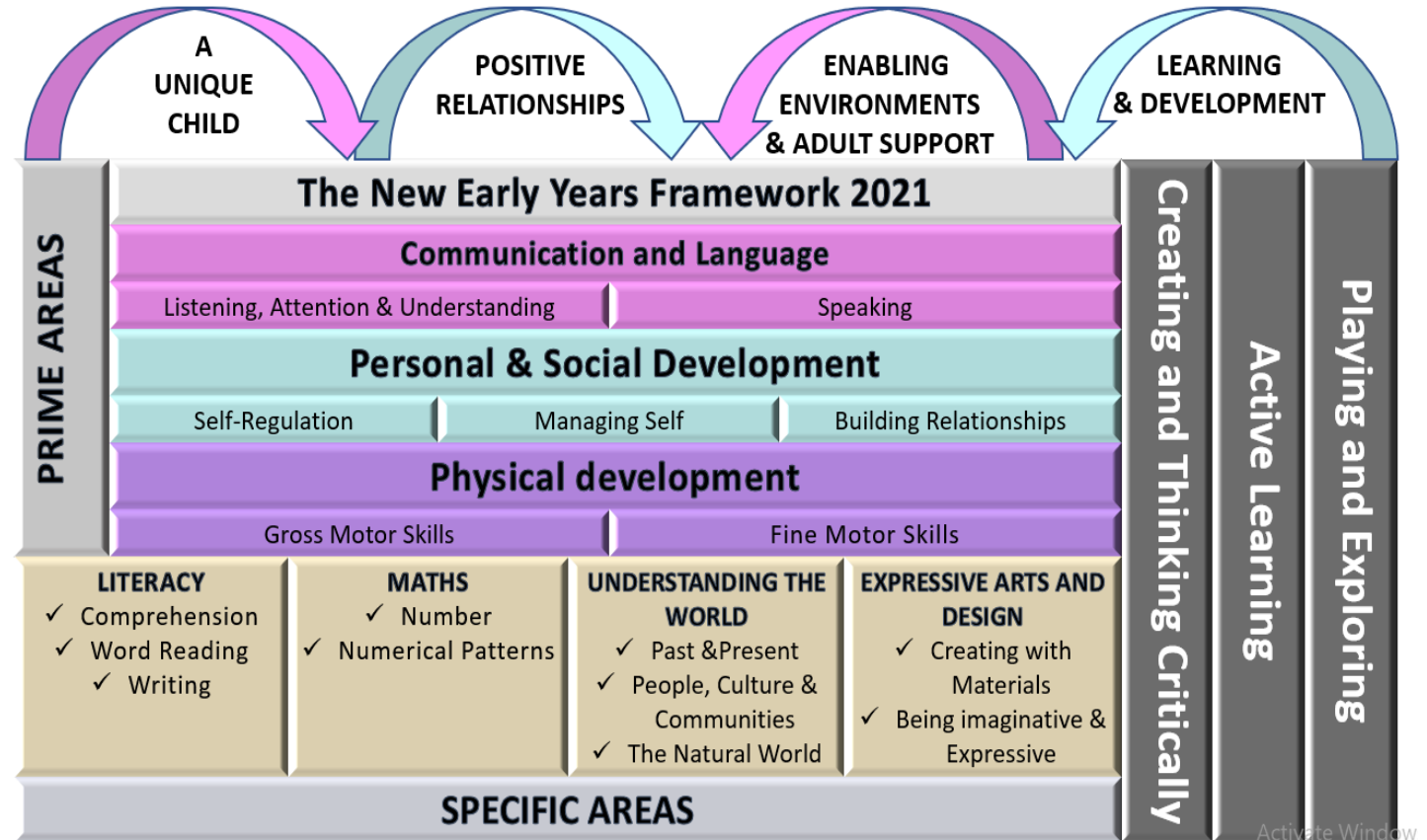


RECEPTION LONG TERM PLAN



“AT HADRIAN PRIMARY SCHOOL, WE AIM TO ‘MAKE LEARNING IRRESISTIBLE’. THIS FLOWS THROUGH ALL THAT WE DO, FROM ADULT LED SESSIONS TO OUR ENABLING LEARNING ENVIRONMENT (BOTH INDOORS AND OUTDOORS) TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF OUR SCHOOL COMMUNITY!

