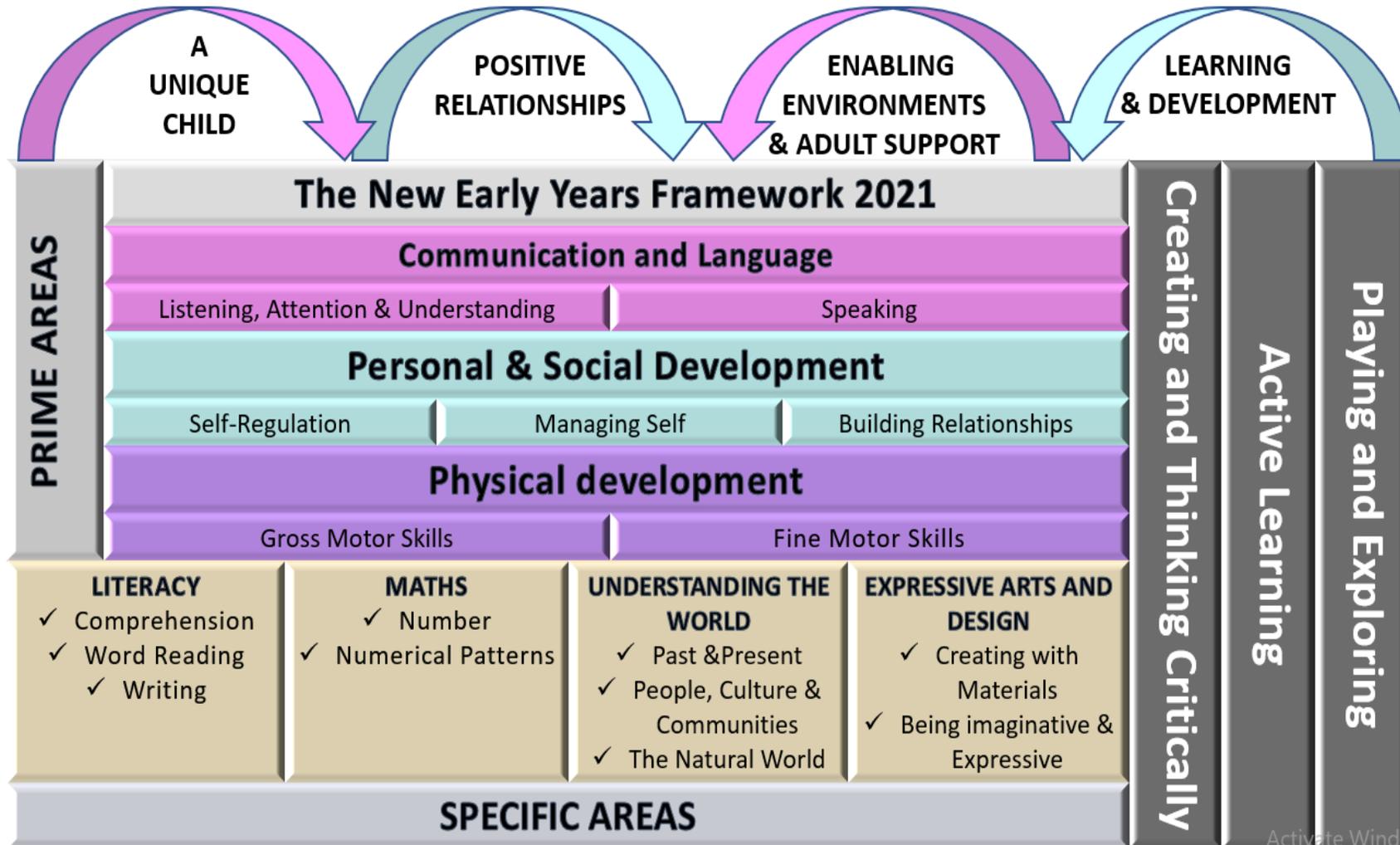


# RECEPTION LONG TERM PLAN 22-23



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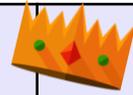
## EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 <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>

