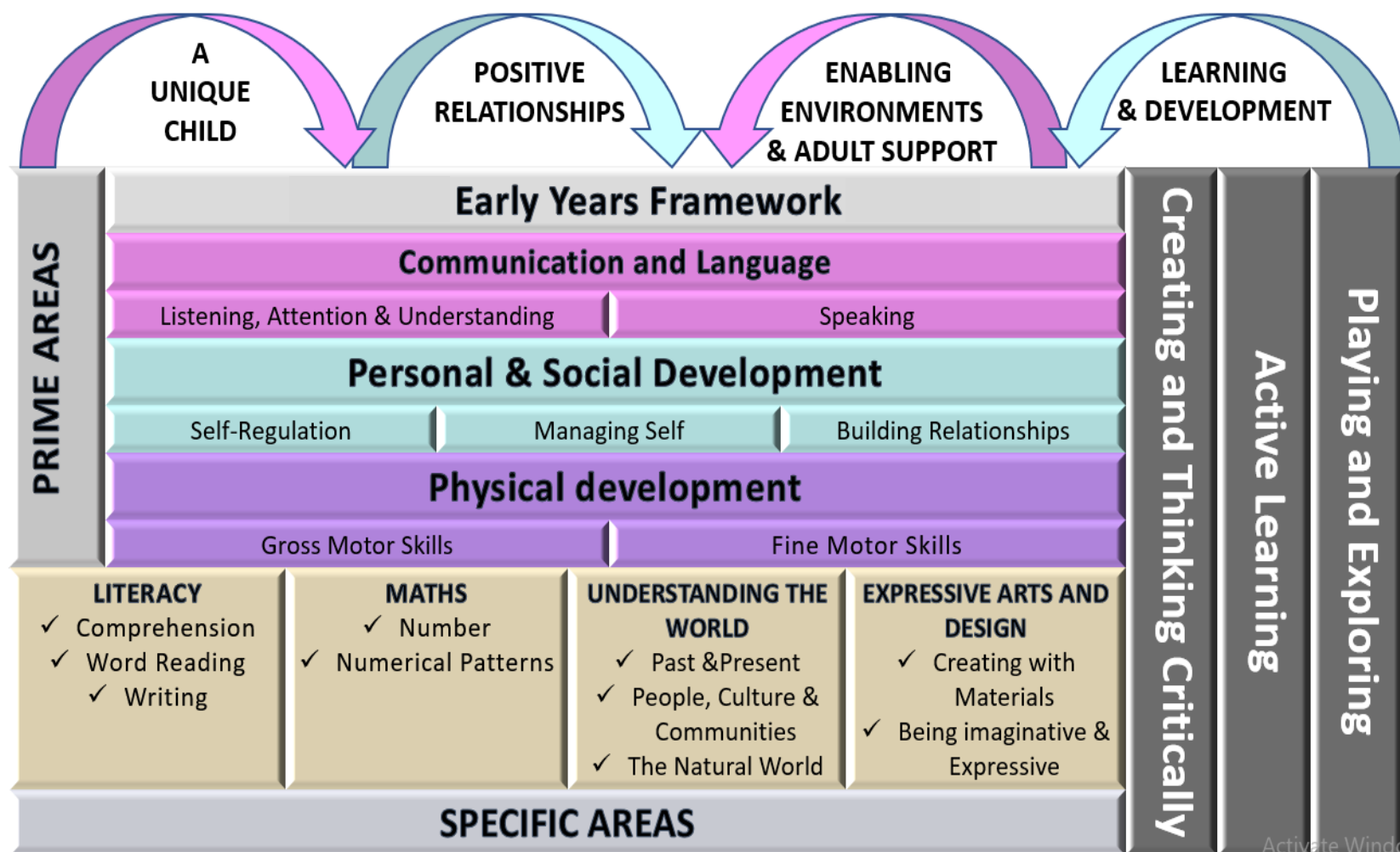


Reception Long Term Plan

Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We will provide high quality interactions in order 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.

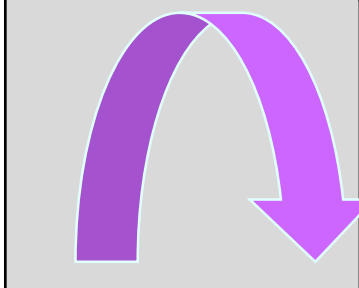

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense 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





Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!