CHILDREN FEEL VALUED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE STRIVE TO EXCEL IN OUR PRACTISE TO ENSURE ALL TEACHING IS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE ‘WHOLE CHILD’. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY”
THE EYFS TEAM AT HADRIAN PRIMARY SCHOOL.

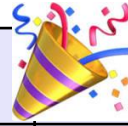




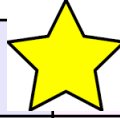
RECEPTION LONG TERM PLAN



AUTUMN 1



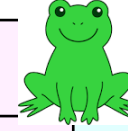
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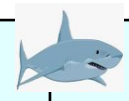
SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

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

WHAT MAKES ME SPECIAL®

Starting school / my new class / New Beginnings
People who help us / Careers
My family / PSED focus /relationships/feelings
What am I good at?

LOST AND FOUND BY OLIVER JEFFERS

ABRACADABRA! IT'S A KIND OF MAGIC!

Bonfire night celebrations
Little Red Hen – Harvest
The Nativity
Christmas Lists
Letters to Father Christmas

ROOM ON THE BROOM BY JULIA DONALDSON

ONCE UPON A TIME!

Night time adventures
Chinese New Year
Farm animals/trip
Traditional tales and language
Farms around us! Farms around the world!

THE GINGERBREAD MAN

ROOTS, SHOOTS & WELLIE BOOTS!

The great outdoors /Plants & Flowers / Weather / seasons
Planting beans/seeds/Lifecycles
Make a sculpture: Andy Goldsworthy What lives in our pond? Life cycles
Reduce, Reuse & Recycle /Fun Science / Materials
Where do we live in the UK / world?

SUPERWORM/ NORMAN THE SLUG WITH A SILLY SHELL

OUT OF THIS WORLD!

Arts & Design focus
A Starry Night
Van Gogh
Journeys
Alien words
Rocket building
Transition: when I grow up

HOW TO CATCH A STAR HERE WE ARE

LAND AHOY!

Where in the world shall we go?
Send me a postcard!
Marine life
Fossils – Mary Anning
Seasides in the past
Compare: Now and then!
Seaside art

Reduce, Reuse & Recycle
Fun Science / Materials
JACK AND THE FLUM FLUM TREE!

HIGH QUALITY TEXTS

(CORE BOOK TEXTS IN EACH CLASSROOM)

Ruby's Worry
Pete's New Shoes
The Colour Monster
Captain Tom Little People Big Dreams
Actual Size

Guy Fawkes: Recount
Funny bones: Labelling
Stick Man: Recount: Writing letters
Meg and Mog series
The Christmas Story
Christmas Week

Chinese New Year
The Three Little Pigs
The Three Billy Goats
Gruff/ The Enormous Turnip
What the Ladybird
Heard Rosies Walk/ The little Red Hen

Non-fiction books on chicks
Handa's Hen
Jack and the Beanstalk
Jaspers Beanstalk
Easter (2 weeks)
Oi Frog

Ten little aliens
I am Neil Armstrong
Mae among the stars
The Darkest Dark
Shine/ Moon
When I grow up
Whatever Next

Alba the 100 year old fish
Who Swallowed Stanley
Attenborough Little People
Big Dreams
Sharing a Shell
A home for a Pirate
Pirates/Seaside

'WOW' MOMENTS / ENRICHMENT

Autumn Trail
Remembrance Day Nurse /police officer/vet/soldier visit?
National Poetry Day 03/10
Roald Dahl Day 13/09
Dot Day 15/09
Harvest Festival
Grandparents Day 6/10

Guy Fawkes / Bonfire Night/firefighter visit
Diwali 1/11
Remembrance day 11/11
No pens day 27th Nov
Christmas Time / Nativity/Santa
St Andrew's Day: 30/11
Hannukah: 25/12
EYFS: POLAR EXPRESS DAY 3rd Dec ish!

Valentines day
Chinese New Year 29/01
National Handwriting Day 23/25
National Storytelling week 29th Jan-4th Feb
Australia Day 26/01
Farm trip?