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AUTUMN 1



AUTUMN 2



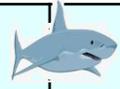
SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

*NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS*

**I WONDER IF WE ARE ALL THE SAME?**

Starting school / my new class / New Beginnings  
Superheroes  
People who help us / Careers  
Staying healthy / Food / Little Red Hen - Harvest  
How have I changed?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

**I WONDER WHAT STORIES WE CAN TELL?**

Traditional Tales  
Old favourites  
Familiar tales  
Library visits  
Gingerbread Man  
Cinderella  
The Nativity  
Victorian Christmas  
Christmas Lists  
Letters to Father Christmas

**I WONDER WHAT THE WORLD IS LIKE?**

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?

**I WONDER HOW THINGS GROW?**

The great outdoors  
Plants & Flowers  
Weather / seasons  
Planting beans/seeds  
Make a sculpture: Andy Goldsworthy  
Reduce, Reuse & Recycle  
Fun Science / Materials  
Health Teeth/Food

**I WONDER WHY ANIMALS ARE AMAZING?**

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

**I WONDER WHAT IS IN THE SEA?**

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

POSSIBLE HIGH QUALITY TEXTS

The Smartest Giant  
The Little Red Hen  
The Big Book of Families  
Pete the Cat  
What makes me me?  
Can I build Another Me?  
Not like the Others  
Super Duper You  
The Colour Monster

Rama and Sita  
Goldilocks  
Gingerbread Man  
The Ugly Duckling  
Billy Goat Gruff  
Christmas Story / Nativity  
The Jolly Postman

Handa's Surprise  
The Way back Home  
Mr. Gumpy's Outing  
The Train Ride  
Bob, The Man on the Moon  
Look Up!  
Oi! Get off my train!  
Whatever Next!

The Tiny Seed  
Oliver's Vegetables  
Jack and the Beanstalk  
One Plastic Bag  
Jasper's Beanstalk  
Tree, Seasons come and seasons go  
Shhh!

The Emperors Egg  
Aghh Spider!  
Tiger who came to tea  
Diary of a wombat  
Pig in the Pond.  
Owl Babies  
Sleepy Bumblebee  
Rainbow Fish

Lighthouse Keeper's Lunch  
Under the Sea Non – Fiction  
Big Blue Whale  
The Journey  
The Beach  
World Atlases  
Gorilla likes Vanilla

'WOW' MOMENTS / ENRICHMENT

Autumn Trail  
Harvest Time  
Apple Festival  
Roald Dahl Day 13/9  
Rosh Hashanah 25/9

Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Diwali / Remembrance Day  
Road Safety

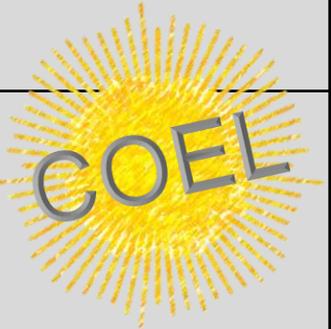
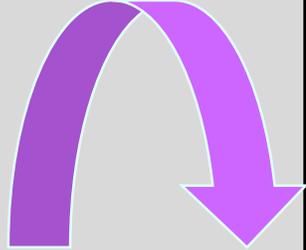
Valentines day  
Chinese New Year  
Story Telling Week  
Internet Safety Day  
Food tasting & cooking – different cultures

Planting Seeds  
Weather experiments  
Mother's Day  
World Book Day  
3rd March  
Easter Egg Hunt

Animal visitors & Vet  
Chicks In school  
Frogspawn in classroom or pond visits  
Fathers Day

World Environment Day  
Map work - Find the Treasure  
Sports Day  
Visit Sea Life Centre

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GENERAL THEMES	I WONDER IF WE ARE ALL THE SAME?	I WONDER WHAT STORIES WE CAN TELL?	I WONDER WHAT THE WORLD IS LIKE?	I WONDER HOW THINGS GROW?	I WONDER WHY ANIMALS ARE AMAZING?	I WONDER WHAT IS IN THE SEA?
   OVER ARCHING PRINCIPLES	<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> <hr/> <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. Children and practitioners are NOT alone – embrace each community.</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. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Barby, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p style="text-align: center;"><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					



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COMMUNICATION AND LANGUAGE	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 and language structures</b> .					
DAILY STORY TIME	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Rhyming &amp; alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b> Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.						



