

Reception Long term plan – 2023 -2024

At Claregate Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>ALL ABOUT ME AND MY FRIENDS AND FAMILY!</p> <p>Starting school / getting to know my new class Being me in my world My family and PSED focus on what am I good at? Being kind and making friends</p>	<p><i>Let's celebrate !</i></p> <p>Weekly visits to the school library and reading buddies (Year 6)</p> <p>The Nativity Christmas Lists Diwali Bonfire Night Letters to Father Christmas and walking to post them in groups</p>	<p>AMAZING ANIMALS!</p> <p>Safari animals Animals around the world Climates / Hibernation Animal Arts and crafts Animal patterns Happy Habitats</p>	<p>COME OUTSIDE!</p> <p>Plants & Flowers Weather / seasons The great outdoors Planting seeds Minibeasts Make a sculpture/transient nature art linked to Andy Goldsworthy How can we look after our Earth and plants?</p>	<p><i>Down on the Farm</i></p> <p>Growing our own food Where does our food come from? What animals live on the farm? Farming past and Present working animals to vehicles Designing our own vehicles.</p>	<p><i>People who help us!</i></p> <p>Finding out about the Police, dentists, Doctors, Firefighters. Discussing that we would like to be when we are older.</p>
<p>LINKED TEXTS</p>	<p>Elmer Owl Babies The Rainbow Fish Barry the Fish with Fingers</p>	<p>Christmas Story / Nativity Rama and Sita Room on the Broom Little Robin Red Vest Slick Man</p>	<p>Sharing a Shell Chinese New Year Giraffes Can't Dance Walking Through The Jungle Dear Zoo The Tiger who came for Tea</p>	<p>Oliver's Vegetables Jack and the Jellybean Stalk The Very Hungry Caterpillar</p>	<p>What the Ladybird Heard Oliver's Milkshake Farmer Duck Supertato and other Supertato stories Runaway Pea Farmyard</p>	<p>Topsy and Tim meet the Police. Topsy and Tim go to the Dentist. Topsy and Tim and the Fire Fighters.</p>
<p>ENRICHMENT OPPORTUNITIES</p>	<p>Autumn nature walk Harvest Time Birthday celebrations Halloween Bikeability Phonics Workshop</p>	<p>Bonfire Night Christmas Sing and Craft Diwali and Hannukah Remembrance day Children in Need Anti-Bullying Week</p>	<p>Chinese New Year Random Acts of Kindness Week Bedtime story evening Valentine's Day Internet Safety Day</p>	<p>Planting seeds Easter performance with Nursery. Nature Scavenger Hunt Mother's Day Easter Egg Hunt</p>	<p>Science Day Reading Picnic with Parents Trip</p>	<p>Dentist visit Firefighter visit Police Visit Dr visit Sports Day</p>

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CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVER ARCHING PRINCIPLES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone — embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Claregate Primary School We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					

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GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	Down on the Farm!	People who help us!
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term GLD Projections for school Phonic Interventions Writing/reviewing PLPs	On going assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments	GLD Projections for School EYFS team internal moderations	Pupil progress meetings Parents evening	GLD Projections for School	Pupil progress meetings Parents evening Pupil reports Transition meeting with Year One.
PARENTAL INVOLVEMENT	Staggered Start Parents Evening Home/School Agreement Phonics Workshops	Christmas Stay and Craft Singing around the Christmas Tree	Parents to share a story Random acts of kindness challenge Bedtime Story Evening	Parents Evening Outdoor Learning Workshop	Science Day Reading Picnic with Parents.	Summer reports Sports Day

