


# RECEPTION LONG TERM PLAN 24-25

*“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 relationship that we develop with parents throughout this vital year.”*

*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 wherever their starting point. As an EYFS team and effective role models, 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’, Development Matters, Birth to Five & children’s interests.*

*We have a strong focus on oracy, providing many opportunities through learning and play experiences to practise conversing with and listening to others.*

*Our children experience all areas of learning as stated in the EYFS Framework 2021, preparing them with strong and solid foundations to ensure they can flourish as they move into Year 1 and the rest of their school journey.*

<p><b>AUTUMN 1</b> (8 ½ WEEKS)</p>	<p>Baseline and settling in first 3 weeks Topsy and Tim Start School - settling in and baseline Meesha Makes Friends - settling in and baseline Our Class is a family - belonging Nursery rhymes</p> <p>Focus on PSHE, rules routines, making new friends, how to use the provision etc</p>			<p>WK 4: What makes me a me? - Learning about self Feelings - What makes people different</p>	<p>WK 5: Each Peach Pear Plum - Phonological awareness - Traditional Tale links</p>	<p>WK 6: The squirrels who squabbled - Autumn / Seasons - Friendship</p> <p>PSHE links</p> <p>HARVEST FESTIVAL 3rd OCTOBER</p>	<p>WK 7: The wonder - Building imagination - Links to Art Curriculum - Different jobs (people who help us link)</p>	<p>WK 8: I'm (almost) always kind - PSHE Links - Friendship</p>
<p><b>AUTUMN 2</b> (8 WEEKS)</p>	<p>WK1: Pumpkin Soup - Autumn Links - Vegetables - Links to DT</p>	<p>WK2: The Invisible - Community - Feelings</p> <p>DIWALI SECTION OF CELEBRATIONS AROUND THE WORLD</p>	<p>WK3: The Gingerbread Man - Traditional Tales - Repetition of language</p>	<p>WK 4: Standing up to Racism - Anti- Racism</p>	<p>WK 5: Celebrations around the world - Winter - Christmas - Festivals</p>	<p>WK 6: One Snowy Night - Winter - Friendships</p>	<p>WK 7: The Nativity - Performing to parents</p>	<p>WK 8: The Jolly Christmas Postman</p>
<p><b>SPRING 1</b> (6 WEEKS)</p>	<p>WK 1: Chicken Clicking - Internet Safer Day (7<sup>th</sup> February 2024) - Computing Link</p>	<p>WK 2: Luna loves Art - Links to Art - Kandinsky, Mondrian, Yayoi Kushma - Primary and secondary colours</p>	<p>WK 3: Shu Lin's Grandpa - Community - Understanding others - Feelings</p>	<p>WK 4: Anansi and the Golden Pot - Kindness</p>	<p>WK 5: Martha Maps it Out (2 weeks) - Geography Links (map work - local church walk)</p>	<p>WK 6: Martha Maps it Out (2 weeks) - Geography Links (local village walk - link to local History - Birthplace of Tudor Dynasty)</p>		
<p><b>SPRING 2</b> (7 WEEKS)</p>	<p>WK 1: Bear Shaped - Understanding others - Kindness</p>	<p>WK 2: Mr Wolf's Pancakes - Pancake Day - Following Instructions - DT links</p>	<p>WK3: Mrs Noah's Garden (2 weeks) - Growing and Changing - Seasons - Science links - What makes plants grow?</p>	<p>WK 4: Mrs Noah's Garden (2 weeks) - Growing and Changing - Seasons - Science links - What makes plants grow?</p>	<p>WK 5: William Bee things that Go (2 WKS) - Transport links - Imagination building</p>	<p>WK 6: William Bee things that Go (2 WKS) - Transport links - Imagination building</p> <p>TRANSPORT TRIP</p>	<p>WK 7: Celebrations around the world - Spring - Easter</p>	
<p><b>SUMMER 1</b> (4 WEEKS)</p>	<p>WK 1: Tad - Links to frogs spawn from school pond - Life cycles - Growing and Changing</p>	<p>WK 2: Winnie the Pooh helps the Bees - Science links - Importance of Bees - Nature</p>	<p>WK 3: Dora's Chick - Science links - Life cycles - Growing and Changing</p>	<p>WK4: The Story Orchestra - Science links - Music links</p>	<p><b>CUSP EARLY FOUNDATIONS Literature Spine</b></p>			
<p><b>SUMMER 2</b> (5 WEEKS + 2 DAYS))</p>	<p>WK 1: The Dark - Talking about worries/ what they are scared of - PSHE links</p>	<p>WK 2: It's a No Money Day - Community - Links to School's Difference Makers</p>	<p>WK 3: Saving Tally - Write what Tally is thinking when he is stuck in the plastic - Science links</p>	<p>WK 4: Clean Up - Write a description of Beach School litter picking - Science links - Community</p>	<p>WK 5: Transition</p>			 <p><b>CUSPA</b> CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP</p>

