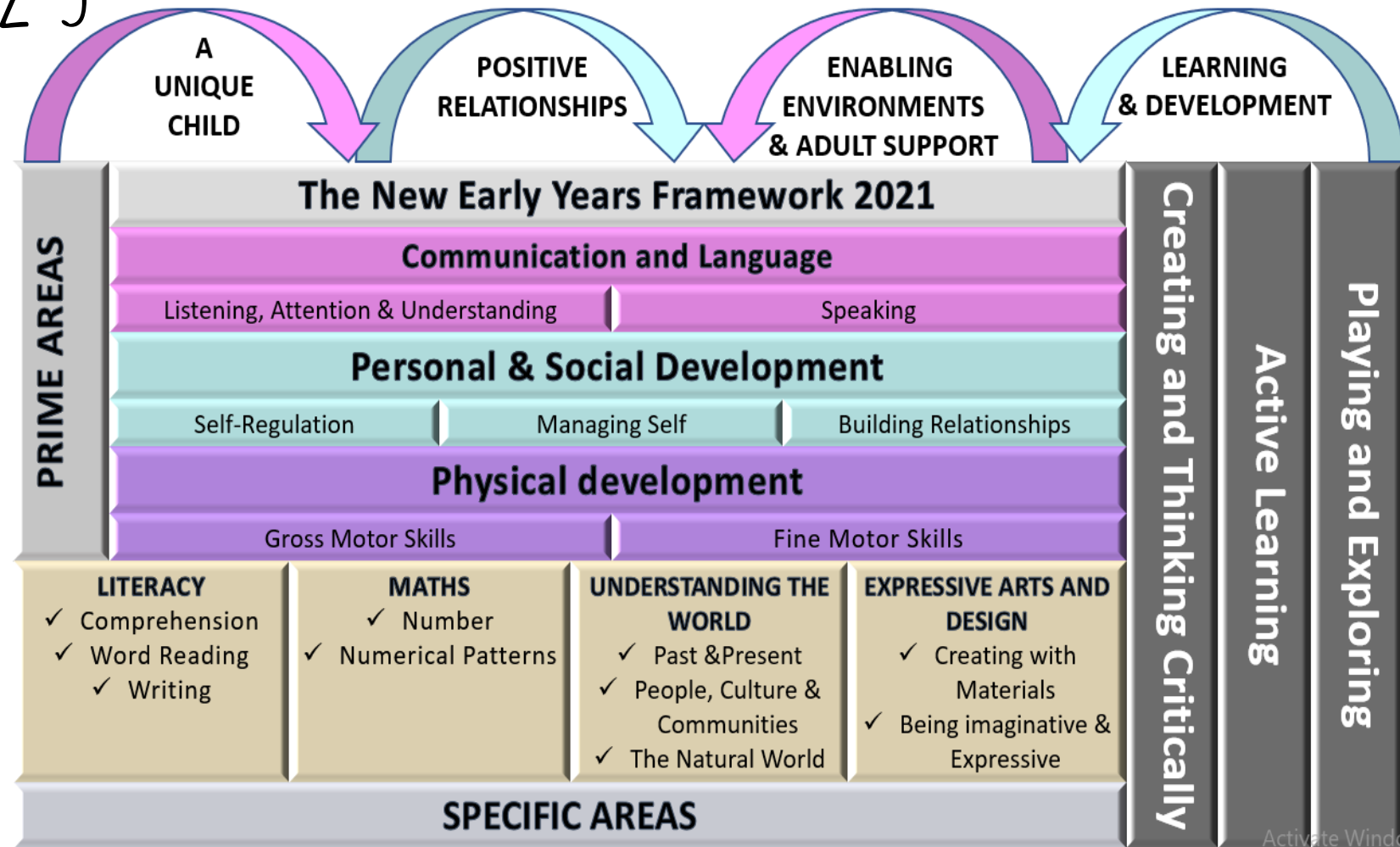


# RECEPTION LONG TERM PLAN 22-23

At Westwood First School we hope to promote a life-long love of learning. We believe that every child can be a confident, capable and resilient learner, and provide an environment in which children feel secure, happy and able to develop as individuals. Children will be supported to follow their interests and fascinations, develop a positive sense of self, work towards their goals and embrace our school values of: kindness and respect, honesty and courage, curiosity and creativity.

