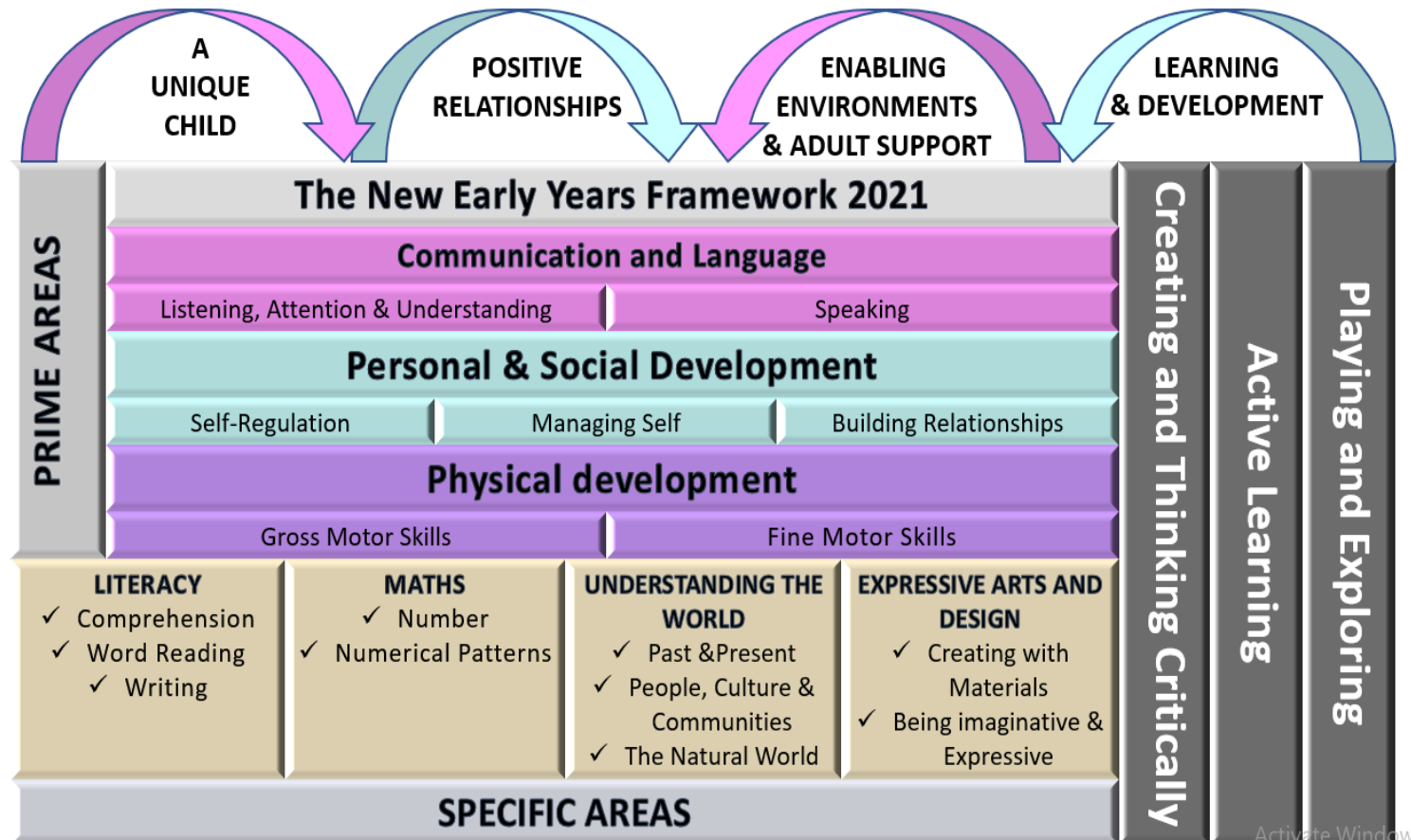


RECEPTION LONG TERM PLAN









“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Irby Primary, we provide our children with opportunities to develop all seven areas of the curriculum through both our indoor and outdoor provision and through accessing our Forest environment. 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.”

Our aim is to encourage each child to develop their full potential by gaining in confidence and independence in a caring and stimulating environment. The school motto: Be Kind, Work Hard and Never Give Up is embedded throughout our F2 Setting.







Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.





RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
  OVERARCHING PRINCIPLES	<h3>CHARACTERISTICS OF EFFECTIVE LEARNING</h3> <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 and develop strategies for doing things. 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 a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p> <p><i>PLAY: At Irby Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p style="text-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

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>OVERARCHING THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	 <p>ALL ABOUT ME!</p>	 <p>LIGHT AND DARK!</p>	 <p>WINTER WONDERLAND!</p>	 <p>LET'S GROW!</p>	 <p>AMAZING ANIMALS!</p>	 <p>UNDER THE SEA!</p>
	<p>Starting school My new class New Beginnings People who help us My family My pets Being kind Autumn Celebrating Difference What makes me special Diversity Like and dislikes Diwali</p>	<p>Night and day animals Hibernation The dark / night time Staying safe in the dark Fire safety Staying safe – road safety Celebrations – Guy Fawkes & Bonfire Night - Christmas & The Nativity Christmas Lists Letters to Father Christmas Continue with Autumn</p>	<p>Polar regions Climates – cold places Penguins Freezing/Melting Ice & Snow Winter Polar Animals Chinese New Year</p>	<p>Plants & Flowers Weather / seasons The great outdoors Planting seeds Traditional Tales Animal Life Cycle Growing – themselves, plants & animals How have I changed? Make a sculpture – Andy Goldsworthy Spring</p>	<p>Safari Animals from around the world Climates – hot places Animal arts and crafts Animal Patterns David Attenborough Minibeasts / habitats Staying healthy / Healthy Food / Human body / Teeth</p>	<p>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seaside in the past Compare: Now and then! Seaside art Looking after our planet Summer</p>
<p>'WOW' MOMENTS & ENRICHMENT EVENTS</p>	<p>Autumn Trail MacMillan Coffee Morning Black History Month Harvest Festival Birthdays Diwali - Indian Food tasting What do I want to be when I grow up? Green Screen. Police Visit Meeting school staff Birkenhead Park Trip – Seasonal change & the job of a park ranger</p>	<p>Christmas Time Events Nativity Performance Remembrance day Visit from Fire brigade Stories & songs by the Fireside toasting mallows Children in Need Anti- Bullying Week Road Safety – walk in locality to post letters to Santa Book at Bedtime event</p>	<p>Winter Trail Chinese New Year Event Random Acts of Kindness Week Internet Safety Day History Week National Storytelling week 30th Jan-6th Feb Pancake Day</p>	<p>Spring Trail Live chick eggs Frogspawn Butterflies World Book Day Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Easter Egg Fair Farm Visit to Tam O Shanter</p>	<p>Map work - Find the Animals / plan own zoo Exotic Fruit tasting – linked to Handa's Surprise Healthy Eating / exotic fruit tasting Knowsley Safari Park Trip Dental Hygienist – oral hygiene Whole School family picnic</p>	<p>Summer Trail Father's Day Trip to the beach Sports Day Class Assembly End of year celebrations</p>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT & DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
KEY TEXTS	Stick Man The Colour Monster Funny Bones The Big Book of Families Pete the Cat Only one you The leaf thief Tap the Magic tree Stanley's Stick Hello Friend – Rebecca Cobb Super Dooper You Blue Chameleon Mommy, Mama and me Red Rockets & Rainbow jelly You choose The family book All kinds of people The great big bk of feelings Pumpkin Soup Coming to England & My Two Grannies – Fl.Benjamin Hello, Hello	Owl Babies Christmas Story / Nativity Rama and Sita Little glow Dipal's Diwali The best Diwali ever The fox in the dark We're going on a leaf hunt We're going on a bear hunt Brown bear, brown bear what do you see? Each Peach, Pear Plum – linked to Family History Know it Owl Mixed – colour mixing / different families	The Emperors Egg Lost and Found Penguin - Polly Dunbar One Snowy Night Jack Frost Polar Bear, Polar Bear And tango makes 3 A thing called snow Mr Wolf's pancakes The Great Race – the Chinese zodiac story Li's Chinese New Year	Traditional Tales and TT with a Twist The Tiny Seed Oliver's Vegetables Jack and the Jelly Beanstalk Jasper's Beanstalk Jim and the beanstalk The Very Hungry Caterpillar Tree, Seasons come and seasons go A stroll through the seasons Christopher's Caterpillars Things with wings One little seed Betsy Buglove Pip and the egg The growing story Ruth Krauss Once there were Giants Titch The woolly bear caterpillar My butterfly Bouquet	Tiger who came to tea Diary of a wombat Elephant and the bad baby The Ugly Five We all went on safari Elmer	Lighthouse Keeper's Lunch Under the Sea Non – Fiction One Plastic Bag Tiddler Somebody swallowed Stanley Commotion in the ocean The snail and the whale The odd fish Bloom
JANE CONSIDINE UNITS	---	Poppies (F) We're Going on a Bear hunt (F) Chocolate Mug (NF) Bear shaped (NF)	Penguins (NF) Lost and Found (F) On sudden Hill (F) How to catch a star (F)	Jack & the Jelly Beanstalk (F) Katie & the sunflowers (F) Rosie's Walk (F) Pigs might fly (f)	I wanna Iguana (NF) Handa's Surprise (F) What we'll build (NF) The proudest blue (F)	Rainbow Fish (F) If sharks disappeared (NF) The Snail and the Whale (NF) How to get your teacher ready for school (F)