Over Arching Principles

Characteristics of Effective Learning

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

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.

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.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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.

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.

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.

PLAY: At Newborough Primary School, 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.



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> <p><i>WELL-BEING & Behaviour For Learning</i></p>	<p>All About me!</p> <p>Starting school / my new class / New Beginnings</p> <p>Superheroes</p> <p>Staying healthy / Food / Human body</p> <p>How have I changed?</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p>	<p>Ticket to ride!</p> <p>Around the Town</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and Present</p> <p>Design your own transport!</p> <p>Who was Neil Armstrong?</p>	<p>Hardworking Helpers!</p> <p>Around the Town</p> <p>How do I get there?</p> <p>Careers</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and Present</p> <p>Design your own transport!</p> <p>Who was Florence Nightengale?</p>	<p>Come outside!</p> <p>Plants & Flowers</p> <p>Weather / seasons</p> <p>Does the moon shine?</p> <p>The great outdoors</p> <p>Forest School</p> <p>Planting seeds</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Reduce, Reuse & Recycle</p> <p>Fun Science / Materials</p>	<p>Terrific Tales!</p> <p>Traditional Tales</p> <p>Little Red Hen - Harvest</p> <p>Old favourites</p> <p>Familiar tales</p> <p>Library visits</p> <p>Gingerbread Man</p> <p>Cinderella</p>	<p>Amazing Animals!</p> <p>Life cycles</p> <p>Safari</p> <p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Down on the Farm</p> <p>Min Beasts</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p>
<p>Possible Linked Texts</p> <p>Lots of other texts will be read alongside these</p>	<p>Super Duper You</p> <p>I'm Special</p> <p>The Smartest Giant</p> <p>The Colour Monster</p> <p>The Rainbow Fish</p> <p>Funny Bones</p> <p>The Big Book of Families</p> <p>Shine</p>	<p>The Snail and the Whale</p> <p>The Way back Home</p> <p>The Naughty Bus</p> <p>Mr. Gumpy's Outing</p> <p>The Train Ride</p> <p>Oi! Get off my train!</p> <p>Christmas Story / Nativity</p>	<p>People Who Help Us book collection</p> <p>Burgler Bill</p> <p>When I Grow Up</p>	<p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk</p> <p>Tree, Seasons come and seasons go</p> <p>A stroll through the seasons</p>	<p>The Jolly Postman</p> <p>Goldilocks</p> <p>Farmer Duck</p> <p>Hansel & Gretel</p> <p>The Ugly Duckling</p> <p>Little Red Hen</p> <p>Three Little Pigs</p>	<p>The Emperors Egg</p> <p>The Very Hungry Caterpillar</p> <p>Aghh Spider!</p> <p>Tige who came to tea</p> <p>Diary of a wombat</p> <p>Elephant and the Bad Baby</p> <p>Pig in the Pond</p>
<p>'Wow' moments / Enrichment Weeks</p>	<p>Autumn Trail</p> <p>Harvest Time</p> <p>Birthdays</p> <p>Favourite Songs</p> <p>Show and Tell</p> <p>Pizza Faces</p>	<p>Post a letter</p> <p>Food tasting – different cultures</p> <p>Map work - Find the Treasure</p> <p>Let's fly - Role play and Green Screen</p> <p>Remembrance Day</p> <p>Guy Fawkes / Bonfire Night</p> <p>Christmas Time / Nativity</p> <p>Diwali</p> <p>Remembrance day</p>	<p>Nurse / Firefighter visit</p> <p>Special helpers video</p> <p>What do I want to be when I grow up? Video for parents.</p> <p>Chinese New Year</p> <p>LENT</p> <p>Valentine's Day</p> <p>Internet Safety Day</p>	<p>Walk to the park / Picnic</p> <p>Planting seeds</p> <p>Easter time</p> <p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Nature Scavenger Hunt</p> <p>Vincent Van Gogh Study</p> <p>Science Week</p> <p>Eater Egg Hunt</p>	<p>Bedtime story session</p> <p>Mystery readers week</p> <p>'visits' from characters</p> <p>Making and trying porridge</p> <p>Library bus visit</p>	<p>Farm visit</p> <p>Story Telling Week</p> <p>Random Acts of Kindness Week</p> <p>Animal Art week</p> <p>Let's go on Safari - An animal a day!</p>



