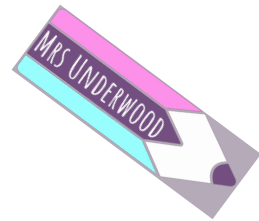


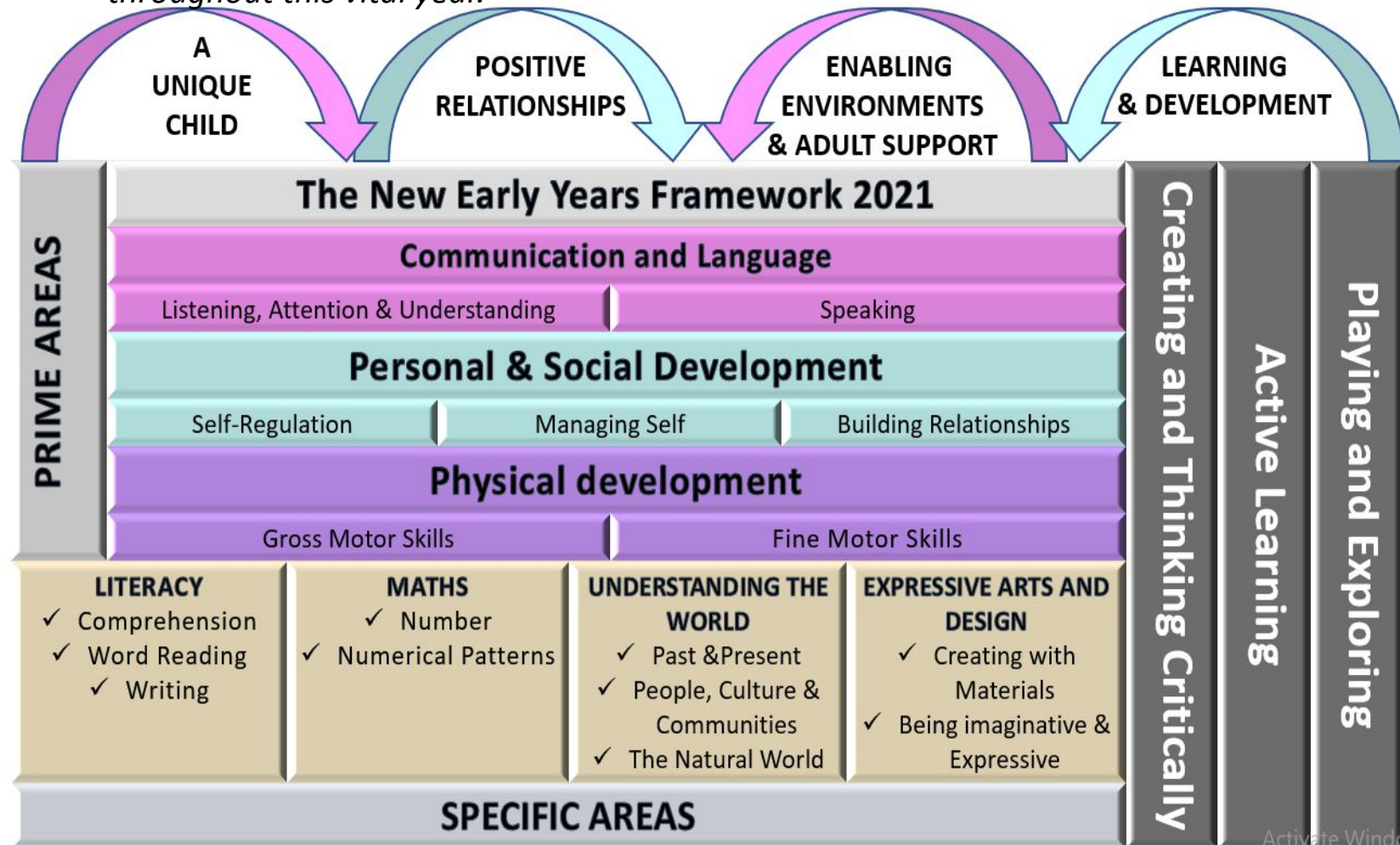
RECEPTION LONG TERM PLAN



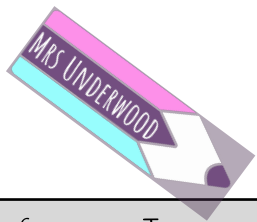
"Children will be given an abundance of opportunities to learn through play. At Gayton, we will ensure that learning will be fun, engaging and we will challenge and support all children from their individual starting points. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the childrens' learning opportunities. We will deliver our curriculum through a balance of adult-led and child-initiated activities based on the EYFS Framework (2021) and the childrens' individual needs and interests."