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
CORE VALUES & BRITISH VALUES	<p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching respect for others beliefs.</p> <p>Mutual Tolerance</p> <p>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. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference in regards to faith.</p> <p>Rule of law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. 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. We will introduce the children to the classroom rules and give them ownership by helping them to create a classroom display. We will use positive praise and classroom behavior systems to encourage children's understanding of right and wrong.</p> <p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Our first topic is All about Me where we will celebrate our differences, what makes us individually special and respect for our differences.</p> <p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. 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. Each day the children will vote for a class story and the story with the most votes will be read at the end of each day.</p>					

CORE VALUES & BRITISH VALUES







FUNDAMENTAL BRITISH VALUES UNDERPIN WHAT IT IS TO BE A CITIZEN IN A MODERN AND DIVERSE GREAT BRITAIN VALUING OUR COMMUNITY AND CELEBRATING DIVERSITY OF THE UK.

FUNDAMENTAL BRITISH VALUES ARE NOT EXCLUSIVE TO BEING BRITISH AND ARE SHARED BY OTHER DEMOCRATIC COUNTRIES.







THESE WILL MIRROR THE PRINCIPLES AND VALUES OF OUR SCHOOL & BRITISH VALUES.

WE WILL 'DIP IN AND OUT OF EACH AREA' EACH TERM AS AND WHEN WE NEED TO.

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
CORE PRINCIPLES	<p>Educational Excellence:</p> <ul style="list-style-type: none"> Teachers and children inspired and joyful High quality dialogue Speak sincerely Culture of intellectual curiosity and continuous professional development Holistic, values based and contextualised curriculum All children making progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/carers as co-educators. <p>Character Formation:</p> <ul style="list-style-type: none"> Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum Experienced Based Curriculum Provision for Philosophy, Religion & Ethics, PSHE, Growth Mindset and SMSC Children make conscientious choices <p>Spiritual Insight</p> <ul style="list-style-type: none"> Children have profound and stirring experiences of religious education, festivals and a variety of cultures Effective pastoral care The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief Positive Relationships are developed Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world All are committed to their own personal journey of self-discovery <p> <ul style="list-style-type: none"> We are unique spiritual beings with incredible potential and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual. We choose how we wish to respond to life and what we nurture within us. We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm. We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision. We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be </p>					
<p>STUDENTS TAKE OWNERSHIP OF THEIR LEARNING</p> <p>INSPIRING LEARNING ENVIRONMENTS</p> <p>PUPIL VOICE</p>						

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 <p>ALL ABOUT ME!</p>	 <p>LIGHT AND DARK!</p>	 <p>WONDERFUL WINTER!</p>	 <p>LET'S GROW!</p>	 <p>AMAZING ANIMALS!</p>	 <p>UNDER THE SEA!</p>
PARENTAL INVOLVEMENT	<p>Staggered Start McMillan coffee Morning Home / School Agreement Wow Moments Birkenhead Park Trip Phonics workshop Parents Welcome Meeting Occupations Visitors</p>	<p>Wow Moments Nativity Production Parents Evening Book at Bedtime celebration Occupations Visitors</p>	<p>Wow Moments Mystery Readers Stay and Read morning Parents Evening Occupations Visitors Maths workshop</p>	<p>Wow Moments Writing workshop Art workshop / Gallery Mystery Readers Occupations Visitors Tam O Shanter Farm Trip</p>	<p>Wow Moments Maths Morning – Look how far we have come! Occupations Visitors Class trip to Knowsley Safari Park Whole School Picnic Event</p>	<p>Wow Moments Parents Book Look Occupations Visitors Trip to the beach Sport's Day</p>
TAPESTRY PARTNERSHIP	<p>We use Tapestry to begin to build a positive relationship with adults as soon as we receive the allocation of places. We share information regarding this important and exciting life event, starting school. Tapestry forms a large part of our Transition process, as an information sharing platform but also a resource where we can share messages from the staff through the summer for the children due to start.</p> <p>Once the children begin school in September, we use Tapestry to share messages and photographs with parents, especially to build a supportive relationship as children settle into their new class. Each week the Red Class Round-Up is posted which includes a message to parents regarding what children have learnt during the week and what is planned for the following week, this is accompanied by lots of photographs of the children from the week.</p>					