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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> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><b><u>JIGSAW</u></b> <b><u>Being Me in My World</u></b></p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p>Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p><b><u>JIGSAW</u></b> <b><u>Celebrating Difference</u></b></p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><b><u>JIGSAW</u></b> <b><u>Dreams and Goals</u></b></p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>SMART rules</p>	<p><b><u>JIGSAW</u></b> <b><u>Healthy Me</u></b></p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p>	<p><b><u>JIGSAW</u></b> <b><u>Relationships</u></b></p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><b><u>JIGSAW</u></b> <b><u>Changing Me</u></b></p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p>Transition into Year 1 Year 1 readiness</p>
<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p>						

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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	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
GROSS MOTOR	REAL PE: Personal: Coordination & static balance Playground games	REAL PE: Social: Dynamic balance to agility & static balance  REAL Gym Unit 1 – shape and travel	REAL PE: Cognitive: Dynamic balance & static balance  REAL Dance	REAL PE: Creative: Coordination & counter balance  REAL Gym: Unit 2 – Flight and rotation	REAL PE: Physical :Coordination & agility  Team games	REAL PE: Health and Fitness: Agility & static balance  Team games
REAL PE GONOODLE	<i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i>					

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LITERACY	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)					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to LW. Continue to share ebook from Little Wandle reading for pleasure.</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
	<p>Phonics : Little Wandle Phase 2 s a t p l n m d g o c k c k e u r h b f l is l the</p>	<p>Phonics Little Wandle Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk Put pull full as and has his her go no to into she push he of we me be</p>	<p>Phonics Little Wandle Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er Was you they my by all are sure pure</p>	<p>Phonics Little Wandle Phase 3 Review -s –es</p>	<p>Phonics Little Wandle Phase 4 Short Vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC -ing -ed -er -est</p>	<p>Phonics Little Wandle Phase 4 Long vowels with graphemes with adjacent consonants. CVCC CCVC CCCVC CCV CCVCC -ing -ed -er -est</p>
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly						
WORD READING Little Wandle – 3 lessons a week. Keep Up Interventions						

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development

# RECEPTION LONG TERM PLAN 22-23



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WRITING	<p><b>Texts as a Stimulus:</b> All About Me Label characters</p> <p>The Colour Monster (Feelings)</p> <p>Not Like the Others</p> <p>Can I build another me (Wishing tale) – make marks</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> Diwali-Rama And Sita</p> <p>The Three Billy Goats Gruff (Defeat Monster)</p> <p>Create a wanted poster to catch the troll</p> <p>The Christmas Story (Journey story) Sequence the story Speech bubbles</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>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> Handa's Surprise (Journey story)</p> <p>Retell the story in own words / reverse the journey</p> <p>Describe each animals Write new version</p> <p>Look Up – Nathan Bryan</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> Jack and the Beanstalk retell parts of the story / repeated refrains / speech bubbles</p> <p>Oliver's Vegetables Healthy Food</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words</p> <p>The Sleepy Bumblebee (Cumulative) Labels and simple captions</p> <p>Animal Fact File – Compare two animals</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> Big Blue Whale (Information Text) Write facts about whales The Beach</p> <p>Write a postcard / diary writing</p> <p>Recount on a Trip</p> <p>Lighthouse Keeps Lunch</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish</p> <p>Write three sentences – B, M &amp; E. .</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY DUE TO CHILDREN'S INTERESTS						
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						

