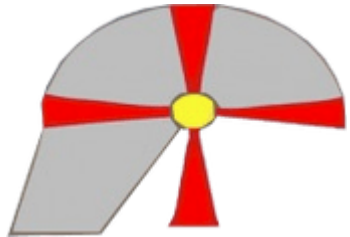
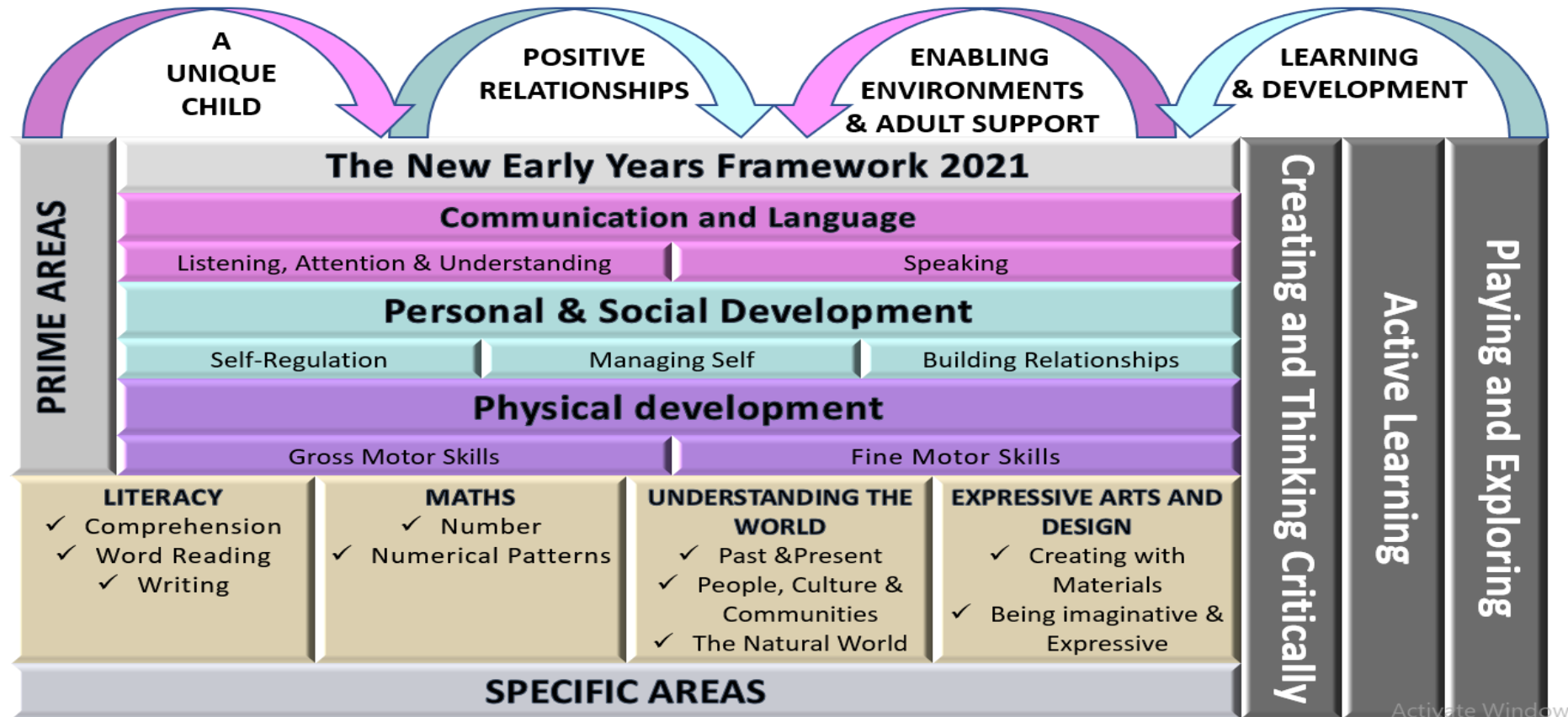