We recognise that parents are children's first and most enduring educators and we value the contribution they make and their future role, in educating the children. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- an effective and comprehensive transition period to support children and their families;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- parent workshops to help parents understand how they can support their child's learning;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: home learning activities, school events, productions/assemblies, school visits;
- the use of Tapestry as an online journal to share children's learning and achievements with parents;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments and adding them to the online learning journal which inform planning and provision;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress together, a welcome meeting in September to introduce expectation for the year and a book look at the end of the year. Parents receive a report on their child's attainment and progress each school year;
- providing each child with a reading log that goes home with them every day with comments on progress and next steps and parents are encouraged to make positive comments on their child's reading at home. We also send Learning Logs home weekly with a mission to be completed linked to children's learning that week so parents can be involved in understanding what their child is learning.







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.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	LIGHT AND DARK!	WONDERFUL WINTER!	LET'S GROW!	AMAZING ANIMALS!	UNDER THE SEA!
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>					
DAILY STORY TIME	<p>Welcome to EYFS Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar Print. Sharing facts – All about me! Mood Monsters. Shared stories. Model talk routines through the day.</p> <p>Learn rhymes, poems and songs – Poetry Basket</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Performing in Nativity</p> <p>Learn rhymes, poems and songs – Poetry Basket</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Discuss events and characters in a story Engage in non-fiction texts Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs – Poetry Basket</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story Engage in non-fiction texts</p> <p>Learn rhymes, poems and songs – Poetry Basket</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Offer explanations for what happened using recently introduced</p> <p>Learn rhymes, poems and songs – Poetry Basket</p>	<p>Time to share! 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. Class Assembly</p> <p>Learn rhymes, poems & songs – Poetry Basket</p>

RECEPTION LONG TERM PLAN







	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!

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**.







	<u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 Naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques. Know that some actions and words can hurt others feelings. Handwashing – snuffle station Class rules: Behavioural expectations & systems in the class/boundaries set Super Duper Me! What makes me special. Online Relationship / Self Image Evolve Esafety Unit	<u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring Celebrating difference I know what it means to be respectful and to be treated with respect Independence Remembrance Day Celebrating cultural difference through celebrations Anti Bullying week / Online bullying Evolve Esafety Unit Children in Need	<u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe Links to internet safety day – Privacy and Security Evolve Esafety Unit	<u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Being kind to living creatures Taking care of animals (frogs/butterflies/live eggs) Understanding life cycles Plant growing. Health, Well-Being and Lifestyle Evolve Esafety Unit	<u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating 1 & 2 Move your body A good nights sleep Importance of exercise The importance of healthy eating Oral Health Managing Online Information Evolve Esafety Unit	<u>SCARF: Rights & Responsibilities</u> 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 & 2 I know that caring relationships are at the heart of happy families I know what makes a good friend Caring for our world. Transition into Year 1 Year 1 readiness
SELF - REGULATION & MANAGING SELF & BUILDING RELATIONSHIP LINK TO BEHAVIOUR FOR LEARNING						

OUR SCHOOL MOTTO IS BE KIND, WORK HARD AND NEVER GIVE UP!







RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	Threading, cutting, weaving, playdough, Funky Finger 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 developed.	Threading, cutting, weaving, playdough, Funky Finger activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip . Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut	Threading, cutting, weaving, playdough, Funky Finger 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.	Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
GROSS MOTOR	Cooperation games Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Balance- children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely.
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	PE UNITS	Fundamental skills Dance Seasons	PE UNITS	Gymnastics Rocking and Rolling Net & Wall Game Skills	PE UNITS	Target Games Athletics
THROUGH OUTDOOR LEARNING IN THE OUTDOOR AREA AND FOREST SCHOOL & WEEKLY PE LESSON	OUR OUTDOOR AREA - This provides ongoing opportunities for developing balance, hand eye coordination, spatial awareness, working collaboratively as a team with more space on a large scale.					
	HANDWRITING- In Reception, children develop pre-handwriting skills and habits and access handwriting patterns. Children are taught the tripod grip to hold their pencil. The children are taught how to form the individual letters according to the four letter families; long ladder letters, Curly Caterpillar letters, Robot letters and Zig-Zag letters.					