# RECEPTION LONG TERM PLAN 22-23



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MATHS "Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi	<p>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>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Getting to Know You!</b> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines, Exploring continuous provision inside and out Where do things belong? Positional language</p> <p><b>Just like Me!</b> Match and Sort Compare Amounts Compare Size, Mass &amp; Capacity Exploring Pattern</p>	<p><b>It's Me 1 2 3!</b> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2 &amp; 3</p> <p>Circles and Triangles Positional Language</p> <p><b>Light and Dark</b> Representing Numbers to 5 One more and One Less</p> <p>Shapes with 4 sides Time</p> <p><b>KIRF</b> Say the numbers in order to 5</p>	<p><b>Alive in 5</b> Introducing Zero Comparing Numbers to 5 Composition of 4 &amp; 5</p> <p>Compare Mass Compare Capacity</p> <p><b>Growing 5, 6 &amp; 8</b> 6 7 &amp; 8 Making Pairs Combining Groups</p> <p>Length &amp; Height Time</p> <p><b>KIRF</b> Subitise up to 5</p>	<p><b>Building 9 &amp; 10</b> 9 &amp; 10 Comparing Numbers to 10 Bonds to 10</p> <p>3D Shape Pattern</p> <p><b>KIRF</b> Say the numbers in order to 10</p>	<p><b>To 20 and Beyond</b> Building Numbers Beyond 10 Counting patterns Beyond 10</p> <p>Spatial Reasoning Match, Rotate, Manipulate</p> <p><b>First Then Now</b> Adding More Taking Away Spatial Reasoning Compose and Decompose</p> <p><b>KIRF</b> Recall number bonds up to 5 (and related subtraction facts) 5-2 4-3 etc</p>	<p><b>Find my Pattern</b> Doubling Sharing &amp; Grouping Even and Odd</p> <p>Spatial Reasoning Visualize and Build</p> <p><b>On the Move</b> Deepening Understanding Patterns and Relationships</p> <p>Spatial Reasoning Mapping</p> <p><b>KIRF</b> Say the numbers in order beyond 20</p>



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RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>F4: Being Special: where do we belong?</p> <p>Rosh Hashanah Yom Kippur Sukkot / Harvest All Saints Day</p>	<p>F2 Why do Christians perform nativity plays at Christmas?</p> <p>Diwali Hannukah Christmas</p>	<p>F1 Why is the word God so important to Christians?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>F3 Why do Christians put a cross in an Easter Garden?</p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>F3 and F5</p> <p>Ascension Day 18<sup>th</sup> May</p>	<p>F5 What places are special and why?</p> <p>Summer Solstice</p>

*Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.*



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LINKS WITH KSI AND KS2	<p>Science</p> <ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. <b>SOCIETY &amp; GOVERNMENT</b></li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. (<b>CHRONOLOGY</b>)</li> <li>Visit Orchard to Autumn Seasonal Observation</li> <li>Harvest Time</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Make Apple Juice</li> <li>Homemade bread (spreading)</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. (<b>BEING A HISTORIAN</b>)</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs which they get paid for (<b>ECONOMY/TRADE</b>).</li> <li>Long ago – How time has changed. Using cameras/photos of past.</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Investigate making objects which float under billy goat bridges.</li> <li>Goldilocks soggy cereal/ Dissolving(world porridge day) Phizz cards)</li> <li>Sensory outdoor – forest school</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Christingle (Cocktail sticks – joining)</li> <li>Decorate Biscuits.</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Visit to Victorian Christmas. <b>BEING A HISTORIAN.</b></li> <li>Use world maps to show children where some stories are based.</li> <li>Use the Three Billy Goats to draw information from a map and begin to understand why maps are so important. <b>EUROPE AND THE REST OF THE WORLD/BEING A GEOGRAPHER</b></li> <li>Share different cultures versions of famous fairy tales.</li> <li>Visit to Church linked to Christmas Story – look at the windows etc. <b>BELIEFS</b> Understand that people have different beliefs</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Visit Orchard to Winter Seasonal Observation</li> <li>Sensory Handa's Surprise Fruit Investigation.</li> <li>Introduce the children to Space – beyond our world.</li> <li>British Bird Watching</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Slice Soft Fruit(Handa)</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>Use Handa's Surprise to explore a different country. Knowing the Name of the school, the village and that we live in England. <b>THIS IS THE UNITED KINGDOM</b></li> <li>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Consider that not everyone has the same amount of money and that there are big difference in rich and poor. Compare the Queen with Handa <b>ECONOMY/TRADE / THE STORY OF BRITAIN</b></li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language. Use photos and aerial views of the school setting. <b>THIS IS UNITED KINGDOM/BEING A GEOGRAPHER</b></li> <li>Can children talk about their homes and what there is to do near their homes?</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>Visit the Garden Centre and plant seeds and bulbs.</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Pancakes (Shrove Tuesday)</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>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. <b>BEING A GEOGRAPHER (beebots)</b></li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. <b>ENVIRONMENT AND SUSTAINABILITY</b></li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Life Cycle of Chicks! (Egg Incubation) Life Cycle Frogs.</li> <li>What can we do here to take care of animals in the jungle? <b>ENVIRONMENT AND SUSTAINABILITY</b></li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo/sealife centre.</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Food for the animals (vegetables)</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Discuss the Queen protects some animals such as Swans and dolphins in UK waters <b>THE STORY OF BRITAIN</b></li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Moon Marbles (Meteors)(Phizz cards)</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Sandwiches(Lighthouse keeper)</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>Ice cream shop in role play <b>ECONOMY/TRADE</b></li> <li>Sense of Past and Present <b>CHRONOLOGY</b> - To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>Seasides long ago – Magic Grandad <b>BEING A HISTORIAN</b></li> </ul>