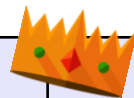


# RECEPTION LONG TERM PLAN



AUTUMN 1

7 WEEKS



AUTUMN 2

7 WEEKS



SPRING 1

7 WEEKS



SPRING 2

5 WEEKS



SUMMER 1

6 WEEKS



SUMMER 2

7 WEEKS

GENERAL THEMES

NB: THESE THEMES MAY  
BE ADAPTED AT VARIOUS  
POINTS TO ALLOW FOR  
CHILDREN'S INTERESTS TO  
FLOW THROUGH THE  
PROVISION  
WELL-BEING & BEHAVIOUR  
FOR LEARNING

ALL ABOUT ME!

Starting school / my new class  
/ New Beginnings  
People who help us / Careers  
Staying healthy / Food /  
Human body  
How have I changed since I  
was a baby?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

TERRIFIC TALES!

Traditional Tales  
Gingerbread Man  
Little Red Riding Hood  
Old favourites  
Familiar tales  
Library visits  
The Nativity  
Christmas Lists  
Letters to Father Christmas  
Which are our favourite  
celebrations?

AMAZING ANIMALS!

Life cycles  
Safari  
Animals around the  
world  
Minibeasts  
Climates / Hibernation  
Down on the Farm  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
David Attenborough  
Happy Habitats

COME OUTSIDE!

Plants & Flowers  
Weather / seasons  
Does the moon shine?  
The great outdoors  
Forest School  
Planting seeds  
Make a sculpture: Andy  
Goldsworthy  
Reduce, Reuse & Recycle  
Fun Science / Materials

TICKET TO RIDE!

Around the Town  
How do I get there?  
Where in the world have  
you been?  
Where do we live in the  
UK / world?  
Fly me to the moon!  
Vehicles past and Present  
Design your own  
transport!  
Who was Neil Armstrong?

FUN AT THE SEASIDE!

Under the sea  
Off on holiday / clothes  
Where in the world shall  
we go?  
Pirates  
Mermaids  
Send me a postcard!  
Marine life  
Dinosaurs  
Fossils – Mary Anning  
Seasides in the past  
Compare: Now and then!  
Seaside art

POSSIBLE TEXTS  
AND  
'OLD  
FAVOURITES'

Once there were Giants  
Stick Man  
The Smartest Giant  
The Colour Monster  
Funny Bones  
The Big Book of Families  
Hair Love  
You Choose  
Red Rockets and Rainbow Jelly  
The Family Book

The Jolly Postman  
Goldilocks  
Little Red Riding Hood  
Cinderella  
Jack and The Beanstalk  
Hansel and Gretel  
The Ugly Duckling  
Christmas Story / Nativity  
Rama and Sita  
Mommy, Mama and me

There's a Dinosaur in My  
School  
The Very Hungry  
Caterpillar  
Superworm  
Owl Babies  
Tiger who came to tea  
The Gruffalo  
Mr Men – Chinese New  
Year  
Blue Chameleon

Handa's Surprise  
Oliver's Vegetables  
Jack and the Beanstalk  
One Plastic Bag  
Jasper's Beanstalk  
Tree, Seasons come and  
seasons go  
A stroll through the  
seasons  
Tango makes three

The Snail and the Whale  
The Way back Home  
The Naughty Bus  
Mr. Gumpy's Outing  
The Train Ride  
Bob, The Man on the  
Moon  
Beegu  
Oi! Get off my train!  
Hello Hello

Lighthouse Keeper's Lunch  
Sneakers the Seaside cat  
Under the Sea Non –  
Fiction  
P is for Passport  
The Journey  
Zoom  
Passport to Paris  
World Atlases  
Tiddler  
The Rainbow Fish  
There's Only One You

'WOW' MOMENTS /  
ENRICHMENT WEEKS

Autumn Trail  
Remembrance Day  
Nurse / Firefighter visit  
Harvest Time  
Birthdays  
Favourite Songs  
Halloween

Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Diwali  
Library visit  
Black History Month  
Remembrance day  
Road Safety


Vet visit/talk  
Chinese New Year  
Lent  
Valentine's Day  
Internet Safety Day  
Animal Art week  
Amerton Farm trip

Walk to the park / Picnic  
Planting seeds  
Easter time  
Weather experiments  
Weather Forecast videos  
Nature Scavenger Hunt  
Vincent Van Gogh Study

Post a letter  
Food tasting – different  
cultures  
Map work - Find the  
Treasure  
Start of Ramadan  
Eid

Seaside Day  
Under the Sea – singing  
songs and sea shanties  
Fossil hunting  
Father's Day  
Heathy Eating Week  
World Environment Day

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
  	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates.</p> <p>At Westwood First School we place a high value on the importance of play, and believe that children need extended and uninterrupted opportunities for this in order to apply new knowledge and skills in a meaningful way. Children will be supported to follow their interests and fascinations, develop a positive sense of self, work towards their goals and embrace our school values of: kindness and respect, honesty and courage, curiosity and creativity.</p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>OUR VALUES</b> ASSEMBLIES / SHARING CIRCLES  We will refer to each area each term as needed	<b>Kindness</b> We treat others as we wish to be treated ourselves. We understand different feelings and emotions and can empathise. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. We show mutual tolerance of those with different faiths and beliefs and for those without faith.	<b>Respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We respect the environment and know how to make a difference. We know our rights and are confident in ensuring they are met for ourselves and others.	<b>Honesty</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We work together and communicate honestly as a team.	<b>Courage</b> We all have the right to have our own views. We are all respected as individuals. We feel confident to have a go at new activities. We understand and celebrate the fact that everyone is different. We question injustice and stand up for people.	<b>Curiosity</b> We all have the right to explore our own interests and be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who and what we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Creativity</b> We know that our talents are special and will be nurtured. We are free to explore our own interests and follow our own learning paths. We draw on the experience of others in order to develop our knowledge and understanding of the world around us. We enjoy participating in creative activities and using our imaginations.
	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.					
<b>ASSESSMENT OPPORTUNITIES</b>	Check nursery assessment Baseline data on entry National Baseline data by end of term Entry data on insight Phonic Intervention groups NELI assessments	On-going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Trust moderation Autumn data on insight	On-going assessments GLD Projections for EOY Internal moderation Trust moderation EYFS team meetings Phonics assessments	On-going assessments Pupil progress meetings Parents evening info EYFS team meetings Spring data on insight Phonics assessments PIRA assessments	On-going assessments Trust moderation EYFS team meetings Phonics assessments PIRA assessments PUMA assessments EYFSP data	On-going assessments Pupil progress meetings Reports EYFS team meetings Summer data on insight Benchmarking
<b>PARENTAL INVOLVEMENT</b>	Staggered Start Parents information evening Phonics workshop Proud Clouds	Proud Clouds Nativity Phonics workshop Parents Evening Daily shared learning Stay and Play	Proud Clouds Writing workshop Stay and Read morning Daily shared learning Daily reading diary	Proud Clouds Parents Evening Stay and Play Daily shared learning Daily reading diary Phonics workshop	Proud Clouds Maths workshop Daily shared learning Daily reading diary Stay and read morning	Proud Clouds Parents Evening Class assembly Stay and Play Daily shared learning Daily reading diary





# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
<b>COMMUNICATION AND LANGUAGE</b> <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
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, plan do review activities, assemblies, show and tell, weekend news, partner talk and weekly interventions.  <b>DAILY STORY TIME</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Model talk routines Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing experiences with peers and adults Stories with repeated refrains Using objects for intended purpose Sharing information about family and home What's important to you?	<b>Tell me a story!</b> Settling in activities Develop vocabulary Follow interests Retelling stories Story language Word hunts Listening and responding to stories Discuss familiar characters Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Develop pretend play skills How/why questions Purposeful conversation	<b>Tell me why!</b> Settling in activities Interacting with others in a range of contexts Demonstrating good listening skills Following several instructions Nonsense rhymes and jokes Asking questions and giving explanations Using language to recreate stories and experiences Takes turns to speak and listen in a range of contexts Uses language that reflects new experiences Discuss their learning with others	<b>Talk it through!</b> Settling in activities Revisit familiar stories Asking relevant questions Increased focused teaching time Understanding and following a story without pictures Exploring and using a range of tenses Using language to organise, sequence and clarify thinking, ideas, feelings and events Using sentences that give many details Understanding and using a range of new vocabulary appropriately	<b>What happened?</b> Settling in activities Asking questions to clarify understanding following discussion Engaging in conversations with adults and peers about activities and experiences Understanding and responding to who, why, when, where, how questions Exploring the meaning and sounds of new words Explaining and giving reason for actions, events and activities	<b>Time to share!</b> Settling in activities Retelling stories and narratives in their own words using new vocabulary Using talk to make connections Giving explanations Communicating confidently with a range of people or to an audience Well-developed team work skills in a range of contexts



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
SELF-REGULATION  MANAGING SELF  BUILDING RELATIONSHIPS	<b>Being Me In My World</b>  Class rules and routines School routines and community Seeing ourselves as a valuable individual Supporting children to build relationships Vocabulary associated with feelings and emotions Exploring likes and dislikes Supporting children to choose and use appropriate resources for a chosen task Sharing and turn-taking Supporting children to discuss health and hygiene Dreams and Goals	<b>Celebrating Difference</b>  Showing pride in our achievements – wow display, class dojo sharing etc  Name and describe common emotions and make connections Being unique Tolerance Respect Supporting children to understand that everyone is different and that this is a good thing Respect for similarity and difference Anti-bullying	<b>Dreams and Goals</b>  Discussing similarities and differences and developing sensitivity towards other Celebrating differences Support children to identify and moderate their own feelings socially and emotionally  Encourage children to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Vocabulary linked to parts of the body Support children to work successfully as part of a team	<b>Healthy Me</b>  Learning about ways to stay safe in different contexts Opportunities to practice safety measures Looking after pets and staying safe around animals Showing resilience in the face of new challenges Using and transporting tools The importance of a healthy diet  Hand washing and hygiene The importance of looking after our teeth Ways to stay healthy and safe Dressing and undressing – coat buttons, toggles, zips etc	<b>Relationships</b>  Friendships and what makes a good friend Family differences and similarities Showing resilience and perseverance in the face of challenge. Answering and asking questions about family, friends and our lives outside of school Support children with conflict resolution Support children to understand that actions have consequences Discussing apologies and why they are important	<b>Changing Me</b>  Transition work in preparation for year 1 Introduction to the School Council Sports Day – dealing with disappointment and celebrating achievements Talking about special times and significant events Staying safe over the summer holiday – road safety, water safety, staying safe in the sun etc Show an understanding and enjoyment of being part of our school community Discussions about social and environmental issues and how we can help