# RECEPTION LONG TERM PLAN 24-25

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

## 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.

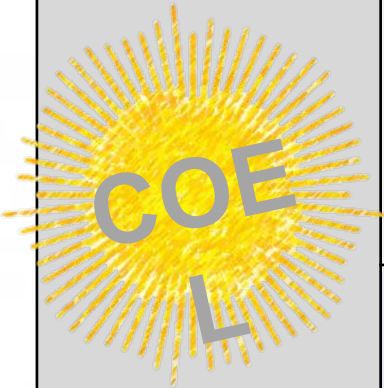
**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

*PLAY: At St Margaret's 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.'*

*EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***



OVER  
ARCHING  
PRINCIPLES

*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*

We recognise that all children are unique and special.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>OUR VALUES</b></p> <p>COLLECTIVE WORSHIP / CIRCLE TIME / PSED / RE</p> <p>These will mirror the principles and values of our school.</p> <p>We will 'dip in and out of each area' each term as and when we need to and use our Collective Worship calendar</p>	<p><b>School Values: Friendship/ Citizenship / Respect / Forgiveness / Thankfulness / Perseverance</b></p>					
	<p><b>British Values:</b></p> <p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p> <p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>			<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p><b>Recap all School and British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>		
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Development profile by end of term Set up Arbor data Phonic Intervention groups</p>	<p>Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments</p>	<p>GLD Projections for EOY Trust moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Arbor data</p>	<p>Trust moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports to parents EYFS team meetings Arbor data EOY data</p>
<p><b>PARENTAL INVOLVEMENT</b></p>	<p>Staggered Start Pop in sessions/ Parents Evening Harvest Assembly Home / School Agreement Tapestry input Maths cafe</p>	<p>Tapestry input Nativity Phonics workshop Parents Evening Open Morning</p>	<p>Tapestry input Writing workshop Stay and Read morning Mother's Day activity afternoon</p>	<p>Tapestry input Parents Evening Art workshop / Gallery St Margaret's Got Talent / The 'S' Factor</p>	<p>Tapestry input Maths Morning – Look how far we have come!</p>	<p>Tapestry Input Children's report Father's Day stay and play</p>

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<p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, storytelling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware and Oracy, EYFS productions, assemblies and weekly interventions.</p> <p><b>DAILY STORY TIME</b></p>	<p><b><u>Welcome to EYFS</u></b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? ‘What makes me a me’ Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters / Feelings (Zones of regulation) Shared stories</p> <p><b>Model talk routines through the day.</b> For example, arriving in school: “Good morning, how are you?”</p>	<p><b><u>Tell me a story!</u></b> Settling in activities 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><b><u>Tell me why!</u></b> Using language well Ask 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><b><u>Talk it through!</u></b> 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><b><u>What happened?</u></b> 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><b><u>Time to share!</u></b> Show and tell - Tapestry from home 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>

*We understand that children will make progress at different times. There is no right time... they will progress when they are ready.*

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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**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	<u>Me and My Relationships</u>	<u>Valuing Differences</u>	<u>Keeping Myself Safe</u>	<u>Rights and Responsibilities</u>	<u>Being My Best</u>	<u>Growing and Changing</u>
	<p>LINK TO BEHAVIOUR FOR LEARNING</p>	<p>All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p> <p>Class Rule Rules and Routines Introduce Zones of Regulation (remember to refer back all year) Supporting children to build relationships</p>	<p>I'm special, you're special Same and different Same and different families Same and different homes I am caring (formerly Kind and caring -1) Kind and caring (2)</p>	<p>What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep</p>


**WE FOLLOW THE SCARF CORAM LIFE EDUCATION SCHEME**

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.