# RECEPTION LONG TERM PLAN 22-23

<p>PDET</p> <p>CONCEPT MAP</p> <p>LINKS FOR SCIENCE/ GEOGRAPHY/ HISTORY</p>	<p>This is the United Kingdom of Great Britain and Northern Ireland</p>	<p>Europe and The Rest of the World</p>	<p>Economy/Trade</p>	<p>Environment and Sustainability</p>	<p>Being a Geographer (Fieldwork)</p>	
	<p>Know the name of the school, the village/town it is in and the name of the road that the school is on.</p> <p>Know we live in England (linked to history – Queen Elizabeth II)</p> <p>Use photographs, including aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open spaces, roads and other simple features.</p> <p>Listen to stories set/about different parts of the UK and draw on experiences from wider family and holidays related to other places in the UK.</p>	<p>Know that there are many countries in the world.</p> <p>Recognise some similarities and differences between life in this country, particularly the village/town they live in, and life in other countries.</p> <p>Draw on experiences from wider family and holidays that children may have been on. Use images, video clips, shared texts including stories and other resources to bring the wider world into the classroom.</p> <p>(Be aware of stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.)</p>	<p>Know that adults often have to go to work – they do different jobs to each other and get paid money for doing those jobs.</p> <p>Know that we need money to buy goods from shops.</p>	<p>Know that we need to look after the places we live in – tidy them up, put rubbish in a bin, be careful how we treat things in the wild.</p> <p>Begin to understand that we are all part of a wider community and that the decisions we make can affect other people.</p>	<p>Begin to know that maps show us where things are.</p> <p>Make simple maps/sketches of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Begin to use the language of position – behind, next to, under etc. to describe and locate things/places.</p> <p>Begin to use vocabulary for common human and physical features – road, church, village, hill, river etc.</p>	
<p>ELG</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</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>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>The Story of Britain</p>	<p>Beliefs</p>	<p>Economy/Trade</p>	<p>Society and Government</p>	<p>Chronology</p>	<p>Being a Historian</p>
	<p>Talk about where they live and develop the vocabulary of place.</p> <p>Know that they live in England</p> <p>Know that there are other countries around the world that they can visit and from where people visit Britain.</p> <p>Know that many people who now live in England were born in other countries.</p> <p>Recognise a picture of the Queen and other important figures in British life.</p>	<p>Children recognise places of worship in their local community or places that are important to different children in the class.</p> <p>They visit some of these places of worship and begin to understand that different people believe different things. Begin to recognise that what they believe changes the way they behave/live.</p>	<p>Use money in role play situations and know that money is needed in shops to buy things.</p> <p>Know that adults do different jobs and get paid for doing them.</p> <p>Become aware that not everyone has the same amount of money and that there are big differences between rich and poor</p>	<p>Develop the sense of belonging to a community and helping each other to achieve things.</p> <p>Know that there are rules and expectations that need to be followed – know that adults must follow rules as well.</p> <p>Recognise authority figures in their own lives (parents, teachers) as well as important members of society like police officers, nurses and firefighters.</p>	<p>Talk about things that happened before they were born.</p> <p>Recognise how they have changed from when they were a baby.</p> <p>Develop a sense of ‘past’ and use appropriate language such as ‘yesterday’ and ‘last week’</p>	<p>Talk about their own life stories and retell stories about things that have happened in their families.</p> <p>Know that people change as they get older.</p> <p>Listen to fictional and non-fictional stories that are set in the past and become increasingly aware that life in the past was different</p>