Mother's Day 30/03
World Book Day 6th March
Easter March- Women's History Month Pancake Day/ St David's Day/ Mardi Gras 1/3 Dr Suess Bday 2/3
International Women's Day 08/03 St Patricks Day 17/03

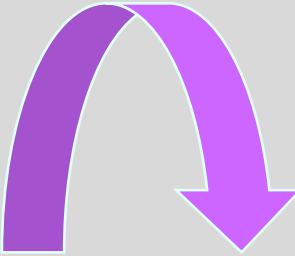
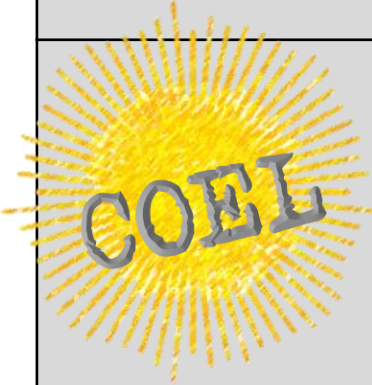
2nd May International Space Day
3rd May Astronomy Day
20th May National Bee Day
29th May National Biscuit Day
10-14th June Healthy Eating Week
19th June Fathers Day
27th June Helen Keller Day

Under the Sea – singing songs and sea shanties
Map work - Find the Treasure
Father's Day
Pirate Day
Ice – Cream Day End of year family picnic
Beach trip?



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES ME SPECIAL?	ABRACADABRA! IT'S A KIND OF MAGIC!	ONCE UPON A TIME!	ROOTS, SHOOTS AND WELLIE BOOTS!	OUT OF THIS WORLD!	LAND AHOY!



OVER ARCHING PRINCIPLES

Characteristics of Effective Learning

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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Backworth Park Primary, 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

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES ME SPECIAL!	ABRACADABRA! IT'S A KIND OF MAGIC!	ONCE UPON A TIME!	ROOTS, SHOOTS AND WELLIE BOOTS!	OUT OF THIS WORLD!	LAND AHOY!
BRITISH VALUES SHARING CIRCLES	<p>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.</p>	<p>Mutual 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. Experienced through celebrations</p>	<p>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. Class rules</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry within two weeks. National Baseline data within 6 weeks of starting point Phonics assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation where appropriate. DEVELOPMENT CHECKPOINT. Phonics assessments</p>	<p>GLD Projections for EOY Cluster moderation? EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments DEVELOPMENT CHECKPOINT.</p>	<p>Cluster moderation? EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Welcome meeting Seesaw Involvement Phonics Meeting Rainbow Reading Challenge Parent Assembly.</p>	<p>Seesaw involvement Nativity Parents Evening Reading workshop 52 books till Christmas</p>	<p>Seesaw involvement Home project: Gingerbread House</p>	<p>Seesaw involvement Parents Evening Easter bonnet parade?</p>	<p>Seesaw involvement Home Project: reception rockets</p>	<p>Seesaw involvement Parents Evening Beach Trip Graduation 2022 Pirate Day</p>



DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

(THESE ARE SUGGESTED TITLES AND ARE SUBJECT TO CHANGE AS WE FOLLOW CHILDREN'S THEMES AND INTERESTS)

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME® THE UNBUDGABLE CURMUDGEON	ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS	MY PIRATE MUMS MY TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES



RECEPTION LONG TERM PLAN

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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<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, T4W actions, Poetry Basket, Word Aware and Talk Boost interventions.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS CORE BOOKS LIST)</p>	<p>Engage in story times with increasing attention. Listen carefully to rhymes, stories and songs in a group. Understand how to listen carefully and why listening is important. Use language to imagine and recreate roles and experiences in play situations. Recall a range of simple nursery rhymes. Talk about and plan experiences. To speak in a simple sentence. Tell an event in the correct order. Communicate needs and feelings. Use different tenses when talking. Use sentences with conjunctions. Listen and follow two part instructions. Recall and define specialist vocabulary from texts and topics.</p>	<p>Secure agreed rules for conversational turn taking in small and larger groups. Formulate and respond to "why" and "how" questions. Introduce a storyline to their play. Follow time related instructions: first, then, last. Use a range of word endings to describe the present and past tense (e.g. ing, nt) Recall and define specialist vocabulary for the half term.</p>	<p>Connect one idea or action to another using a range of connectives. Listen and responds to ideas, expressed by others in conversation or discussion. Stay focussed on adult led and independent activities long enough to complete them. Process three part instructions. Use longer sentences- explain and reasoning when answering questions. Recall and define specialist vocabulary from texts and topics.</p>	<p>Learn rhymes, poems and songs. Articulate their ideas and thoughts in well-formed sentences. Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Give detailed recounts of experiences in correct order. Recall and define specialist vocabulary from texts and topics.</p>	<p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail. Use a range of adjectives to describe. Tell familiar stories with dialogue using small world figures/props etc. Understand and follow complicated instructions. Make up new stories with peers, showing knowledge of story structure to act them out. Recall and define specialist vocabulary from texts and topics.</p>	<p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Generate original narratives using small world figures, prompts in role play with open ended props. Process language which includes challenging adjectives and positional vocabulary and instructions. Understand language and complex sentences and concepts such as 'what happens next?'. Speak confidently to peers and adults, taking part in longer conversations staying on topic, showing an awareness of who is listening, expressing and listening to views and opinions. Follow a longer story without pictures or props.</p>