Gayton Academy EYFS Team

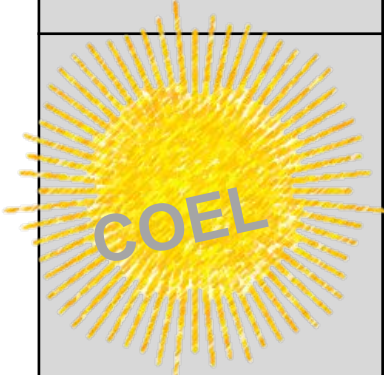
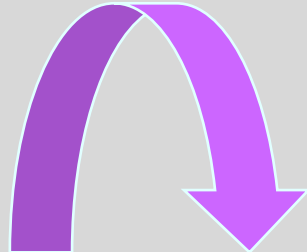
"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Gayton, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity and links to nature. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with Parents and Carers throughout this vital year."



	AUTUMN 1 	AUTUMN 2	SPRING 1	SPRING 2 	SUMMER 1	SUMMER 2
GENERAL THEMES These themes may be adapted at various points to allow for childrens’ interests to flow through the provision	MARVELLOUS ME! Starting school / my new class New Beginnings Human body – senses, bones Houses and homes – materials How have I changed? Self portraits My family routines/ PSED focus What am I good at? How do I make others feel? Being kind / staying safe Class name My favourite toy/teddy My talents My feelings, my body. Rule of Law - Right and wrong	PEOPLE WHO HELP US/ CHRISTMAS Great Fire of London Vets Important members of society Police officers NHS Christmas cards Snowflakes – scissor skills Nativity – Christmas story	UNDER THE SEA! Exploring different environments and habitats Similarities and change Observe animals and say why things occur Floating and sinking	FOOD GLORIOUS FOOD! Foods from around the world Where in the world are we? Africa – links with Handa Growing a runner bean/vegetables	TEDDY BEARS PICNIC! Goldilocks and the 3 bears Teddy bear songs Where did Teddies get their name from? Recap Theodore Roosevelt – how did he help our planet? What can we do to help our planet? Making our own teddies	WILD ABOUT THE WILD! Minibeasts Life cycles Wild animals Habitats Nocturnal Light and dark Dinosaurs?
FOCUS TEXT	Here We Are – Oliver Jeffers Listening and attention, recall, questioning Beatrix Potter texts - learning about her as an author and scientist	Non-fiction - Information books on people that help us Dear Santa (fiction) -Capital letter, finger space, full stop -repeated refrains -Attention – listen and do	Commotion in the Ocean -VIP words -Read some common irregular words. E.g the, I no go (other Tricky words) -Rhyming texts -Story maps Rainbow Fish -Anticipate key events -listen and respond to others ideas	Handa’s Surprise -Adjectives VIP words -Similes -Story map -Learning by rote Supertato -being a detective -predicting -changing part of the story -character description -make wanted posters for the evil pea -understanding humour	Goldilocks and the 3 Bears -Acting out a story -Writing invitations -Answering ‘why’ and ‘how’ questions about the text -understanding humour, non-sense rhymes and jokes We’re Going on a Bear Hunt -Sequencing - adjectives - comprehension - prosody	Non fiction – minibeasts -contents -index Revisit – diagrams, lists, labels etc The Very Hungry Caterpillar -Understanding the GIST -sequence stories, begin to write their own
‘WOW’ STARTER / FANTASTIC FINISH ENRICHMENT WEEKS	Mini Me paintings Talent show Autumn Treasure Remembrance Day Harvest Time Halloween What do I want to be when I grow up?	Visitors – people who help us Videos from parents about their jobs and how they help people Visit to Holkham at Christmas? Video from Father Christmas! Fire station visit?	Adults captured by pirates! Treasure hunt	Tasting food from around the world Pizza party! Mothers Day	Making teddies Teddy bears picnic in the park	Caterpillars arrive! Release butterflies Ugly Bug ball