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
Our Values Assemblies / Sharing Circles We will 'dip in and out of each area' each term as and when we need to.	Fellowship Fellowship – involves participation in the school and local community, with the focus on the vision and values that we all have in common. 1 John 1:3, 6-7 'But if we are living in the light, as God is in the light, we have fellowship with each other'.	Peace As a school we will be looking at how we can encourage ourselves to appreciate quietness, to find opportunities for calm reflection and to experience different kinds of peace. We are also looking at how we can solve our differences in a constructive way, and to develop the skills of a peacemaker.	Forgiveness As a whole school community, we will be looking at how adults and children all make mistakes and we all need forgiveness from God and each other.	Joy Joy comes from knowing God through Jesus Christ is in the power of the spirit. Joyfulness should mark the life of the Christian community and all relationships between Christians as they live and work together.	Kindness Christians believe that their attitudes and actions must reflect the kindness, mercy and compassion of Jesus and the love of God for everyone. We will be reading and discussing Bible stories that have a relevance to Kindness .	Love Christians believe that their attitudes and actions must reflect the kindness, mercy and compassion of Jesus and the love of God for everyone. We will be reading and discussing Bible stories that have a relevance to Love .
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Intervention groups	On going assessments Baseline analysis Pupil progress meetings Parents evening info KS1 team meetings In house moderation Midterm Assessments	On going assessments Cluster moderation KS1 team meetings Internal moderations Parents evening	On going assessments Pupil progress meetings KS1 team meetings	Cluster moderation KS1 team meetings On going assessments	Pupil progress meetings KS1 team meetings End of year data End of year reports to parents LA moderation
Parental Involvement	Staggered Start Home visits / Parents Evening Harvest Assembly Home / School Agreement Superstars Parents Information Night	Superstars Nativity Maths workshop? Mystery Readers Class Dojo	Superstars Writing workshop Stay and Read morning Parents Evening Mystery Readers Class Dojo	Superstars Mystery Readers Class Dojo	Superstars Mystery Readers Book at Bedtime Maths Morning – Look how far we have come! Class Dojo	Superstars Mystery Readers Parents' open evening Parent's Picnic Class Dojo



Reception Long Term Plan

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General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
Communication and Language We talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism.	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 .					
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, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Communicate opinions This is me! (Use pronoun I) Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories Show and tell Model talk routines through the day, having multi-turn conversations	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Story language Word hunts Listening and responding to stories and ideas Following and giving 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. TTYTP	Tell me why! Using language well Ask's how and why questions... Awareness of listener 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.	Talk it through! 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 TTYTP- relaying what they have said Using imperative verbs	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 Tell me a story - retelling stories Initiating conversations Encourage use of and/ but to join sentence together	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. Link statements and sticks to a main theme



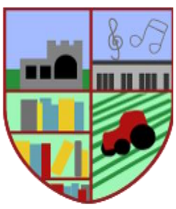
Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
Personal, Social and Emotional Development	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 .					
Managing Self Self - Regulation	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines (Tidy up time, responsible for own possessions etc) Supporting children to build relationships Dreams and Goals Similarities and differences	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.	Responds to instructions involving 2 part sequence 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	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 and so on	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 and so on. Responsible for class Dojo sharing	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 Use simple imperative verb
	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. <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ 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.”</i></p> <p><i>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>		



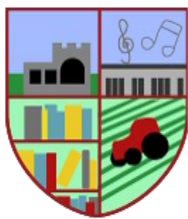
Reception Long Term Plan

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General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
Physical development Fine motor We continuously check the process of children's handwriting (pencil grip and letter formation, including directionality) and provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities with an extra focus on a Monday due to starting points	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 .					
	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	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.	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	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
	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.
	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. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
Gross motor						