RECEPTION LONG TERM PLAN

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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 MAKING RELATIONSHIPS	Name and explore feelings vocabulary. Define what makes them special. Follow classroom routines including self-help with clothing. Follow classroom and behavioural expectations. Speak about needs, wants and interests. Initiate conversations, Play alongside children, engaged, in the same theme. Engage in new experiences, selecting required resources. Set goals and plan experiences. Distinguish between healthy and special treats. Discuss family and growth changes.	Show resilience and perseverance in the face of challenge. Play cooperatively and in pairs to succeed in a challenge. Follow school expectations and participate in school life. Know about different cultures. Articulate and demonstrate handwashing and food preparation. Show care and concern for friends. Identify healthy ingredients.	Articulate the rationale for school regimes and expectations. Describe self in positive terms. Work in small group on tasks like turn taking games. Make healthy snacks. Show confidence in new situations.	Articulate simple problem solving approaches. Negotiate and take steps to resolve conflict. Develop strategies to make new friends. Engage in imaginative play with other children, taking on different roles. Choose ingredients for a healthy snack. Develop responsibility and care for plants and wider world.	Engage in more complex and extended turn taking games. Read facial expressions and body language, extending the vocabulary of emotions. Articulate reasons for success or failure in a challenge. Understand and demonstrate strategies for conflict resolution. Know how to develop a successful friendship. Know how to be responsible and caring for the planet.	Show empathy and think about the perspectives of others. Engage in games where different participants have different roles. Develop strategies to challenge undesirable behaviour towards others. Attend and respond appropriately. Consistently demonstrate sensible, controlled, behaviour. Feel confident in a range of social and school situations.
<p>Early learning Goals: 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.</p> <p>* 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.</p>						



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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	<p>Revise and refine the fundamental movement skills they already have acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing.)</p> <p>Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes, personal hygiene).</p> <p>Stack, align and balance blocks of different sizes.</p> <p>Thread, peg and sew on cards and boards.</p> <p>Cut along lines and around pictures, beginning to use increasing control.</p> <p>Participate in hand action songs.</p> <p>Develop mark making movements (lines, boxes, arches, circles) linked to letter formation.</p> <p>Use dominant hand to hold a pencil effectively and form letters correctly.</p> <p>Move safely in a large space, negotiating obstacles.</p> <p>Change direction and stop quickly.</p>	<p>Join and separate small construction kit components by clicking and twisting.</p> <p>Join with glue.</p> <p>Dig with trowels/hand forks.</p> <p>Using squashing techniques including rolling pins to achieve desired effects.</p> <p>Cut and turn along outlines.</p> <p>Travel in different ways with control and coordination.</p> <p>Move rhythmically to music.</p> <p>Jump in different ways.</p> <p>Travel across a simple obstacle course.</p> <p>Observe the effects of exercise on the body.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Weave, thread and tie.</p> <p>Carry and control small and large equipment.</p> <p>Understand how to use tools and equipment safely and accurately (e.g. scissors, hammers)</p> <p>Cut with definition and control, holding scissors correctly.</p> <p>Hold pencil in dynamic tripod grip near point.</p> <p>Know how to clean teeth and why this is important.</p> <p>Discuss and explain body changes during exercise.</p> <p>Climb safely on large equipment.</p>	<p>Use woodwork tools to cut, join safely under supervision.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Climb on large scale equipment with increasing control.</p> <p>Control large scale gardening tools including watering cans.</p>	<p>Know and talk about the different factors that support their overall wellbeing (regular physical activity, health eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian).</p> <p>Join effectively with tape and glue.</p> <p>Travel across more complex obstacle courses including changes of height.</p> <p>Use fine mark making tools to create texture and pattern in malleable materials.</p> <p>Control printing tools to create a desired effect.</p> <p>Develop wrist and shoulder control.</p> <p>Dismantle objects and mechanisms using a range of hand actions.</p> <p>Hold and control pencil effectively in correct tripod grip.</p> <p>Use scissors confidently and for a purpose.</p> <p>Control and steel a ball by hand.</p> <p>Aim, roll, track and collect a ball.</p>	<p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and building techniques with malleable materials.</p> <p>Use fine pincer mark making (malleable) tools with precision.</p> <p>Control large scale gardening tools.</p> <p>Hold pencil effectively in preparation for fluent writing.</p> <p>Demonstrate strength, balance, and control using PE equipment.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>
GROSS MOTOR	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p>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 ball.</p>					
	<p>From Development Matters 20':</p>					