RECEPTION LONG TERM PLAN







	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
LITERACY DEVELOPING A PASSION FOR READING	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.</p> <p>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</p> <p>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>Poetry Basket</p>	<p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images / apps.</p> <p>Story Maps. Editing of story maps and orally retelling new stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Enjoys an increasing range of books</p> <p>Book at Bedtime Celebration</p> <p>Poetry Basket</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.</p> <p>Order events, discuss characters and create story maps and use to retell stories.</p> <p>Look at non-fiction texts linked to topic and begin to understand the difference between fiction and non-fiction</p> <p>Poetry Basket</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</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>Act out stories in Role-Play</p> <p>Poetry Basket</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story/poem 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>Poetry Basket</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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>Poetry Basket</p>
WORD READING PHONICS BUG	<p>Phonics Bug Phase 2:</p> <p>The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no</p> <p>Read individual letters by saying sounds for them Blend sounds into words so they can read short words Read some common exception words on sight</p>		<p>Phonics Bug Phase 3:</p> <p>The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.</p> <p>Read some groups of letters that represent one sound Read simple phrases/sentences made up of known letter-sound correspondence and a few exception words</p>		<p>Phonics Bug Phase 4</p> <p>The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs Read words by sound blending Read aloud simple sentences and books that are consistent with phonic knowledge including some common exception words</p>	

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
WRITING VEHICLE TEXTS USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p>Texts as a Stimulus Dominant hand, tripod grip, mark making, giving meaning to marks Writing initial sounds and simple captions. Use initial sounds to label characters / images. Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Use initial sounds VC Words Oral rehearsal</p>	<p>Texts as a Stimulus Consolidate Autumn One Help children identify the sound that is tricky to spell. Sequence the story Write a caption Use correct letter formation Begin to reread what they have written Begin to spell CVC words correctly using GPC Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Write labels Begin to write lists & captions, focusing on ...label, caption, space</p>	<p>Texts as a Stimulus Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter & word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions</p>	<p>Texts as a Stimulus Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter & word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions</p>	<p>Texts as a Stimulus Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards</p>	<p>Texts as a Stimulus Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards</p>
DRAWING CLUB	We complete Greg Bottrill Drawing Club Units to support the development of writing through immersing them in the world of story. Units are planned base don children's interests and time of year / events.					
JANE CONSIDINE UNITS		We're Going on a Bear hunt (F)	Penguins (NF) Lost and Found (F) On sudden Hill (F)	Jack & the Jelly Beanstalk (F) Katie& the sunflowers (F) Rosie's Walk (F)	I wanna Iguana (NF) Handa's Surprise (F) What we'll build (NF)	Rainbow Fish (F) If sharks disappeared (NF) The Snail and the Whale (NF)