RECEPTION LONG TERM PLAN

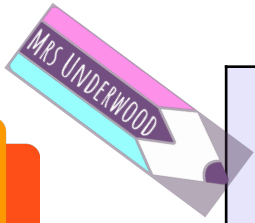
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	PEOPLE WHO HELP US AND CHRISTMAS	UNDER THE SEA	FOOD GLORIOUS GOOD	TEDDY BEARS PICNIC	WILD ABOUT THE WILD
OVER ARCHING PRINCIPLES	 Characteristics of Effective Learning (COEL) Playing and exploring: - Children investigate 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 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. 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.					
	 Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. 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. 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. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>PLAY: At Gayton School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					



RECEPTION YEAR 1 TERM DIARY

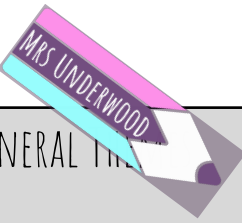
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	PEOPLE WHO HELP US/ CHRISTMAS	UNDER THE SEA!	FOOD GLORIOUS FOOD!	TEDDY BEARS PICNIC!	WILD ABOUT THE WILD!
OUR VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Fostering a positive environment – introducing PATHS Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Whole school RSE - My feelings, my body		Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Democracy Compliments in PATHS Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Whole school RSE - My relationships, my beliefs		Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Whole school RSE - My rights and responsibilities – asking for help	
RELIGIOUS EDUCATION	Why do Christians perform nativity plays at Christmas? (Incarnation)		Why do Christians put a cross in an Easter garden? (Salvation) What does it mean to be Jewish? (Other religion focus))		Why is God so important to Christians? (creation) Philosophy unit- Noah and the Flood	
COLLECTIVE WORSHIP	Thankfulness Our World, Our Plant How can we show God we are thankful for our planet?	Generosity How does it make us feel to be generous? How can we be generous?	Friendship What makes a good friend? What would the world be like without friendship?	Forgiveness Is it always easy to forgive?	Respect What would the world be like without respectfulness?	Trust Who can we trust? What would the world be like without trust?

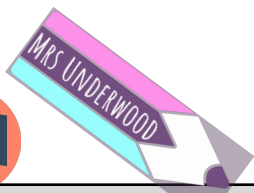
RECEPTION LONG TERM PLAN



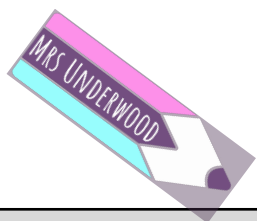
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	PEOPLE WHO HELP US/ CHRISTMAS	UNDER THE SEA	FOOD GLORIOUS FOOD	TEDDY BEARS PICNIC	WILD ABOUT THE WILD
COMMUNICATION AND LANGUAGE	The development of children's spoken language underpins all seven areas of learning and development. 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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PATHS times, stories, singing, Talk Boost interventions, basic Makaton and weekly interventions. DAILY STORY TIME READING GROUPS DRAWING CLUB	Welcome to EYFS 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! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language 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.	Tell me why! Using language well Asks 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. Learn rhymes, poems and songs.	Talk it through! 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	What happened? 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	Time to share! 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.

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
 GENERAL THEMES	MARVELLOUS ME		PEOPLE WHO HELP US/ CHRISTMAS		UNDER THE SEA		FOOD GLORIOUS FOOD		TEDDY BEARS PICNIC		WILD ABOUT THE WILD	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .											
MANAGING SELF SELF - REGULATION LINK TO BEHAVIOUR FOR LEARNING	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals		Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.		Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios		Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on		Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.		Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.	
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . 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. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty.						<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>  We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.					

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL TH		MARVELLOUS ME	PEOPLE WHO HELP US/ CHRISTMAS	UNDER THE SEA	FOOD GLORIOUS FOOD	TEDDY BEARS PICNIC	WILD ABOUT THE WILD
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 Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). 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 More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	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
GROSS MOTOR WEEKLY PE LESSON TERM OF DANCE		Spatial Skills/Dance Climbing – outdoor equipment Different ways of moving to be explored with children Changing shoes / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Multi-skills 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	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.	Athletics 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
		From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a					