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	Access to a wide range of fine motor activities within the provision (playdough, scissors, weaving, threading, blocks etc) Pouring from containers Developing pencil grip Correct way to hold scissors Using lines to enclose shapes when drawing	Access to a wide range of fine motor activities within the provision (playdough, scissors, weaving, threading, blocks etc) Using tools to move objects Selecting and using appropriate cutlery Developing pencil grip Snipping paper Using enclosed shapes to represent people or objects	Access to a wide range of fine motor activities within the provision (playdough, scissors, weaving, threading, blocks etc) Selecting the best tool for an activity Using a knife to cut soft materials Developing tripod grip Using scissors to cut different materials Including a range of features when drawing	Access to a wide range of fine motor activities within the provision (playdough, scissors, weaving, threading, blocks etc) Using tweezers to move objects Using a knife to cut and slice Developing letter formation and fluent writing Using helping hand to guide paper when cutting Demonstrating control of a range of drawing tools	Access to a wide range of fine motor activities within the provision (playdough, scissors, weaving, threading, blocks etc) Using a knife to spread Threading small beads accurately Correct letter formation Writing fluency Accurate cutting along lines Developing accuracy and care when drawing	Access to a wide range of fine motor activities within the provision (playdough, scissors, weaving, threading, blocks etc) Weaving ribbon and thread effectively Using a knife and fork appropriately Correct letter formation and fluent writing styles Cutting complex shapes and circles Observational drawings
GROSS MOTOR AND FUNDAMENTAL MOVEMENT	PE – FUNDAMENTAL MOVEMENT Cooperation games i.e. parachute, playground games etc Climbing – outdoor equipment Exploring different ways of moving – running, jumping, hopping, skipping, crawling etc Provide regular reminders about thorough handwashing and toileting Taking off coats Negotiating space successfully Maintaining balance and stability Simple ball skills – grasping and	PE - GYMNASTICS Crate play- climbing Skipping ropes in outside area Dance activities Wheeled resources for children to balance, sit or ride on, or pull and push Ball skills – catching and rolling towards a target Travelling across a space Jumping – off and over Balance Safety when using equipment Picture books and other resources to explain the importance of the different aspects of a healthy lifestyle	PE – BALL SKILLS AND GAMES Ball skills- aiming, dribbling, pushing, throwing (rainbow throws) & catching, patting, or kicking Tennis skills Playground ball games – piggy in the middle, name and throw etc Jumping and landing appropriately using outdoor equipment Moving apparatus and equipment Taking off and putting on a jumper independently Safely using and moving	PE - DANCE Balance- children moving with confidence Weather-themed dance and movement activities Creating sequences Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts Putting on socks and shoes independently	PE – TEAM GAMES Obstacle activities children moving over, under, through and around equipment Benchball Rounders Throwing to hit a target Travelling with confidence and skill Risk assessing chosen activities	PE – ATHLETICS Races – staying in a lane, starting positions etc Hurdles Egg and spoon Jumping with control and coordination Individual fitness challenges Team games involving gross motor movements Skipping Sports Day



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
LITERACY  COMPREHENSION - DEVELOPING A PASSION FOR READING   WORD READING  Children will be working in different groups for Read Write Inc.	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.	Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences. Know the definition of 'author' and 'illustrator'	Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence; draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play is influenced by experience of books Innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good over evil.
	<b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	<b>Phonic Sounds:</b> RWI Differentiated groups / Ditties <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.  Children should not be required to use other strategies to work out	<b>Phonic Sounds:</b> RWI Differentiated groups: <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff





# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
<b>WRITING</b>  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p><b>Texts as a Stimulus:</b> Zog Colour Monster Owl Babies Supertato Funny Bones Hair Love</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p><b>Texts as a Stimulus:</b> Errol's Garden Billy Goats Gruff Goldilocks The Gingerbread Man Little Red Riding Hood/Little Red and the Very Hungry Lion The Jolly Postman The Jolly Christmas Postman</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p><b>Texts as a Stimulus:</b> The Very Hungry Caterpillar Tiger who came to tea The Gruffalo Diary of a Wombat Superworm Dear Zoo Bear Hunt</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p><b>Texts as a Stimulus:</b> Mr Wolf's Pancakes Tree – Seasons Come, Seasons Go Oi Frog Jack and the Bean stalk Alfie Weather/Out and About poems by Shirley Hughes</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> Handa's Surprise The Snail and the Whale The Naughty Bus Whatever Next Beegu</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> Digging up Dinosaurs Dear Dinosaur Wangari's Trees of Peace Billy's Bucket (CLPE) What the Ladybird Heard at the Seaside</p> <p>Story writing, writing sentences using a range of tricky words that are spelled correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish</p> <p>Write three sentences – B, M &amp; E.</p>