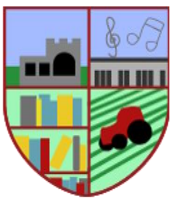
Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
<p>Our Favourite 5 TFW used as stimulus across the year</p> <p>Texts may due to children's interests Other texts will be read daily.</p>	<p>The Colour Monster</p> <p>Super Duper You</p> <p>In Every House on Every Street</p> <p>I'm Special I'm Me</p> <p>Our Class is a Family</p> <p><i>Lulu's First Day Through the Eyes of Me</i></p>	<p>The Snail and the Whale</p> <p>The Way Back Home</p> <p>Emma Jayne's Airplane</p> <p>Look Inside Things That Go (NF)</p> <p><i>Look Up</i></p> <p>Poetry: I like to See Christmas</p>	<p>People Who Help Us book collection (NF)</p> <p>Burglar Bill</p> <p>When I Grow Up</p> <p>Who's Hat is this?</p> <p><i>Follow Your Dreams Little One</i></p>	<p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk (NF- instructions)</p> <p>Tree, Seasons come and seasons go</p> <p>Poetry: Insects All Around</p>	<p>Jack and the Beanstalk</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Hen</p> <p>Three Little Pigs</p> <p>The Jolly Postman</p>	<p>The Very Hungry Caterpillar</p> <p>What the Ladybird Hear</p> <p>Who's Habitat is that? (NF)</p> <p><i>Handa's Surprise</i></p> <p>Dear Zoo</p> <p>Poetry: African Animals</p>



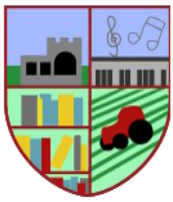
Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
Literacy Comprehension – Developing a passion for reading Children will visit the library weekly and have Reading Buddies Word Reading Children will be working in different groups for Reading session as detailed in the Little Waddle scheme.	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)					
	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, know when a story begins and ends. Sequencing familiar stories orally and 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. Pie Corbett Actions 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 and poems	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. 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 LW. Identifying setting by referring to illustrations and descriptions, comparing a range of settings.	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 Timeline of how plants grow. 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 Make word connections	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. 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. Uses vocabulary and forms of speech which are increasingly influenced by their experience of books Recognise simple repeatable story structures and story language and retelling these Role play area – book characters	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. Stories from other cultures and traditions Identifying setting by referring to illustrations and descriptions, comparing a range of settings. 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. Sort books into categories. Read information books and re-read them independent To group and name words in different ways
	Phonic Sounds: See Little Wandle 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: See Little Wandle 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 exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonic Sounds: See Little Wandle Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.Help children to become familiar with digraph and trigraphs. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonic Sounds: See Little Wandle 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: See Little Wandle Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. . Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: See Little Wandle Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters End of term assessments Transition work with Year 1 staff



Reception Long Term Plan

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Reception Long Term Plan

General Themes

Maths

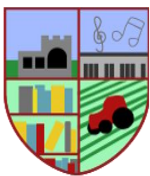
“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi

Mathematics Mastery

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.

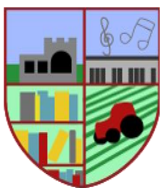
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive In 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond			First, then, now			Find My Pattern			On the Move		

See Planning Document for White Rose Maths



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About me	Ticket To Ride	Hardworking Helpers	Come Outside	Terrific Tales	Amazing Animals
<p>Understanding the world</p> <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>	<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. Talk about how others may response differently 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. Long ago – How time has changed. Using cameras. 	<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? 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. Look at people around us and how they help us? Invited adult in for the children to ask questions Reflect on how life would be different if we didn't have these people Discuss Florence Nightgale and how she helped people Materials: Floating / Sinking – boat building Metallic / non-metallic objects Introduce children to different occupations and how they use transport to help them in their jobs. Talk about why things happen and how things work Asking question 	<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. 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"> 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. Make porridge and investigate changing states 	<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. 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. 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



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Ticket to Ride!	Hardworking Helpers	Come Outside!	Terrific Tales!	Amazing Animals!
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>Julia Donaldson songs 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>Superhero masks.</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>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</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>Make different textures; make patterns using different colours</p> <p>Create vehicles</p> <p>3D structures</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Listen to music and make their own dances in response.</p> <p>Large scale weaving</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Provide a wide range of props for play which encourage imagination</p> <p>Collage for minibeasts and animals</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.

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 Make comments about what they have heard and ask questions to clarify their understanding 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 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> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 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. Form positive attachments to adults and friendships with peers; 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. Demonstrate strength, balance and coordination when playing. 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. Use a range of small tools, including scissors, paint brushes and cutlery. 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. Anticipate – where appropriate – key events in stories. 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. Read words consistent with their phonic knowledge by sound-blending. 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. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 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; 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. 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. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 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. 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. 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. 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. 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. 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. 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>