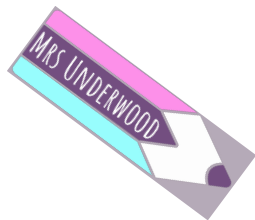


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	PEOPLE WHO HELP US/ CHRISTMAS	UNDER THE SEA	FOOD GLORIOUS FOOD	TEDDY BEARS PICNIC	WILD ABOUT THE WILD
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly PHONICS AND READING Children will be following Little Wandle's Letters and Sounds. They will work as a whole class and in focused phonic/reading groups too. All books will be matched specifically to their phonic knowledge Children will have access to recommended reads too	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)					
	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.	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	Making up stories with themselves as the main character – Using our version of 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 RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	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	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 Pajamarama Day	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & 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.
	Phase 1/Phase 2		Phase 3		Phase 4	



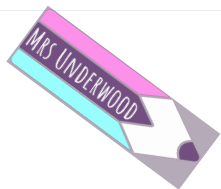
RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	PEOPLE WHO HELP US AND CHRISTMAS	UNDER THE SEA	FOOD GLORIOUS FOOD	TEDDY BEARS PICNIC	WILD ABOUT THE WILD
WRITING	○ Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. ○ Shopping lists, ○ Writing initial sounds . ○ Use initial sounds to label characters / images. ○ Silly soup. ○ Introduce the ‘special’ writing boxes the adults have Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Daily story telling/making our own stories Encourage writing throughout enhanced provision – adults to model – writing kits SODA to focus on writing Drawing Club (Fine motor skills)	○ Continue a rhyming string ○ Begin to write CVC words ○ Tricky words ○ Segmenting and blending ○ Writing names ○ Captions ○ Labels ○ Christmas cards	○ Continue a rhyming string ○ Writing CVC words ○ Segmenting and blending ○ Diagrams ○ Beginning to spell phase 2 tricky words correctly	○ Writing simple captions ○ Segmenting and blending cont. ○ Writing CVCC words ○ Spell P2 tricky words correctly beginning to spell P3	○ Writing short captions ○ Beginning to write simple sentences ○ Spell P3 tricky words correctly ○ Begin to use capital letters, finger spaces and full stops	○ 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.
LETTER FORMATION	Basic shape Whiteboards and whiteboard pens		Introduce phonic books and felt tip pen or pencil if ready Basic shape focusing on ‘lead outs’ Phonics groups		All children writing in books with pencil	
DOUGH DISCO						
SQUIGGLE WHILE YOU WIGGLE						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	PEOPLE WHO HELP US	UNDER THE SEA	FOOD GLORIOUS FOOD	TEDDY BEARS PICNIC	WILD ABOUT THE WILD
MATHS  <i>Maths Mastery</i> <i>White Rose</i> <i>Numberblocks</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Home Visits (1 week) Getting to know you (2 weeks) Match and sort (1 week) Compare amounts (1 week) Compare size, mass and capacity (1 week) Exploring pattern (1 week)	Representing 1,2,3, Comparing 1,2,3, Composition 1,2,3 (2 weeks) Incl - Circles and triangles Representing numbers to 5 & One more and one less (2 week) Shapes with 4 sides & Positional language (1 week) Time – Night and day (1 week) Consolidation (1 week)	Introducing zero (1 week) Representing, comparing, composition 4&5 (1 week) 6,7,8 (1 week) Making pairs (1 week) Comparing mass & capacity (1 week) Length & height (1 week)	Combining two groups (1 week) Time (1 week) 9&10 and Comparing numbers to 10 (1 week) Number bonds to 10 (1 week) 3D shape (1 week) Pattern (1 week)	Counting beyond 10 / Counting patterns beyond 10 (2 weeks) Spatial reasoning, match, rotate, manipulate & compose and decompose (1 week) Adding more / number stories (1 week) Taking away (2 week)	Doubling (1 week) Sharing & Grouping (1 week) Even and Odd (1 week) Deepening Understanding & Patterns and Relationships (1 week) Spatial Reasoning Visualise and Build & Mapping (1 week) Consolidation (2 weeks)