- ✓ 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
  - ✓ Planning
  - ✓ Thinking before acting
  - ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

*“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.*

*We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.*




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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>WRITING</b></p> <p>TFW USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY DUE T CHILDREN'S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters Wk1: Topsy and Tim Start School - settling in and baseline Wk 2: Meesha Makes Friends - settling in and baseline Wk 3: Our Class is a Family Wk 4: What Makes me a me? Wk 5: Each Peach Pear Plum Wk 6: The Squirrels who Squabbled (Harvest Oct 3rd) Wk 7: The Wonder Wk 8: I'm (almost) always kind.</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 – Use writing area</p>	<p><b>Texts as a Stimulus:</b> Wk 1: Pumpkin Soup Wk 2: The Invisible Wk 3: The Gingerbread Man Wk 4: Standing up to Racism Wk 5: Celebrations around the world Wk 6: One Snowy Night Wk 7: The Christmas Story / Nativity &amp; performances Wk 8: Jolly Christmas Postman</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p><b>Texts as a Stimulus:</b> Wk 1: Chicken Clicking Wk 2: Luna loves art Wk 3: Shu Lin's Grandpa Wk 4: Anansi and the Golden Pot Wk 5: Martha Maps it out Wk 6: Martha Maps it out 2</p> <p>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><b>Texts as a Stimulus:</b> Wk 1: Bear Shaped Wk 2: Mr Wolfs Pancakes Mother's day 10th Wk 3: Noah's Garden 1 Wk 4: Noah's Garden 2- Wk 5: William Bee - things that go 1 Wk 6: William Bee - things that go 2 Wk 7: Easter Story</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> Wk 1: Tad Wk2: Winnie the Pooh helps the bees Wk 3: Dora's Chick Wk 4: The Story Orchestra</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. Rhyming words. Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> Wk 1: The Dark Wk 2: It's a non money day Wk 3: Saving Tally (Saving the ocean) Wk 4: Clean up Wk 5: Transition</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. Write three sentences – B, M &amp; E.</p>