FINE MOTOR

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Handwriting sessions accessed regularly once correct grip is established and through RWI daily sessions.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES
DAILY DOUGH DISCO ACCESSED
AUTUMN TERM (REVIEW FOR SPRING AS AN INTERVENTION)

GROSS MOTOR

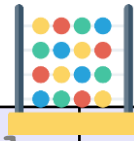
WEEKLY LESSON

COSMIC KIDS YOGA ACCESSED WHERE APPROPRIATE



RECEPTION LONG TERM PLAN

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GENERAL THEMES	WHAT MAKES ME SPECIAL?	ABRACADABRA! IT'S A KIND OF MAGIC!	ONCE UPON A TIME!	ROOTS, SHOOTS & WELLIE BOOTS!	OUT OF THIS WORLD!	LAND AHOY!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	CHILDREN WILL HAVE CONTINUOUS ACCESS TO THE CLASS CORE BOOKS AND READING CORNER. CHILDREN ENCOURAGED TO TAKE A BOOK TO ENJOY WITH AN ADULT WEEKLY AS WELL AS READING BOOKS ONCE ON THE SCHEME.	<p>Text as a Stimulus: <i>LOST AND FOUND</i> BY OLIVER JEFFERS RWI PHONICS set one sounds.</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Develop book-like vocabulary and language through hearing patterned texts. Actively listen to and retell stories. Participate in, memorise and perform simple action rhymes. Use marks or some letters for meaning. Begin to break speech into words when writing. Write labels and name.</p>	<p>Text as a Stimulus: <i>ROOM ON THE BROOM</i> BY JULIA DONALDSON Soundwrite PHONICS</p> <p>Read a common exception words and tricky words. Read some letter groups that each represent one sound and say sounds for them. Grasp and use a wider range of structures in books and use these to aid participation. Look for clues in illustrations. Engage in extended conversations about stories. Memorise and perform more complex action rhymes and nursery rhymes. Use some letters in sequence to convey meaning, including cvc words. Orally rehearse writing. Write labels, lists and simple captions.</p>	<p>Texts as a Stimulus: <i>THE GINGERBREAD MAN</i> Soundwrite PHONICS</p> <p>Read simple phrases and sentences made up of words with know letter-sound correspondences and where necessary a few exception words. Re-read what is written to check it makes sense. Recall key elements of books they have heard and read, including settings and characters. Discuss favourite stories, including detail about characters and events. Learn word play rhymes and simple poetry. Read simple phonetically regular captions and sentences. Spell words by identifying sounds and then writing the sound with the letter. Write simple sentences and captions with regular words, including some diagraphs. Form lower case letters correctly.</p>	<p>Texts as a Stimulus: <i>SUPERWORM/ NORMAN THE SLUG WITH A SILLY SHELL</i> Soundwrite PHONICS</p> <p>Re-read familiar books to develop confidence in word reading, fluency, understanding and enjoyment. Read simple sentences including diagraphs and common exception words. Understand cause and effect in books they have heard or read. Predict the endings of stories. Use vocabulary influenced by books. Learn and perform poetry. Write simple sentences with regular and irregular words, including those with diagraphs. Form lower case letters correctly. Explore upper case letters.</p>	<p>Texts as a Stimulus: <i>HOW TO CATCH A STAR HERE WE ARE</i> Soundwrite PHONICS</p> <p>Predict the development of the plot and empathise with characters. Make links between texts. Use simple non-fiction books. Read sentences including diagraphs and tricky words. Demonstrate understanding when talking with others about what they have read. Write short compositions with more than one sentence, using capital letters and full stops. Form upper and lower case letters correctly.</p>
WORD READING	<p>Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</p>					
WRITING	<p>TFW USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p>					