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
WE FOLLOW THE WHITE ROSE LTP AND SCHEME OF WORK	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute</p> <ul style="list-style-type: none"> • Matching equal and unequal sets • Comparing objects and sets. Subitising. 1-5 • Ordering objects and sets / introduce manipulatives. Number recognition. • Begin to form numbers <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> • Count and represent the numbers 1 to 5 • Estimate and check by counting. Recognise numbers in the environment. 	<p>Numbers within 5 Count up to six objects.</p> <ul style="list-style-type: none"> • One more or one fewer • Order numerals 1 – 5 • Conservation of numbers within five <p>Addition and subtraction within 5</p> <ul style="list-style-type: none"> • Explore addition and subtraction <p>Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe and sort 2-D shapes</p> <ul style="list-style-type: none"> • Describe position accurately <p>Calendar and time Days of the week, seasons</p> <ul style="list-style-type: none"> • Night and Daytime 	<p>Zero Understanding of concept of zero</p> <p>Numbers within 10</p> <ul style="list-style-type: none"> • Count up to ten objects • Represent, order and explore numbers to ten • Composition • One more or fewer, one greater or less • Subitise • Comparing 2 quantities, ordering quantities • Pairing • Writing numbers <p>Addition & subtraction within 10</p> <ul style="list-style-type: none"> • Explore addition – combining two groups • Subtraction as taking away • Number Bonds to 10 • addition, subtraction and equals symbols 	<p>Measures Vocabulary for, comparing weight & height & length & capacity Time – sequence events, yesterday/today/tomorrow</p> <p>Patterns Repeating patterns</p> <p>Shape Describe and sort 3-D shapes</p> <ul style="list-style-type: none"> • Describe similarities and differences 	<p>Numbers beyond 10</p> <ul style="list-style-type: none"> • Build and identify numbers to 20 and begin to understand order and place value • Composition • Count on and back to beyond 10 • Subitise • One more / one less • Missing Numbers • Estimating • Writing numbers <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> • Understand an amount can be changed by adding more or taking away • Begin to add on by counting on • Begin to problem solve and reason • Recall number bonds to 5/10 <p>Doubling</p> <ul style="list-style-type: none"> • Double means twice the amount. • Say doubles of numbers to 10 	<p>Sharing / Even & Odd</p> <ul style="list-style-type: none"> • Share to make equal groups • Recognise some quantities can't be paired or shared equally – begin to understand odd one left • Begin to understand the odd and even number structure <p>Shape and Space</p> <ul style="list-style-type: none"> • Positional language • Spatial reasoning • Shapes can be combined or separated to make a new shape <p>Patterns</p> <ul style="list-style-type: none"> • Patterns in numbers and shape • Repeating patterns • Symmetry



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	LIGHT AND DARK!	WONDERFUL WINTER!	LET'S GROW!	AMAZING ANIMALS!	UNDER THE SEA!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
PEOPLE, CULTURE & COMMUNITIES	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Stranger danger / Road Safety- Talking about occupations and how to identify strangers that can help them when they are in need. Link to Police Visit Name and describe people who are familiar to them ☑ People in their local / school community... site manager, office manager, lollypop person, shop keeper Develop a knowledge and awareness of other festivals ... Harvest, Diwali 	<ul style="list-style-type: none"> Begin to understand that some places are special to members of their community Talk about special places they go with their family... places of worship visited by children Begin to recognise that people have different beliefs and celebrate special times (see below) Develop a knowledge and awareness of other festivals ... Bonfire Night, Christmas 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. Introduce children to different occupations and how they do their jobs. Talk about members of their immediate family and community ☑ Describe family members ... grandparent, older, younger ☑ Understand that there are many different types of families. 	<ul style="list-style-type: none"> 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 Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year Recognise some similarities and differences between life in this country and other countries History Week – significant person - The Queen 	<ul style="list-style-type: none"> 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 Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Easter Recognise some similarities and differences between life in this country and other countries 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
	Harvest Diwali	Bonfire Night Christmas	Chinese New Year Shrove Tuesday	Mother's Day Easter		Father's Day

OUR 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 AND THE WIDER COMMUNITY.