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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make bridges for the Three Billy Goats</p> <p>Poppy Pictures – <b>Georgina O'Keeffe</b></p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Diva Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Design and make bird feeders.</p> <p>Design and make objects they may need in space, thinking about form and function.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Bird Watching – artist <b>John James Audubon</b></p>	<p>Make different textures; make patterns using different colours (<b>Andy Goldsworthy</b>)</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around <b>Eric Carle</b> / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p><b>Rousseau's Tiger</b> / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*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.*

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I WONDER IF WE ARE ALL THE SAME?	I WONDER WHAT STORIES WE CAN TELL?	I WONDER WHAT THE WORLD IS LIKE?	I WONDER HOW THINGS GROW?	I WONDER WHY ANIMALS ARE AMAZING?	I WONDER WHAT IS IN THE SEA?
MUSIC CHARANGA  MAIN SONGS TO LEARN	<p><b>Me!</b></p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p><b>My Stories</b></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><b>Everyone!</b></p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p><b>Our World</b></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><b>Big Bear Funk</b></p> <p>Big Bear Funk</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p>Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
COMPUTING PURPLE MASH	<p>Getting Started All About Me Topic Autumn Numbers People Who Help</p>	<p>Seasons Weather Christmas Shapes Colour Fairy Tales</p>	<p>Winter Easter Vehicles Space Builders Chinese New Year</p>	<p>Feelings Garden Growing Spring Superheroes Food Grocers</p>	<p>Mini Beast Pets Summer Zoo Dinosaurs Vets Farm Baby Animals</p>	<p>Seaside Under the Sea Toys Castles Shoes</p>

# RECEPTION AUTUMN TERM 1 22-23

OUR CURRICULUM DEPENDS ON THE NEEDS AND DESIRES OF OUR CHILDREN BUT IT COULD LOOK LIKE THIS!

I WONDER IF WE ARE ALL THE SAME?

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



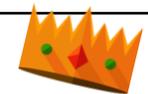
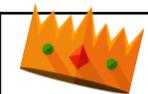
 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p><b>Welcome to EYFS</b></p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>JIGSAW</b></p> <p><b>Being Me in My World</b></p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p><b>Fine Motor</b></p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p> <p><b>Gross Motor</b></p> <p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting</p> <p><b>REAL PE:</b> Personal: Coordination &amp; static balance Playground games</p>	<p><b>Reading</b></p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Possible Text include:</b> The Smartest Giant, The Little Red Hen, The Big Book of Families, Pete the Cat, What makes me me?, Can I build Another Me?, Not like the Others, Super Duper You</p> <p><b>Writing</b></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>Phonics</b> : Little Wandle</p> <p>Phase 2: s a t p l n m d g o c k c k e u r h b f l</p> <p>Tricky Words: is l the</p>	<p><b>Early Mathematical Experiences</b></p> <p><b>Getting to Know You!</b></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines, Exploring continuous provision inside and out Where do things belong? Positional language</p> <p><b>Just like Me!</b> Match and Sort Compare Amounts Compare Size, Mass &amp; Capacity Exploring Pattern</p>	<p>Science</p> <ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. <b>SOCIETY &amp; GOVERNMENT</b></li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. <b>(CHRONOLOGY)</b></li> <li>Visit Orchard to Autumn Seasonal Observation</li> <li>Harvest Time</li> </ul> <p>DT(Food)</p> <ul style="list-style-type: none"> <li>Make Apple Juice and Homemade bread (spreading)</li> </ul> <p>Geography/History</p> <ul style="list-style-type: none"> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. <b>(BEING A HISTORIAN)</b></li> <li>Introduce children to different occupations and how they use transport to help them in their jobs which they get paid for <b>(ECONOMY/TRADE)</b>.</li> <li>Long ago – How time has changed. Using cameras/photos of past.</li> </ul> <p><b>RE: Being Special: where do we belong?</b></p> <p>Rosh Hashanah / Yom Kippur / Sukkot / Harvest All Saints Day</p> <p><b>Purple Mash</b> Getting Started, All About Me Topic Autumn, Numbers People Who Help</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p> <p><b>Music Me!</b></p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>