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<p>COMMUNICATION AND LANGUAGE</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, and weekly Wellcomm interventions.</p> <p>DAILY STORY TIME</p>	<p>Welcome to EYFS Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>Rhyming and alliteration</p> <p>Shared stories</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Talk about things important to oneself.</p>	<p>Tell me a story! Settling in activities</p> <p>Tell me a story - retelling stories</p> <p>Story language</p> <p>Word hunts</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understands how to listen carefully and why listening is important – introducing talking partners.</p> <p>Use new vocabulary through the day.</p> <p>Carefully chosen stories to develop the children's vocabulary.</p>	<p>Tell me why!</p> <p>Using language well. Encourage and model the use of how and why questions during discussion.</p> <p>Retelling a story with story language – provide puppets and props in CP.</p> <p>Encourage and model describing events in some detail during news time.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Understand and use prepositions.</p>	<p>Talk it through!</p> <p>Encourage and model the use of time connectives when children are telling their news from home or retelling stories, using more complex sentences.</p> <p>Begin to use a range of tenses.</p> <p>Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time.</p> <p>Sustained focus when listening to a story</p>	<p>What happened?</p> <p>Re-read some favourite stories/stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!</p> <p>Understand and answer who, where, when and how questions.</p> <p>Use talk to sequence ideas.</p>	<p>Time to share! Show and tell</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Begin to understand humor.</p> <p>Select books containing photographs and pictures, for example, places with different weather types, dinosaurs. Model using the features of non-fiction books.</p>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I can help others to feel welcome. • I can begin to recognise and manage my own feelings • I understand why it is good to have kind and gentle hands • I am beginning to understand what responsible means 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • I can talk about what I am good at. • I understand that being different makes us all special • I know ways that we are different and the same • I can tell you how to be a kind friend • I can tell you why my home is special to me • I know ways to stand up for myself. • I am beginning to understand when I need alone time. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you a time that I didn't give up • I can set a goal and work towards it • I can use kind words to encourage people • I know what it means to feel proud of myself. 	<p>Healthy Me</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand that moving and resting are good for my body • I know which foods are healthy and not healthy • I know how to help myself go to sleep and why it is good for me • I can wash my hands thoroughly and I know why it is important to stay healthy • I know what a stranger is and how to keep safe if a stranger approaches me 	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend by following the role of adults. • I am cooperative and flexible towards others and am more able to understand their needs. 	<p>Changing Me</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception • I understand that I need to behave in different ways according to the situation I find myself in, • I can talk about ways to repair a relationship that may have broken down. • I can wait for what I want.

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SELF - REGULATION

We use carefully selected texts to reinforce our learning with the focus on social and emotional development to use throughout the year. We recognise that children are all at different stages of development and have different experiences with how to regulate their emotions and behaviour. We therefore tailor our approach to suit the children's emerging needs. We use a variety of strategies to do this, including but not limited to :

- Zones of Regulation
- Adults as role models for controlling own feelings and behaviours
- Applying personalised strategies to return to a state of calm and behaving in ways that are pro-social.
- Encouraging sensory breaks when needed
- Use of safe spaces and work stations
- Use of communication aids/visual resources such as Makaton, visual timetables and emotion flashcards
Cool Kids

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GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	Down on the Farm!	People Who Help Us!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality) supported through Kinetic Letters. Provide extra help and guidance when needed.	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, beginning to use anticlockwise movement and trace vertical lines 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

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<p>GROSS MOTOR</p> <p>Daily opportunities for Gross Motor Development</p>	<p>Cooperation games including parachute games.</p> <p>Climbing using the outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Begin to be aware of the space around me.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- balancing and climbing.</p> <p>Hula hoops for skipping in outside area</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two-wheeled balance bikes and pedal bikes without stabilisers</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p>	<p>Balance- children moving with confidence. Balance on one foot; Jump and land appropriately using hands, arms and body to stabilise balance.</p> <p>Dance related activities in the stage area.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>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.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Negotiate space successfully when playing racing and chasing games.</p> <p>Gymnastics / Balance</p>
<p>PE</p>	<p>Bikeability</p> <p>Fundamental skills – spatial awareness and ball control</p>	<p>Fundamental skills</p>	<p>Dance</p>	<p>Gymnastics – floor</p>	<p>Ball skills – throwing and catching</p>	<p>Ball skills – bat and ball</p>

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LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print: Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists. Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus Retelling of stories.</p> <p>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.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
WORD READING	<p>Developing a passion for reading</p> <p>Children will visit the library weekly</p> <p>Read to their reading buddies once a week</p> <p>Children will practice word reading during</p>					