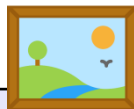
# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALES	AMAZING ANIMALS	COME OUTSIDE	TICKET TO RIDE	FUN AT THE SEASIDE
<b>MATHS</b> <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>  <i>Mathematics Mastery</i>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>‘have a go’</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	Perceptually subitise within 3  Identify sub-groups in larger arrangements  Use their fingers to represent quantities which they can subitise  Relates the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set  Composes their own collections within 4.  Uses the language of comparison, including ‘more than’ and ‘fewer than’	Subitise within 5, perceptually and conceptually, depending on the arrangements.  Understands the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand  Begin to recognise numerals, relating these to quantities they can subitise and count.  Identifies the composition of some numbers within 5.  Compares sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	Notifies a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part Notifies patterns which show a small group and ‘1 more’ Matches arrangements to finger patterns. Developing object counting skills, using a range of strategies to improve accuracy Order numbers, linking cardinal and ordinal representations of number. Understands the composition of 5 and begins to spot ‘missing’ or ‘hidden’ parts for 5 Begins to see that numbers within 10 can be composed of ‘5 and a bit’. Understands that there are ways of making unequal sets equal.	Notifies symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’ Continue to consolidate their understanding of cardinality, working with larger numbers within 10  Notifies the counting pattern beyond 20.  Begins to see the difference in composition of odd and even numbers Begins to explore the composition of numbers within 10 practically  Compare numbers, reasoning about which is more	Uses subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number  Identifies when it is appropriate to count and when groups can be subitised.  Continue to develop verbal counting to 20  Understands the composition of numbers within 10	Subitises structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 Verbal counting to 20 and beyond, including counting from different starting numbers Count from 20 forwards and backwards Knows all bonds to and within 10 Manipulates numbers in order to solve simple problems using understanding of composition Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
<b>UNDERSTANDING THE WORLD RE / FESTIVALS</b>  Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	How have I changed since I was a baby? Family and friends Our community Lived experiences (birthdays, holidays, siblings) Similarities and differences Occupations Pizza portraits (Italy) Sorting old and new/past and present Elizabeth Garrett-Anderson Harvest Churches	Which are our favourite festivals? Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen Codepillar Share different versions of famous fairy tales that link to other cultures (Red Riding Hood and the very hungry lion) Stranger danger Talking about occupations and how to identify strangers that can help them when they are in need. Diwali, Christmas, Bonfire night, Halloween.	Why do we need bees in our garden? Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Different environments and habitats - matching habitats to animals Jobs – Vet, zoo keeper, naturalist, conservationist  Use images, video clips, shared texts and other resources to bring the wider world into the classroom – link to online safety After close observation, draw pictures of the natural world, including animals and plants Chinese New Year – food tasting, lanterns, Chinese symbols and writing Chinese Traditions	Why do we wear different clothes during the year? Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Weather, culture, clothing Change in living things – Changes in the leaves, weather, seasons Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather Building a 'Bug Hotel' Using our senses Easter celebrations Steve Backshall – deadly 60 Holi	I wonder what's out there? Use Handa's Surprise to explore a different country. Discuss modes of transport – pictogram Introduce the children to a range of transport Look at the kinds of transport we might find not local to us (national and international) Use bee-bots on simple maps Navigational language. Explore houses and homes Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment, maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born Take children to places of worship and places of local importance to the community Eid	How do we know what dinosaurs looked like? To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Fossil designs/make and find Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside long ago – Magic Grandad Non-fiction texts that offer an insight into contrasting environments. Treasure maps Compare land and sea animals Pirates Volcanoes and eruptions Sunglasses investigation Biscuit making Dinosaur poo – carnivores, omnivores and herbivores Helping others - RE



# RECEPTION LONG TERM PLAN










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
<b>EXPRESSIVE ARTS AND DESIGN</b>  <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 produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Pizza design and make Biscuit making Birthday cards	Use different textures to create fairytale pictures Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity Colour mixing	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage animals Symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Printing patterns on Easter eggs Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings. Life cycles, Flowers-Sun flowers Mother's Day crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Design and make rockets. Design and make objects they may need in space, thinking about form and function.  Learn a traditional African song and dance and perform it / Encourage children to create their own music.  Junk modelling, houses, bridges boats and transport.  Small world – exploration of other cultures  Creating outer space pictures	Sand pictures / Rainbow fish collages  Seaside Tiles  Moving seaside plates  Puppet shows: Provide a wide range of props for play which encourage imagination.  Salt dough fossils  Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.  Colour mixing – underwater pictures.  Father's Day Crafts
Charanga Music Units	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect
Each Charanga unit comprises; listening and responding to music and sounds, exploring and creating with voices and instruments, singing – nursery rhymes and action songs, and sharing and performing.						





# RECEPTION LONG TERM PLAN

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

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