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



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>LITERACY</b> COMPREHENSION - DEVELOPING A PASSION FOR READING</p> <p><b>CUSP EARLY FOUNDATIONS Literature Spine</b></p>  <p><b>SOUNDS-WRITE PHONICS</b> Children will have daily sounds-write phonic sessions and if / where necessary interventions for specific children.  All chn will be reading texts at home as well as sharing texts in school.</p>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). <b>We understand the fundamental importance of all pupils having access to rich language from the earliest possible stage</b>. We also understand that great Early Years practice responds to pupils' needs, talents and interests.</p>					
	<p>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.</p>	<p>Stories from other cultures and traditions</p> <p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps, Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>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 S-W. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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.</p>
	<p><b>Sounds Write Initial Code:</b> Unit 1: a, i, m, s, t, Unit 2: n, o, p Unit 3: b, c, g, h (Only move onto the next set with 80% secure))</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds using 'say the sound read the word' and clear gestures. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Sounds Write Initial Code:</b> Unit 4: d, e, f, v, Unit 5: k, l, r, u Unit 6: j, w, z Unit 7: x, y, ff, ll, ss, zz, (Only move onto the next set with 80% secure)</p> <p><b>Reading &amp; Writing:</b> Word reading, word writing, sound swap, symbol search and dictations</p> <p><b>SOUNDS-WRITE PHONICS</b> Children will have daily sounds-write phonic sessions and if / where necessary interventions for specific children.</p> <p>All chn will be reading texts at home as well as sharing texts in school.</p>	<p><b>Sounds Write Initial Code:</b> Unit 8: vcc, cvcc Unit 9: ccvc (Only move onto the next set with 80% secure)</p> <p><b>Reading &amp; Writing:</b> Word reading, word writing, sound swap, symbol search and dictations Some spellings are written with a double consonant</p> <p>A lot of work developing skills listening to, reading and writing the sounds they hear in vcc, cvcc words</p>	<p><b>Sounds Write Initial Code:</b> Unit 10: CCVCC, CVCCC and CCCVC Unit 11: sh, ch, th Unit 12: ck, wh, ng, qu (Only move onto the next set with 80% secure)</p> <p><b>Reading &amp; Writing:</b> Word reading, word writing, sound swap, symbol search and dictations Some spellings are written with a double consonant</p> <p>A lot of work developing skills listening to, reading and writing the sounds they hear in vcc, cvcc etc words</p>	<p><b>Sounds Write Initial Code:</b> Unit 12: ck, wh, ng, qu Begin bridging unit for Year 1 (Only move onto the next set with 80% secure)</p> <p><b>Reading &amp; Writing:</b> Word reading, word writing, sound swap, symbol search and dictations Some spellings are written with two different letters</p>	<p><b>Sounds Write Initial Code:</b> Continue bridging unit for Year 1 Begin extended code: ai, ay etc (Only move onto the next set with 80% secure)</p> <p><b>Reading &amp; Writing:</b> Word reading, word writing, sound swap, symbol search and dictations</p> <p>End of term assessments Writing simple sentences Transition work with Year 1 staff</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>FINE MOTOR</b></p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p><b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b></p> <p><b>GROSS MOTOR</b></p> <p>AS A SCHOOL WE USE THE GET SET 4 PE PLANS TO ENSURE PROGRESSION OF SKILLS - IN EYFS THIS IS ALONGSIDE OTHER OUTDOOR LEARNING OPPORTUNITIES</p> <p><b>BIG MOVES IN AUTUMN TERM</b></p>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
	<p>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</p>	<p>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.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a></p>	<p>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</p>	<p>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</p>
	<p><b>Get Set 4 PE: Intro to PE Wellie Wednesday (Forest School)</b> <b>Physical:</b> moving safely / running / jumping / throwing / catching / following a path <b>Social:</b> sharing / leadership <b>Emotional:</b> perseverance / confidence <b>Thinking:</b> decision making / selecting and applying actions</p> <p>Changing shoes / coats etc. Provide regular reminders about thorough hand washing and toileting.</p>	<p><b>Get Set 4 PE: Fundamentals intro 1 Wellie Wednesday (Forest School)</b> <b>Physical:</b> balancing /running / jumping / changing direction/ hopping / travelling <b>Social:</b> working safely / responsibility / helping others <b>Emotional:</b> honesty /: challenging myself / determination <b>Thinking:</b> decision making / selecting and applying actions / using tactics</p>	<p><b>Get Set 4 PE: Gymnastics Unit 1 Wellie Wednesday (Forest School) Learning to ride bikes</b> <b>Physical:</b> shapes/ balances / jumps / rocking / rolling / travelling <b>Social:</b> taking turns / co-operation / communication <b>Emotional:</b> confidence / determination <b>Thinking:</b> selecting and applying skills / creating sequences</p>	<p><b>Get Set 4 PE: Dance Unit 1 Wellie Wednesday (Forest School) Learning to ride bikes</b> <b>Physical:</b> travelling / copying and performing actions / co-ordination <b>Social:</b> respect / co-operating with others <b>Emotional:</b> working independently / confidence <b>Thinking:</b> counting / observing and providing feedback/ selecting and applying actions</p>	<p><b>Get Set 4 PE: Ball Skills Unit 1 Wellie Wednesday (Forest School) Learning to ride bikes</b> <b>Physical:</b> rolling a ball / stopping a rolling ball / throwing at a target / bouncing a ball / dribbling a ball with feet / kicking a ball <b>Social:</b> co-operation /ssupporting others <b>Emotional:</b> honesty / perseverance <b>Thinking:</b> using tactics / decision making</p>	<p><b>Get Set 4 PE: Athletics Wellie Wednesday (Forest School) Learning to ride bikes</b> <b>Physical:</b> running at varying speeds / agility / balance / jumping, hopping and leaping in combination and for distance /: throwing for distance <b>Social:</b> working safely / collaborating with others <b>Emotional:</b> working independently / honesty and playing to the rules / determination <b>Thinking:</b> exploring ideas</p>
	<p>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. 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.</p>					