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<p>phonics lessons, in independent learning in the continuous provision, while reading their reading books.</p>	<p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>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</p>	<p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>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.</p>	<p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Spotting diagraphs in words.</p>	<p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Reading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower case letters.</p>	<p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p>
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WRITING	<p>Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Name writing practice.</p>	<p>Labelling using initial sounds.</p> <p>Orally telling stories sometimes with adults acting as scribes</p> <p>Writing CVC words to label characters from text.</p> <p>Writing simple captions about pictures from traditional tales e.g. it is a hen.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence stories.</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences about animal facts/looking after animals and habitats.</p>	<p>Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story. Labels and captions – life cycles</p> <p>Write 2 sentences</p>	<p>Writing lists</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Nonfiction writing to inform.</p>

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MATHEMATICS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					

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Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games

join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary

develop conceptual subitising skills including when using a rekenrek

Exploring Shape

- Selecting shapes for a purpose
- Rotating and manipulating shapes
- Explaining shape arrangements
- Composing and decomposing shapes
- Copying 2D shape pictures
- Finding 2D shapes within 3D shapes

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- compare sets of objects by matching

begin to develop the language of 'whole' when talking about objects which have parts.

Measure and Pattern

- Comparing size, mass and capacity
- Exploring simple patterns
- Copy, continue and create simple patterns.

Circles and Triangles

- Identify, name and comparing circles and triangles.
- Looking for shapes in the environment
- Describing position

Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combining shapes with 4 sides
- Looking for shapes in the environment
- Day and Night

Mass and Capacity

- Comparing mass using balance scales
- Exploring and comparing capacity

Length, Height and Time

- Explore and compare length
- Explore and compare height

Exploring 3D shapes and patterns

- Recognise and name 3d shapes
- Finding 2D shapes within 3D shapes
- Using 3D shapes for tasks
- 3D shapes in the environment
- Exploring and identifying more complex patterns
- Copy and continue more complex patterns.
- Patterns in the environment

Sharing and Grouping

- Exploring sharing
- Sharing sets of objects
- Exploring grouping
- Grouping objects together
- Sharing even and odd numbers
- Doubling

Patterns, Positional Language and Visualisation

- Identifying repeating patterns
- Creating and exploring own patterns
 - Using construction to replicate and build scenes
 - Visualising from different positions
 - Describing position
 - Exploring mapping and representing maps using objects
 - Create maps from familiar places and story settings

Deepening Understanding and Consolidation of learning

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	Down on the Farm!	People Who Help Us!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Science History Geography RE / Festivals	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Introduce children to different occupations and how they use transport to help them in their 	<ul style="list-style-type: none"> 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. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) Can name and explore their 5 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. What can we do to take care of animals and our environment? Compare animals from a jungle to those that live in the ocean Explore a range of jungle animals and sea creatures. Learn their names and label their habitats. Explore the life cycle of a frog 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 Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, 	<ul style="list-style-type: none"> Change in living things – Changes in the leaves, weather, seasons Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage the children to ask questions about their natural world. 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. Look for children incorporating their understanding of the seasons and weather in their 	<ul style="list-style-type: none"> Discuss which food comes from our farms. Children to know that milk, vegetables, wheat, meat comes from British farms. To name farm animals and to know and the names of their young e.g cow and calf, pig and piglet, horse and foal Farms past and present—using animals or vehicles to help on the farm. Past and present farm machinery Beginning to look at maps and features of a map, using 'What the Ladybird Heard' as a stimulus, and relating this to a map of our school. Parent come to share the celebration of Eid Continuing to discuss and learn about growing and plant life cycles Making milkshakes using milk To continue to look for seasonal 	<ul style="list-style-type: none"> Can children talk about the jobs of people in their community? Look out for children drawing/ painting different occupations. Encourage them to comment on what their favourite occupation is. Share non-fiction texts that offer an opportunity for children to pose their own questions and find the answers.