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

UNDERSTANDING OF THE
WORLD

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

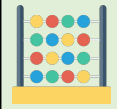
- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe 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. Create treasure hunts to find places/ objects within our learning environment. - Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations - Long ago – How time has changed from parents/grandparents/great grandparents - Use bee-bots on simple maps. Encourage the children to use navigational language. - Babies to now - how have we changed?	- Can talk about what they have done with their families during Christmas' in the past. - Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. - Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need. - Dentists – people who help us – how can we look after our teeth? - Introduce children to different occupations and how they use transport to help them in their jobs. - Great Fire of London (links with Y1)	- Materials: Floating / Sinking – boat building Metallic / non-metallic objects - Seasides long ago – Magic Grandad - Share non-fiction texts that offer an insight into contrasting environments. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - Look closely at similarities and change – how do the different environments differ? - Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? - Can children differentiate between land and water? - Explore pollution and how we can help	- Use Handa's Surprise to explore a different country. Compare with where we live. Find us and Handa on a map. - Make passports and discuss why we have them. Role play boarding an aeroplane – share any experiences of this. 'Visit' different countries and taste their food specialities. - Grow a runner bean and explore the changes	- Revisit our class name, who Theodore Roosevelt was and how helped our world. What can we do to help our world? - 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. - Extend childrens' previous knowledge of bears from the Autumn term – what do we know and what do we want to know more about? - Looking at and comparing bears – teddies and real bears – bear facts - Make a waterproof jacket for teddy – similarities and differences in materials	- 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. - Can children make comments on the weather, culture, clothing, housing? - Change in living things – Changes in the leaves, weather, seasons. - Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. - Building a 'Bug Hotel' - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - 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 play. - Butterflies – lifecycles - Minibeasts - Light and dark - shadows - Dinosaurs - prehistoric
E-safety – staying SMART online – rules Programming - Beebot – make and program	Research - Using the IWB for phonics, games and finding out information – using technology for a	Computing – make a simple 'sea' picture using a simple program Finding out facts about different	Age-appropriate software – App – Where are we in the world are we? Map and Ipad – made 3D	Simple program - Dress a bear game	E-safety – being good online citizens – being respectful

COMPUTING

AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THE		PEOPLE WHO HELP		SEA		FOOD		TEDDIES		WILD	
EXPRESSIVE ARTS AND DESIGN 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. 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. Focus on the skills and making them transferable eg split pin bears Charanga - New music curriculum		The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.									
		- Join in with songs - Beginning to mix colours, - Join in with role play games and use resources available for props - Build models using construction equipment. - Sing call-and-response songs, so that children can echo phrases of songs you sing. - Self-portraits – focus on detail and colour for purpose . Not everyone is the same - Exploring sounds and how they can be changed, tapping out of simple rhythms. Art focus	- Firework pictures, Christmas decorations, Christmas cards, Diyas, Christmas songs/poems - The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. - The Nativity - Christmas cards -construct and manipulate - Snowflakes- scissor skills - Decorations – using tools – salt dough DT focus	- Making lanterns, Chinese writing, puppet making, Chinese music - Rainbow fish collages - Lighthouse designs - Paper plate jellyfish - Puppet shows: Provide a wide range of props for play which encourage imagination. - Water pictures, collage, shading by adding black or white, colour mixing for beach huts - Colour mixing – underwater pictures. - Hand print pictures - Water colour fish pictures – manipulate different materials Art focus	- Make different textures; make patterns using different colours - Pastel drawings, printing, patterns on Easter eggs - Flowers-Sun flowers - Mother’s Day crafts - Easter crafts Home Corner role play - Provide a wide range of props for play which encourage imagination. - Our favourite dinner on a plate picture – different textures - Cress heads - Threading fruit – kebabs - Exploration of other countries – dressing up in different costumes DT focus	- Build a bear visit – introduce a story line to their play - Split pin bears – joining and fixing - Acting out and developing a narrative – Goldilocks Art focus	- DT – construct decorations for our party - Make ‘bug snacks’ - Children will explore ways to protect the growing of plants by designing scarecrows. - Artwork themed around Eric Carle / The Seasons – Art DT focus				

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



 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; 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. ELG: Numerical Patterns 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.

Links to KS1/KS2

History

Guy Fawkes, Seaside holidays in the past, Florence Nightingale (Year 1 / 2)
Stone Age (Year 3 / 4)
Victorians (Year 5 / 6)

Science

Materials, My Body (Year 1)
Plants, Habitats (Year 2)
Magnets, Health and Movement (Year 3/ 4)
Earth and Space, Lifecycles (Year 5 / 6)

Geography

My World and Me, Where do I live? Four Seasons (Year 1 / 2)
Countries of the World (Year 3 / 4)
Our Local Area (Year 5 / 6)