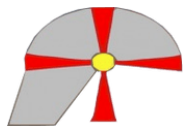
RECEPTION LONG TERM PLAN 22-23

Children will 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. 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' & children's interests

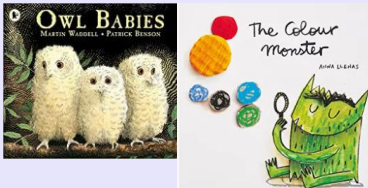
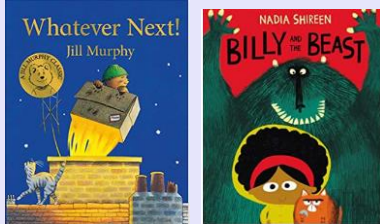
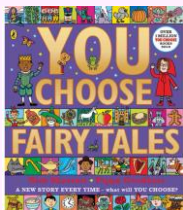





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AND NURSERY SCHOOL


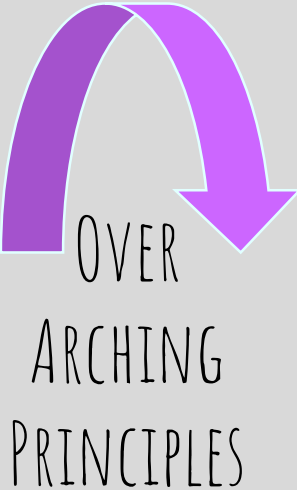




RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME</p> <p>Starting school / my new class / New Beginnings People who help us / My family / PSED focus /relationships/feelings What am I good at? Nocturnal animals</p>	<p>LET'S GO ON AN ADVENTURE</p> <p>Space Who was Neil Armstrong? Christmas Lists Letters to Father Christmas Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day</p>	<p>TERRIFIC TALES</p> <p>Traditional/fairy Tales Chinese New Year Valentine's Day Winter/Spring Old/New Toys</p>	<p>GROWING</p> <p>Life cycles Mini Beasts Staying healthy / Human body Plants & Flowers Weather / seasons The great outdoors Planting seeds Spring</p>	<p>AMAZING ANIMALS</p> <p>Africa Animals around the world Animal Arts and crafts Animal patterns David Attenborough Habitats Spring/Summer Healthy eating/fruit salad Old/New ways of life</p>	<p>MY WONDERFUL WORLD</p> <p>Around the Town Local Area Conisbrough Castle How do I get there? Where in the world have you been? Where do we live in the UK / world? Maps Vehicle/houses past and Present Design your own transport!</p>
<p>CORE TEXTS</p>	<p>The Owl Babies The Colour Monster</p> 	<p>Billy and The Beast Whatever Next?</p> 	<p>You Choose Fairy Tales</p> 	<p>Farmer Duck Oi Frog!</p> 	<p>The Tiger who came to Tea Handa's Surprise</p> 	<p>On the Way Home Naughty Bus</p> 
<p>ADDITIONAL BOOK IDEAS</p>	<p>Once there were Giants The Colour Monster The Rainbow Fish Funny Bones Tree (Winter) Welcome to our world Family and Me! Colour and Me!</p>	<p>Rama and Sita Leaf Man Junk DNA Pumpkin Soup Welcome to our world. Billy and the Pirates Billy and the Dragons Rain before Rainbows RHE links feelings.</p>	<p>Peepo Tree (Spring) Major Glad and Major Dizzy The Jolly Postman Jack and Beanstalk Cinderella Welcome to our world.</p>	<p>What did the tree see? The Tiny Seed Oliver's Vegetables/ fruit salad/milkshake Welcome to our world. Poetry and rhyme books</p>	<p>Welcome to our world. Tree (Summer) Tigers- Non Fiction Africa- Non Fiction</p>	<p>Oi Get off the train The snail and the whale Mr Gumpy's motor car Welcome to our world</p>

RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS!	MY WONDERFUL WORLD
 	<p align="center">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Alban's 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</i></p> <p align="center"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of half term RWI assessments EYFS team/staff meetings	On going assessments/observations Parents evening End of term Assessments RWI assessments EYFS team/staff meetings	On going assessments /observations GLD Projections for EOY EYFS team/staff meetings	On going assessments /observations Parents evening End of term Assessments RWI assessments EYFS team/staff meetings	On going assessments /observations EYFS team/staff meetings	On going assessments /observations Reports RWI assessments EYFS team/staff meetings EOY data
PARENTAL INVOLVEMENT	Welcome meeting Class Dojo involvement	Class Dojo involvement Nativity Parents Evening	Class Dojo involvement	Class Dojo involvement Parents Evening	Class Dojo involvement	Class Dojo involvement Reports



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, NELI and Time to Talk interventions.</p> <p>TWITTER TIME- ENCOURAGE CHILDREN TO DISCUSS WEEKLY EVENTS.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS</p> <p>TALK VALUES- SENTENCE STEMS</p>	<p>Welcome to EYFS Daily prayers Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Daily prayers</p>	<p>Tell me why! Develop vocabulary Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Daily prayers</p>	<p>Explain to me! Explore vocab Daily prayers Reciting poems and songs I can learn and recite, poems and songs: Tell me a story - retelling stories Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more.</p>	<p>Can you recount an event? Explore Vocab I can learn and recite, poems and songs: I can listen to, engage in and talk about non-fiction I can describe events in some detail: life cycle Daily prayers</p>	<p>Tell me about differences? Explore Vocab I can learn and recite, poems and songs: I can talk about similarities and differences between things in the past and now. I can talk about the experiences I have had at different points in the school year. Daily prayers</p>
	<p>Talk values will be displayed in classroom all year and referred to throughout. Sentence stems introduced and displayed during the year and used across the whole curriculum</p>					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
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 MAKING RELATIONSHIPS TWINKL RHE TEN TEN	See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Oral hygiene: teeth cleaning. Handwashing/toilet routines Mindfulness	Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Mindfulness	What makes a good friend? 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. Importance of exercise Mindfulness	Random acts of Kindness 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 Importance of exercise Sensible amount of screen time-linked to RHE . Good sleep routines Mindfulness	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. Healthy eating: Fruit kebabs/salad/making a fruit smoothie Mindfulness Looking after pets	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 Road safety and being a good pedestrian Mindfulness
	Module 1 Unit 1: Religious Understanding Story Handmade with Love Unit 2: Me, my body, my health I Am Me Session Heads, Shoulders, Knees and Toes Ready Teddy?	Unit 3: Emotional well-being I Like, You Like, We All Like! Good Feelings, Bad Feelings Let's Get Real Unit 4: Life cycles Growing Up	Module 2 Unit 1: Religious Understanding Role Model Unit 2: Personal Relationships Who's Who? You've Got a Friend in Me Forever Friends	Unit 3: Keeping Safe Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us	Module 3 Unit 1: Religious Understanding God is Love Loving God, Loving Others	Unit 2: Living in the Wider World Me, You, Us



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR GET SET 4 PE WEEKLY COSMIC KIDS YOGA LESSON	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 Pen Disco	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. Pen Disco	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 / zips Cutting with Scissors Pen Disco	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Pen Disco	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	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	Introduction to PE unit 2	Ball Skills unit 2	Dance unit 2	Fundamentals unit 2	Gymnastics unit 2	Games unit 2
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options 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.					