CHILDREN WILL HAVE OPPORTUNITY TO DEVELOP THEIR EMERGING MORAL AND CULTURAL AWARENESS.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	LIGHT AND DARK!	WONDERFUL WINTER!	LET'S GROW!	AMAZING ANIMALS!	UNDER THE SEA!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
PAST & PRESENT	<ul style="list-style-type: none"> ○ Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history in terms of their family dynamics linked to All About Me. Grandparent, older, younger etc. ○ Begin to comment on images of familiar situations in the past, when mum was little... ○ Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. ○ Black History Week – read 'My 2 grannies' by Floella Benjamin – link to our work on families, naming and describing people who are familiar to them, then build on the author for a black history focus. Extend to focus on 'Coming to England' by Floella Benjamin. 	<ul style="list-style-type: none"> ○ Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali. Can children talk about what they have done with their families during past celebrations? ○ Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences. ○ Family history – Christmas focus - what was life like for children's parents / grandparents when they were 4/5 years old – what is the same / different – toys / celebrations / traditions ○ Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own past experiences with people who are familiar to them. 	<ul style="list-style-type: none"> ○ Comment on images of familiar situations in the past Think about a time it snowed / was frosty – what did you do? What is the same / different about the experience now? How? Why? Parents to support. ○ Listening to stories and placing events in chronological order – linked to text focus for Literacy. ○ Celebrate British History Week by looking at the royal family, creating a Prince George timeline and identify how he has changed over time. As part of the dress up celebration day – children to dress as significant figures from History – discuss why they are significant and when they lived. 	<ul style="list-style-type: none"> ○ Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't in the past. Link to texts including - Once there were giants and the growing story. ○ Listening to stories and placing events in chronological order – linked to text focus for Literacy. ○ Traditional Tale Settings – use as a stimulus to discuss what life is like in the setting for the characters – then and now ○ Changes in living things - Think about life cycles and place in order events to show change over time. Additionally link to seasonal change over the year 'now and then' 	<ul style="list-style-type: none"> • Nursery Rhymes as a stimulus for discussing situations in the past – 3 lessons from Key Stage History website – use to look at now and then / past and present, old / new. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Listening to stories and placing events in chronological order – linked to text focus for Literacy. 	<ul style="list-style-type: none"> ○ Talk about the lives of the people around them and their roles in society – link to deep sea explorers such as Sylvia Earle ○ Look at how equipment to explore under the sea has changed over time and how this has helped to break records to go further and deeper. ○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ○ Understand the past through settings, characters and events encountered in books read in class and storytelling. ○ Class assembly – celebrate the learning journey over the year – what did we learn about Sept-July – parents to attend.
<p>CHILDREN BEGIN TO EXPLORE HISTORY BY FIRST STARTING WITH THEIR OWN AND THROUGH READING AND EXPLORING HIGH QUALITY TEXTS</p> <p>OTHER SOURCES: HISTORICAL ASSOCIATION KEY STAGE HISTORY</p>	<p>Black History Month - Floella Benjamin</p> <p>HA Unit – What are our favourite celebrations each year?</p>	<p>Family History</p> <p>HA Unit – Why do we wear different clothes at different times?</p>	<p>British History Week –</p> <p>The Royal Family</p>	<p>How have we grown and changed</p> <p>HA Unit – How have we changed since I was a baby?</p>	<p>Nursery Rhyme Unit</p> <p>Key Stage History</p>	<p>Class assembly – celebrating our learning journey.</p>



RECEPTION LONG TERM PLAN








	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	LIGHT AND DARK!	WONDERFUL WINTER!	LET'S GROW!	AMAZING ANIMALS!	UNDER THE SEA!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
THE NATURAL WORLD	<ul style="list-style-type: none"> ○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Follow / create simple maps. Look at Aerial Photos. ○ Know about seasonal change Autumn – signs, stories. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. ○ Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families? ○ Visiting Forest School to investigate the environment, compare to our classroom environment. ○ Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. 	<ul style="list-style-type: none"> ○ Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Create their own story maps to show the journey of the postman. ○ Road safety – link to police visit – as follow up go on a walk around the school, crossing roads, following a map –create a Emotional mapping – what do I like and not like – take photos - take photos and plot photos to create own maps. ○ Nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds. ○ After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn. 	<ul style="list-style-type: none"> ○ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. ○ Know about seasonal change - Winter – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. ○ Bring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments. ○ Know about the North and South Pole as a contrasting climate – what is the landscape like there – what lives there – animal focus? How? Discuss weather. Google Earth – how can we identify cold places – what colour might they be – why? Link to climate / weather. Aerial Photos. ○ Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals. 	<ul style="list-style-type: none"> ○ Change in living things – Changes in the leaves, weather, seasons. Life cycles – chicks / butterflies / frogs – link to habitats – Forest School. ○ Know about seasonal change - Spring – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. Provide opportunities for children to note and record the weather. ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Look for children incorporating their understanding of the seasons and weather in their play. ○ Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature. ○ Trip to Farm – look at a rural environment. Discuss the features. ○ Journey sicks 	<ul style="list-style-type: none"> • Use Handa's Surprise to explore a hot country - Africa. Identify on Google Earth / look at Aerial photos - Discuss the contrasting climate, the weather / landscape – animal focus – plot on world map display. • Look at the similarities / differences in this country and Africa. Encourage the children to make simple comparisons. Can children make comments on the weather, culture, clothing, housing. • Trip to Knowsley Safari Park - discuss what we will see on our journey – map work and features. • Use bee-bots on simple maps. Encourage the children to use navigational language. • Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? • Can children differentiate between land and water? 	<ul style="list-style-type: none"> ○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects. Experiment. ○ Share non-fiction texts that offer an insight into contrasting environments. ○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. ○ Look at the environment of under the sea. Children share their experiences – visit Blue Planet Aquarium. Different waters i.e. cold seas, pacific ocean - what lives there – animal focus? ○ 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 – focus on sea pollution. Create opportunities to discuss how we care for the natural world around us.
	Fieldwork – Navigating the classroom and school grounds. Birkenhead Park – seasonal change	Fieldwork – Walk in surrounding school area – road safety/post Santa letters – map journey (urban)	Fieldwork –	Fieldwork – Trip to the farm – identify the features of a rural place. Link tot baby animals. Rural.	Fieldwork – Visit Knowsley Safari Park / Chester Zoo – what are the features of the Safari Park, map the route.	Fieldwork – Trip to the beach– plot different under the sea on world map
	Autumn Focus looking at seasonal change		Winter Study	Signs of Spring		Summer Focus