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	<p>jobs.</p> <ul style="list-style-type: none"> • Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. • Long ago – How have we changed since being babies? How have our families changed? • Nocturnal Animals. Making sense of different environments and habitats • To know what technology is used in the home, outdoors and in the wider world 	<p>senses, explaining in simple terms what their 5 senses are.</p> <ul style="list-style-type: none"> • Posting letters to Santa, discussing what we will see on our journey to the postbox and how we will get there. • Nature Explorers, looking for Seasonal change in our local area • To know how to use technology safely, including being gentle, clean hands and using it appropriately 	<p>including animals and plants</p> <ul style="list-style-type: none"> • 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. • Caring for animals in the environment, making bird feeders and encouraging children to care for the environment • Understand the impact of screen time and how to manage their screen time. • To know what to do when something upsets us when using technology 	<p>play.</p> <ul style="list-style-type: none"> • Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. • Continuing learning about life cycles of living things, inc. plants (beanstalk) and chicks. • Introduce the idea of an eco system through the story 'Yucky Worms'. • Planting vegetables and thinking about how plants grow • Reading the Easter Story and exploring how it is celebrated. • Take photos using a device and to add some simple effects/filters 	<p>change in our school environment, building on from previous terms learning. Also linking to sun safety and dressing for the weather</p> <ul style="list-style-type: none"> • Use bee-bots on simple maps, programming to move and turn in different directions. To plan a route around a set of obstacles. Encourage the children to use navigational language. 	
<p>Special celebrations</p> <p>Harvest festival</p>	<p>Special celebrations</p> <p>Diwali Christmas Bonfire night</p>	<p>Special celebrations</p> <p>Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day</p>	<p>Special celebrations</p> <p>Holi Palm Sunday Easter St. George's Day Start of Ramadan</p>	<p>Special Celebrations</p> <p>Eid</p>		<p>Special celebrations Eid</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	People Who help Us!
EXPRESSIVE ARTS AND DESIGN	<p>Join in with familiar songs.</p> <p>Beginning to mix primary colours to make secondary colours.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Sings call-and-response songs, echoing phrases adults sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Printing with hands, fingers and simple tools</p> <p>Using Autumn objects to create natural collages</p> <p>Learning to use the different writing and crafting tools.</p> <p>Exploring sounds (body</p>	<p>Using Owl babies as a stimulus for more controlled printing</p> <p>Clay molding to create Diva Lamps and Christmas Decorations</p> <p>Splatter painting for effect (fireworks and sparklers)</p> <p>Using a range of crepe paper, cellophane and tissue paper to create a collaged bonfire</p> <p>Charanga enrichment</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas cards and decorations</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p>	<p>Simple threading.</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, crabs, monkeys</p> <p>Junk modelling animals.</p> <p>Making paper lanterns, Chinese writing, puppet making, Chinese music and dancing</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</p> <p>Observational drawings of sea creatures, tadpoles and frogs</p> <p>Joining techniques to make</p>	<p>Make different textures; make patterns using different colours</p> <p>Children using their imagination to draw their own castle in the clouds for their bean plant pot.</p> <p>Observational drawings and then painted daffodils/Sunflowers</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around plants and growing.</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p> <p>Charanga enrichment.</p>	<p>Map drawing of the school grounds and of farms</p> <p>Singing and songs linking to farms, animals and food</p> <p>Encourage children to create their own music.</p> <p>Junk modelling resources enhanced to include split pins, treasury tags to promote new joining techniques</p> <p>Retelling familiar stories.</p> <p>Making props to support imaginative role play games</p> <p>Using wooden blocks to make farms</p> <p>Children independently mixing colours and shades to create their own artwork.</p> <p>Charanga enrichment.</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination and retelling of stories.</p> <p>Colour mixing, wax resistant painting</p> <p>Artwork themed around different occupations.</p> <p>Father's Day Crafts.</p> <p>Charanga enrichment.</p>

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	<p>percussion and instruments) and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop creative ideas.</p> <p>Charanga enrichment.</p>	<p>Role Play of The Nativity</p> <p>Songs related to Christmas.</p>	<p>kindness medals</p> <p>Charanga enrichment</p>			
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EARLY LEARNING GOALS

End of Year Expectations - Best Fit Judgement

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