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING WORD READING Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers. Weekly 1:1 reading and phonetic and picture books sent home.	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)					
	Show a preference for a book, song or rhyme.	Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes.	Show interest and answer simple questions about the text. Use words that I know to check my reading makes sense.	Demonstrate understanding when talking about what I have read. Repeat words or phrases to check my reading.	Begin to notice if my reading makes sense and looks right. Think about what I already know to help me with my reading. Say rhymes by heart. I can sometimes notice errors Illustrations can help me make sense of my reading	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phonic Sounds: RWI Whole class Handle books correctly and follow print left to right, top to bottom. Locate the title of a book. Segment and blend words orally. Recognise words that rhyme.	Phonic Sounds: RWI Differentiated groups Link most sounds to letters. Begin to blend and segment in order to read vc and cvc words. Begin to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print. Read some set 1 words including some tricky words.	Phonic Sounds: RWI Differentiated groups Locate and recall the title. Read with 1-1 correspondence. Read some red tricky words. Link all sounds to letters. Solve simple words by blending sounds and I check what I read makes sense and sounds right.	Phonic Sounds: RWI Differentiated groups Read and understand simple sentences. Use phonic knowledge to read and decode regular words. Read all set 1 and some of set 2 words.	Phonic Sounds: RWI Differentiated groups Read some of set 2 words (decodable and tricky) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with my phonic knowledge by sound blending (ELG) Re-read books showing increased accuracy and fluency	Phonic Sounds: RWI Differentiated groups End of term assessments Transition work with Year 1 staff

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
WRITING	<p>Texts as a Stimulus: Owl Babies- Label Characters, retell using pictures and mark making. Colour Monster- Label emotions</p>	<p>Texts as a Stimulus: Billy and the Beast: Character description, describe the journey. Whatever Next!- Retell using pictures and keywords/speech bubbles. The Christmas Story- Recount Christmas list writing.</p>	<p>Texts as a Stimulus: You Choose Fairy Tales- Simple sentence writing about the story. Fairy stories linked to children's interests.</p>	<p>Texts as a Stimulus: Farmer Duck- Caption writing and links to non fiction farmyard animals. Oi Frog- rhyming and make up own rhyme. Easter Story- Recount Range of Poetry and rhyming books.- Rhyming words</p>	<p>Texts as a Stimulus: Handa's Surprise- Retell the story in own words / Describe each animals Write new version The Tiger who came to Tea- History links to old and new. Acrostic Poem using TIGER Non-fiction books about tigers and other big cats- Fact File about Tigers</p>	<p>Texts as a Stimulus: On the way home- Speech bubbles/retell in own words/Change part of the story. Naughty Bus-History links to buses old and new.</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
ADDITIONAL TEXTS MAY DUE CHILDREN'S INTERESTS	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing, Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Silly soup.</p> <p>Writing for a purpose in role play</p>	<p>Recount, Name writing, labelling, story scribing, recipes lists.</p> <p>Retelling stories, letter writing</p> <p>Writing tricky words such as I, me, my, like, to, the.</p> <p>Writing initial sounds in words/</p> <p>Start to writing VC and CVC words</p>	<p>Exciting adjectives 'Wow words'</p> <p>Write short sentences.</p> <p>Captions</p> <p>Writing recipes, lists.</p> <p>Writing tricky words such as I, me, my, like, to, the</p> <p>Labels using CVC, CVCC, CCVC words.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Rhyming words/sentences</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions – life cycles.</p> <p>Order the Easter story</p> <p>Labels using CVC, CVCC, CCVC words.</p>	<p>Non fiction writing, writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Acrostic poems</p> <p>Instructions- Fruit Salad</p>	<p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Recount – A walk to the park</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
POETRY BASKET PERFORMANCE POETRY	Five Little Pumpkins Leaves are falling A Basket of Apples Who has seen the Wind? Mice Shoes		A Little House Let's Put on Our Mittens Carrot Nose Spring Wind Furry Furry Squirrel A Little Seed		I have a Little Frog Pitter Patter The Fox Monkey Babies Five Little Owls If I Were So Very Small Dance	