WE 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.

WE USE OUR FOREST SCHOOL AND OUTDOOR PROVISION TO PROVIDE FIRST HAND EXPERIENCES OF THE NATURAL WORLD



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN CREATING WITH MATERIALS PAINTING, 3D MODELLING, MESSY PLAY, COLLAGE, CUTTING, DRAMA, ROLE PLAY, THREADING, CLAY SCULPTURES, LOTS OF LINKS TO FINE MOTOR SKILLS. CHILDREN TO EXPLAIN THEIR WORK TO OTHERS.	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling, take pictures of children's creations and record them explaining what they did.</p> <p>Paint family portraits – display in home role-play area.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Home Corner Role-Play</p>	<p>Collage owls</p> <p>Celebration artwork - firework pictures / large scale firework art, Christmas decorations, Christmas cards, Diva lamps</p> <p>Colour Mixing – large scale</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Home Corner</p> <p>Pop Up Role Play fire station then Santa's Workshop</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating penguins.</p> <p>Making lanterns, Chinese writing, puppet making</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Home Corner</p> <p>Pop Up Antarctica Explorers Role Play Provide a wide range of props for play which encourage imagination.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Symmetrical butterflies. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts</p> <p>Pop Up Science Lab role play</p>	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating different animal pictures looking at print and pattern to create pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Home Corner</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Home Corner</p> <p>Pop Up Seaside Role-Play</p> 



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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OVERARCHING THEMES	ALL ABOUT ME! 	LIGHT AND DARK! 	WONDERFUL WINTER! 	LET'S GROW! 	AMAZING ANIMALS! 	UNDER THE SEA!
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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.

EXPRESSIVE ARTS AND DESIGN

BEING IMAGINATIVE AND EXPRESSIVE

MOVING TO MUSIC, FOLLOWING MUSIC PATTERNS WITH INSTRUMENTS, SINGING SONGS LINKED TO TOPICS, MAKING INSTRUMENTS, PERCUSSION.

CHILDREN WILL HAVE OPPORTUNITIES TO LEARN AND PERFORM SONGS, NURSERY RHYMES AND POETRY LINKED TO THEIR WORK / INTERESTS AND PASSIONS.










<p>Charanga – Me! Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once... This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> <p>Poetry Basket</p>	<p>Charanga – My Stories Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> <p>Poetry Basket</p>	<p>Charanga – Everyone! Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys... Twinkle Twinkle If You're Happy... Head, Shoulders...</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p> <p>Poetry Basket</p>	<p>Charanga – Our World! Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p> <p>Poetry Basket</p>	<p>Charanga – Big Bear Funk! Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p> <p>Musical learning focus: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> <p>Poetry Basket</p>	<p>Charanga – Reflect, rewind, Replay Consolidates the learning that has occurred during the year. Revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus: Listen and Appraise Embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> <p>Poetry Basket</p>
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RECEPTION LONG TERM PLAN

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



 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</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. 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. 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>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Analyse Nursery Assessments</p> <p>In-house - Baseline data on entry</p> <p>NFER Baseline data by end of half term</p> <p>Baseline analysis</p>	<p>On going assessments</p> <p>Pupil progress meetings</p> <p>Parents evening</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>End of Term Assessments</p>	<p>Cluster moderation</p> <p>Parents evening</p> <p>EYFS team meetings</p>	<p>Pupil progress meetings</p> <p>EYFS team meetings</p> <p>End of Term Assessments</p>	<p>Cluster moderation</p> <p>EYFS team meetings</p> <p>Begin to make judgements for ELG</p>	<p>Pupil progress meetings</p> <p>Parents Book Look</p> <p>EYFS team meetings</p> <p>Finalise EOY ELG data</p>