# RECEPTION LONG TERM PLAN 24-25

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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## MATHS




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

– Shakuntala Devi

*Our Reception class follow the **NCETM Mastering Number** programme alongside the **White Rose Maths** scheme*

*Use link for more details:  
<https://whiterosemaths.com/>*

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.

Autumn	Spring	Summer
<p style="text-align: right;"> NCETM</p> <p><b>NCETM Mastering Number</b> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching + begin to develop the language of ‘whole’ when talking about objects which have parts</li> </ul> <p><b>White Rose Maths</b> <b>Measure, Shape and Spatial Thinking:</b></p> <ul style="list-style-type: none"> <li>• Compare Size, Mass and Capacity (1)</li> <li>• Exploring Pattern</li> <li>• Circles and Triangles</li> <li>• Positional Language</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul>	<p style="text-align: right;"> NCETM</p> <p><b>NCETM Mastering Number</b> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p><b>White Rose Maths</b> <b>Measure, Shape and Spatial Thinking:</b></p> <ul style="list-style-type: none"> <li>• Compare Mass (2)</li> <li>• Compare Capacity (2)</li> <li>• Length and Height</li> <li>• Time</li> <li>• 3D Shape</li> <li>• Pattern</li> </ul>	<p style="text-align: right;"> NCETM</p> <p><b>NCETM Mastering Number</b> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul> <p><b>White Rose Maths</b> <b>Spatial Thinking:</b></p> <ul style="list-style-type: none"> <li>• Spatial Reasoning (1)</li> <li>• Match, Rotate and Manipulate</li> <li>• Spatial Reasoning (2)</li> <li>• Compose and Decompose</li> <li>• Spatial Reasoning (3)</li> <li>• Visualise and Build</li> <li>• Spatial Reasoning (4)</li> <li>• Mapping</li> </ul>

# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>UNDERSTANDING THE WORLD GENERAL</p> <p>LINKS TO CUSP CURRICULUM</p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>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.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How time has changed. Using cameras.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas’ in the past.</li> <li>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.</li> <li>Share stories and celebrations from around the world.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Village walk, looking at local history and also linking to the seasons; discuss what we will see on our journey and how we will get there.</li> <li>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.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>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.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Growing and changing seasons</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Life cycles - frogs and chicks</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> <li>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</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Building a ‘Bug Hotel’</li> </ul>	<ul style="list-style-type: none"> <li>Community and conservation</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>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.</li> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontology is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> </ul>