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
MATHS <i>White Rose and NCETM (Number Blocks) Mastering the Curriculum Daily Maths Meetings See more detailed Plan.</i>	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.					
	Baseline and Recap of 1,2 and 3. Subitising 1-3 Comparing amounts The number 4/ The number 5 Composition of 4 Compare size/mass/capacity Exploring patterns.	One more one less Zero and comparing numbers to 5 Composition 5 Learning about 6,7 and 8	Pairs and combining groups to 10 9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) Length and height	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Consolidation (respond to what they need more support with)	Taking away x2 weeks Doubles Sharing and grouping Odd and Even	Spatial reasoning Deepening understanding x2 weeks Patterns Mass and capacity 3D shape Consolidation
	Days of the week Months of the year Yesterday, Today tomorrow. Counting to 20 and back from 10. Subitising Additional Maths ideas added to support learning.	Days of the week Months of the year Yesterday, Today tomorrow. Counting to 20 and back from 20. Subitising One more and one less Number bonds to 5	Days of the week Months of the year Yesterday, Today tomorrow. Counting to 30 and back from 20. One more and one less Number bonds to 5 and 10. Additional Maths ideas added to support learning.	Days of the week Months of the year Yesterday, Today tomorrow. Counting to 40 and back from 20. One more and one less Doubles Number bonds to 5 and 10. Additional Maths ideas added to support learning.	Days of the week Months of the year Yesterday, Today tomorrow. Counting to 50 and back from 20. One/Two more and one/Two less Doubles and halves Number bonds to 5 and 10. Additional Maths ideas added to support learning.	Days of the week Months of the year Yesterday, Today tomorrow. Counting to 50 and back from 20. One/Two more and one/Two less Doubles and halves Number bonds to 5 and 10. Additional Maths ideas added to support learning.

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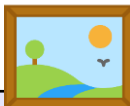
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
<p>RE</p> <p>RE is taught using the Come and See curriculum.</p> <p>Mission Statement</p> <p>Let God's love shine in our lives as we grow and learn together through living out the Gospel Values:</p> <ul style="list-style-type: none"> • Being honest • Being fair • Being forgiving • Being respectful • Aiming high and doing our very best...and valuing the world around us 	<p>Myself: God knows and loves each one.</p> <p>Judaism: Hanukkah</p>	<p>Welcome: Baptism: a welcome to God's family.</p> <p>Birthday: Looking forward to Jesus' birthday.</p>	<p>Celebrating: People celebrate in Church.</p> <p>Islam: Prayer Mats</p>	<p>Gathering: Parish family gathers to celebrate Eucharist.</p> <p>Growing: Looking forward to Easter.</p>	<p>Good News: Passing on the good news of Jesus.</p> <p>Friends: Friends of Jesus</p>	<p>Our World: God's wonderful world</p>
	Recognise that people have different beliefs and celebrate special times in different ways- covered throughout the year looking and linking to different festivals and events.	I can recognise and describe special times or events for family or friends- Birthdays and Christmas- links to other festivals.	<p>Recognising that people have different beliefs</p> <p>Respecting difference Talk about lives of people around us</p>			Think about how we have grown.



