Kinetic Letters Focus: Strength and Dexterity</p>	<p>Texts as a Stimulus: Jack and the Beanstalk The Enormous Turnip The Tiny Seed</p> <p>Story maps Descriptive writing – Describe castle Story sequencing and caption writing Instructions What happens next – story endings Fact files on the life cycle of a plant.</p> <p>Writing recipes, lists. 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.</p>	<p>Texts as a Stimulus: Explorers of the wild Super worm We're going on a bear hunt</p> <p>List writing Map making Recount of outdoor adventure. Wanted poster Design and describe your own super insect. Recount Create your own adventure.</p> <p>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.</p> <p>Write three sentences – B, M & E.</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY DUE T CHILDREN'S INTERESTS						
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						



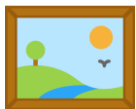
RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT ?	HOW DOES THE WORLD CELEBRATE ?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE ?	WHERE DO ANIMALS LIVE ?
MATHS	<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>					
<p><i>White Rose Maths</i></p> <p><i>Mathematics Mastery</i></p>	<p>Match sort and compare Talk about measure and patterns</p>	<p>Its me 1,2,3 Circles and Triangles 1,2,3,4,5, Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6,7,8 Length Height and time</p>	<p>Length Height and time Building 9 and 10 Exploring 3D shapes</p>	<p>To 20 and beyond How many now Manipulate, compose and decompose Sharing and Grouping</p>	<p>Sharing and grouping Visualise build and map Make connections</p>



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
UNDERSTANDING THE WORLD RE / FESTIVALS	<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. 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. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<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. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. 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. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> 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' 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 weather in their play. Use the BeeBots 	<ul style="list-style-type: none"> Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.



RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT ?	HOW DOES THE WORLD CELEBRATE ?	DO ALL HEROES WEAR CAPES ?	DO ALL HEROES WEAR CAPES ?	WHERE DO ANIMALS LIVE ?	WHERE DO ANIMALS LIVE ?
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>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Making clay houses for the Three little pigs.</p>	<p>Diva lamps and lanterns</p> <p>Christmas cards</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Making poppies using range of materials.</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>Designing homes for hibernating animals.</p> <p>Habitat making using junk modelling</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Painting using different brushes and equipment.</p> <p>Animal observational drawing</p> <p>Igloo making using different materials. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours- design and make owl babies.</p> <p>Pastel drawings of dinosaurs. Collage- dinosaurs.</p> <p>Dinosaur fossil and bones making</p> <p>Make a dinosaur habitat</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Easter bonnet making.</p>	<p>Castle design and making</p> <p>Making magical harps using different materials. Colour mixing and printing using vegetables.</p> <p>Role play –castles</p> <p>Design and make vegetable soup</p> <p>Observational drawings/painting of flowers.</p> <p>Seed collage – explore and use different seeds.</p>	<p>Map making using materials.</p> <p>Design and make stick friends to take on your adventure.</p> <p>Creative art using different materials and textures found outdoors.</p> <p>Design and make magic wands – Linked to wizard lizard.</p> <p>Make your own super insect – clay/playdough.</p> <p>Create your own adventure box. Passport making</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for</p>








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.

Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. 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.



RECEPTION LONG TERM PLAN 23-24

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

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, AND PERSONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>