# RECEPTION AUTUMN TERM 2 22-23

OUR CURRICULUM DEPENDS ON THE NEEDS AND DESIRES OF OUR CHILDREN BUT IT COULD LOOK LIKE THIS!

I WONDER WHAT STORIES WE CAN TELL?

Traditional Tales, Old favourites, Familiar tales , Library visits , Gingerbread Man, Cinderella, The Nativity, Victorian Christmas, Christmas Lists, Letters to Father Christmas



COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>Tell me a story!</b></p> <p>Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>JIGSAW Celebrating Difference</b></p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><b>Fine Motor</b></p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p><b>Gross Motor</b></p> <p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p><b>Reading</b></p> <p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p> <p><b>Writing</b></p> <p><b>Texts as a Stimulus:</b> Diwali – Rama and Sita The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster to catch the troll The Christmas Story (Journey story) Sequence the story, Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p><b>It's Me 1 2 3!</b></p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2 &amp; 3</p> <p>Circles and Triangles Positional Language</p> <p><b>Light and Dark</b></p> <p>Representing Numbers to 5 One more and One Less</p> <p>Shapes with 4 sides Time</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Investigate making objects which float under billy goat bridges.</li> <li>Goldilocks soggy cereal/ Dissolving (World porridge day)</li> <li>Sensory outdoor – forest school</li> </ul> <p><u>DT(Food)</u></p> <ul style="list-style-type: none"> <li>Christingle (Cocktail sticks – joining)</li> <li>Decorate Biscuits.</li> </ul> <p><u>Geography/History</u></p> <ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Visit to Victorian Christmas. <b>BEING A HISTORIAN.</b></li> <li>Use world maps to show children where some stories are based.</li> <li>Use the Three Billy Goats to draw information from a map and begin to understand why maps are so important. <b>EUROPE AND THE REST OF THE WORLD/BEING A GEOGRAPHER</b></li> <li>Share different cultures versions of famous fairy tales.</li> <li>Visit to Church linked to Christmas Story – look at the windows etc. <b>BELIEFS</b> Understand that people have different beliefs</li> <li>Take children to places of worship and places of local importance to the community. <b>RE:</b></li> </ul>	<p>Use different textures and materials to make bridges for the Three Billy Goats</p> <p>Poppy Pictures – <b>Georgina O'Keeffe</b></p> <p>Listen to music and make their own dances in response. Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>
<p><b>Possible Class Text</b></p> <p>Traditional Tales Gingerbread Man Cinderella Gingerbread Man The Ugly Duckling Billy Goat Gruff Goldilocks</p> <p>Rama and Sita Christmas Story / Nativity The Jolly Postman</p>	<p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><b>REAL PE:</b></p> <p>Social: Dynamic balance to agility &amp; static balance</p> <p>Gym: Unit 1 – shape and travel</p>	<p><b>Phonics:</b> Phase 2</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Put pull full as and has his her go no to into she push he of we me be</p>	<p><b>KIRF</b></p> <p>Say the numbers in order to 5</p>	<p>Why do Christians perform nativity plays at Christmas? Diwali , Hannukah. Christmas</p> <p><b>Purple Mash</b></p> <p>Seasons. Weather, Christmas Shapes, Colour, Fairy Tales</p>	<p><b>MUSIC: My Stories</b></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>