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
UNDERSTANDING THE WORLD ICT to be used throughout the whole curriculum- pictures, videos, websites, movable/ programmable toys, safe on the internet Forest school weekly- examining the seasons through the year. Changes in weather, clothing, leaves, environment around them. Further Investigation activities added throughout the year depending on children's interests.	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.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me. - Family and baby photographs. Show interest in the lives of other people who are familiar to me 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. Become familiar with school and the indoor and outdoor spaces. Read fictional stories about families and start to tell the difference between real and fiction. I can show an interest in different occupations and ways of life I show care for living things (pets, wildlife- links to forest school) I can ask questions about aspects of my familiar world such as the place where I live or the natural world. Nocturnal Animals Making sense of different environments and habitats – linked to Owl Babies. Habitation of animals. Seasonal change- Autumn noticing trees/environment around them changing and links to clothing need to be worn in Autumn. Forest school rules and how we need to respect the environment around us.	I can talk about significant events in my own experience I can talk about why things happen: making bread- observations of change/making play dough/melting of ice-links to season.. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Night and Day- Explore the differences and look at links to space/moon/sun. Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Who is Neil Armstrong? Space and rockets. Safety of bonfire night- sparklers. Celebrate Diwali- Welcome to our world story- BBC clips. Build bird nests during Forest school. Sorting natural materials- colours/textures/size Materials: Floating / Sinking – boat building Metallic / non-metallic objects	Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need Celebrate Chinese New year- BBC Clips Knowing there are different countries in the world (China)- Welcome to our world book- Go Jetters Understand the effects of changing seasons on the world around me Old/New Toys- Toys from the past and what we have now- linked to Major Glad and Major Dizzy. Place items in historical order. Maps- Journey of a fairy story character	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. Life cycle of animals or plants. Plant and grow a bean/sunflower and know what a plant needs, notice how it changes, care for the plant and take home to continue to care for the plant. Build a 'Bug Hotel' David Attenborough Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Lent/Easter	Use Handa's Surprise / Handa's Hen to explore a different country. Look at different pictures from Kenya and where we live and look at differences and similarities. Look at Big Cats and where they live in the world-use maps to pinpoint these animals- links to zoo's and wildlife parks. Pets- what pets do you have and how do you care for them. Show care and concern for living things in the environment Can children differentiate between land and water. Growth & Change: life cycle Start to develop an understanding of growth, decay and changes over time Talk about some of the things I have observed such as plants, animals, natural and found objects	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. Links to the seaside- Past and present how have the changed. Experiences the children have had about the sea. 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. Vehicles past and present- How have they changed- links to Naughty Bus. Can children talk about their homes and what there is to do near 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? Use bee-bots on simple maps. Encourage the children to use navigational language. I can draw information from a simple map.
	The Weather My Body Exercise	The Seasons- Revisited during the seasonal change throughout the year. Magnets Food and hygiene	Fizzing Liquid Changes	Plants Flowers and trees Food and hygiene	Animals Including Humans Habitats Bugs	Planes and boats Materials Properties of materials





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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
EXPRESSIVE ARTS AND DESIGN <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> <i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>Children to learn different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</i>	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. 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.					
	Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw/paint a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions Drama conventions through literacy Collage owls using feathers.	Use different textures and materials to make firework pictures Make a rocket using a range of materials Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Shadow Puppets – links to Gruffalo story Role Play of The Nativity Making a stick man using natural objects Make Divas using salt dough/clay Drama conventions through literacy Natural art in forest schools- using leaves and other natural materials.	I can explore how colour can be changed Making lanterns, Chinese writing, puppet making, Chinese music, dancing and composition Drama conventions through literacy I can use various construction materials: making a goat for the Billy Goats Gruff. Make a musical instrument to play alongside singing and dancing.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Flower still life and 3D flowers Mother's Day crafts Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants I can combine media to make a collage (collage chick) Making models from recycled materials Drama conventions through literacy Mini- Beast puppet using paper bags.	To do an observational drawing of a pet Provide children with a range of materials for children to construct with. African art- making sunset picture with shadow animal outlines/ neckwear. Recognise, create and describe pattern: tiger skin Draw and paint tigers using pictures from artists for reference. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Animals masks Exploration of other countries – dressing up in different costumes Drama conventions through literacy Colour mixing/water colour back grounds – Mini Beast pictures	Father's Day Crafts Design and make a house from a different country. Make vehicles using junk materials- using different ways to join Drama conventions through literacy
	Drawing Spirals, lines, zigzags linked to fine motor skills. Self portraits- pencil drawings linked to Picasso.					
FAMOUS ARTIST LINKS	Picasso- Self portraits	Yayoi Kusama- Pumpkins	Monet- Monet's bridge Waterlilies	Matisse- Snail Van Gough- Sunflowers	TingaTinga – Art work Rousseau's Tiger	
MUSIC LINKS	Pop	Western/Classical/traditional and Film	Traditional Music	Western/Classical/traditional and Film	Pop	Traditional Music



RECEPTION LONG TERM PLAN 21-22

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