# RECEPTION LONG TERM PLAN 24-25

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>					
<p>F4 Being Special: Where do we belong (C, H, M)</p> <p>Harvest</p>	<p>F2 Why is Christmas special to Christians? (Incarnation)</p> <p>Remembrance, Diwali, Hanukkah &amp; Christmas</p>	<p>F1 Why is the word 'God' so important to Christians? (Creation)</p> <p>Lunar New Year, Valentines, Lent</p>	<p>F3 Why is Easter special to Christians? (Salvation)</p> <p>Ramadan, Easter, Mother's Day</p>	<p>F5 What places are special and why? (C, M)</p> <p>Eid, Passover, Father's Day</p>	
<p style="text-align: center;"><u>F6 What times/stories are special and why? (C, M, J)</u></p>					
<p><b>F6</b> – This unit spans the whole year to allow for children to learn about special stories/festivals and celebrations at the correct time of year supporting their understanding of the world around them. This allows for festivals to be part of continuous provision for extended periods (not just RE lessons). Prepares children for systematic units on Muslim people in Year 1 and Jewish people in Year 2 and for future learning on Christianity in KS1</p>					
<p><b>Autumn 1</b> - Beginning with belonging- a good link to other learning in the foundation stage and belonging to St Margaret's. This unit begins with Christians but brings in religious and non-religious ways of belonging. Prepares children for; a systematic unit on Muslim people in Year 1 and on Hindu people in Year 3, as well as the following Christianity units in EYFS and a thematic unit at the end of the year. This also supports future learning in KS1.</p>					
<p><b>Autumn 2</b> - Christmas at Christmas – helping pupils' understanding of the world around them and what Christmas means to Christians. Chronologically supports learning - Jesus' birth followed in spring 2 by his death at Easter. Supports future learning about the concept of incarnation in Years 1 and 4 and children's understanding as they work on their nativity play.</p>					
<p><b>Spring 1</b> - Learning about God, creation and the environment builds on idea of Jesus as God on earth in previous unit. It supports pupils' future learning about Christianity in KS1 and the concept of creation in Years 2, 3 and 6.</p>					
<p><b>Spring 2</b> – Easter at Easter – helping children's' understanding of the world around them and what Easter means to Christians. Chronologically follows the creation and Jesus' birth studied earlier in the year. Supports future learning on the concept of Salvation in Years 2,3,4,5 and 6.</p>					
<p><b>Summer 1 &amp; 2</b> - Lots of opportunities to consolidate and revisit learning in previous units. Prepares children for systematic unit on Muslim people in Year 1 and future learning on Christianity in KS1</p>					

## UNDERSTANDING THE WORLD RE / FESTIVALS

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.


They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

WE FOLLOWING THE UNDERSTANDING CHRISTIANITY SCHEME OF WORK ALONGSIDE THE LEICESTERSHIRE AGREED SYLLABUS



# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to 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.</i></p>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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>	<ul style="list-style-type: none"> <li>Use different textures and materials to make houses for the three little pigs</li> <li>Listen to music and make their own dances in response.</li> <li>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</li> <li>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</li> <li>Role Play Parties and Celebrations Role Play of The Nativity</li> </ul>	<ul style="list-style-type: none"> <li>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</li> <li>Compare and explore artists such as Kadinsky, Mondrian, Yayoi</li> <li>Explore primary and secondary colours</li> <li>Retelling familiar stories</li> <li>Provide children with a range of materials for children to construct with</li> <li>Making lanterns, Chinese writing, puppet making, Chinese music and composition</li> <li>Exploration of other countries – look at traditional dress in different cultures..</li> </ul>	<ul style="list-style-type: none"> <li>Make different textures; make patterns using different colours</li> <li>Children will explore ways to protect the growing of plants by designing scarecrows.</li> <li>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs,</li> <li>Mother's Day crafts Easter crafts Home Corner role play</li> <li>Artwork themed around Eric Carle / The Seasons – Art</li> <li>Provide a wide range of props for play which encourage imagination.</li> <li>Van Gogh Sunflowers</li> </ul>	<ul style="list-style-type: none"> <li>Animal prints / Designing homes for hibernating animals.</li> <li>Collage owls / symmetrical butterflies</li> <li>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</li> <li>Life cycles, Flowers-Sun flowers</li> <li>Shadow Puppets</li> <li>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>Junk modelling, houses, bridges boats and transport.</li> <li>Story orchestra - make musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing – underwater pictures.</li> <li>Paper plate jellyfish</li> <li>Puppet shows: Provide a wide range of props for play which encourage imagination.</li> <li>Salt dough fossils</li> <li>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</li> <li>Father's Day Crafts</li> </ul>
<p><b>KAPOW MUSIC</b></p> 	<p>Christmas Songs - learning Nativity parts, dancing and performing to an audience</p>	<p>Exploring Sound</p>	<p>Music and Movement</p>	<p>Musical Stories</p>	<p>Big Band</p>	

# RECEPTION LONG TERM PLAN 24-25

## 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><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*