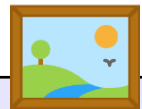
RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES ME SPECIAL?	ABRACADABRA! IT'S A KIND OF MAGIC!	ONCE UPON A TIME	ROOTS, SHOOTS & WELLIE BOOTS!	OUT OF THIS WORLD!	LAND AHOY!
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Count forwards to 10, naming the number after and counting on from a given number.</p> <p>Count sets of objects or actions, demonstrating the cardinal rule within 5.</p> <p>Number composition to 5.</p> <p>Recognise commonality and make sets.</p> <p>Recognise numerals 0-5.</p> <p>Qualitative comparison of length and height.</p> <p>Complete AB visual linear patterns.</p> <p>Sort using one criterion.</p> <p>Narrate the pattern of the school day using now, next, after playtime, after lunch, before home time etc.</p>	<p>Subitise-3</p> <p>Count beyond 10.</p> <p>Count backwards within 10, understanding the number before and counting back from a given number.</p> <p>Number composition 5-10.</p> <p>Recognise numerals 6-10.</p> <p>Compare quantities in groups.</p> <p>Use positional language with 3D shapes.</p> <p>Qualitative comparison of mass and capacity.</p> <p>Make AB transient linear patterns.</p> <p>Sort using different criteria, recognising the odd one out in a set.</p> <p>Say one more or one less than a number to 5.</p> <p>Practically add within 5.</p>	<p>Subitise- 5.</p> <p>Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers.</p> <p>Count forwards and backwards within 20.</p> <p>Compare length and height qualitatively.</p> <p>Composition 6,7,8 partitioning and recombining.</p> <p>Explore number bonds to 5.</p> <p>Practically subtract within 5.</p> <p>Narrate the pattern of a week using today, tomorrow, yesterday.</p> <p>Design with 2D shapes.</p> <p>Make 2D shapes out of other 2D shapes.</p>	<p>Automatically recall number bonds to 5.</p> <p>Explore number bonds 6-10.</p> <p>Make comparison of length and height using non-standard measures.</p> <p>Demonstrate understanding of the composition 6,7,8 by pair wise and five wise patterns on 10s frame.</p> <p>Recall and apply double facts.</p> <p>Perform simple addition and subtraction calculations.</p> <p>Know value of coins.</p> <p>Continue and create circular and symmetrical designs with 2D and 3D shapes.</p> <p>Design with 2D shapes- exploring problems and properties.</p> <p>Sort 2D shapes according to properties.</p> <p>Narrate the pattern of a week using the names of the days.</p>	<p>Subitise beyond 5.</p> <p>Count by rote beyond 20.</p> <p>Begin to recognise decade numbers.</p> <p>Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frame.</p> <p>Add and subtract within 10.</p> <p>Explore odd and even numbers.</p> <p>Halve and share within 10.</p> <p>Solve problems involving addition and subtraction and money.</p> <p>Describe the properties of 3D shapes.</p> <p>Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday.</p>	<p>Count by rote 20+</p> <p>Recall and apply doubles and halves within 10.</p> <p>Use the part-whole method to calculate and solve problems.</p> <p>Solve problems involving halving, sharing and doubling.</p> <p>Identify patterns when exploring odd and even numbers.</p> <p>Continue and create more complex linear patterns.</p> <p>Sort 3D shapes according to their properties.</p> <p>Measure mass and capacity using simple non-standard measures.</p>



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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>					
<p>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Talk about past and present events in their lives and in the lives of family members. Describe and represent the home in 2D and 3D naming rooms and parts of the building. Name features of the immediate school environment. Autumnal seasonal changes. Describe and explain changes: colour mixing, ice etc. Use programmable toys with increasing control.</p> <p>Know about endangered animals and how to care for animals.</p> <p>Colour mixing experiments: describe effects.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise people have different beliefs and celebrate special times in different ways.</p> <p>Seasonal changes in winter.</p> <p>Name locality features on a simple route.</p> <p>Describe and explain changes of state/ materials.</p> <p>Name some special buildings in our community and explain their function.</p> <p>Describe family Christmas traditions.</p>	<p>Know about endangered animals and how to care for farm animals.</p> <p>Interpret Google Earth Street View of the route between school and the shops. Name features. Navigate right and left turns online.</p> <p>Name some other special buildings in our community and explain their function through role play and small world re-enactment.</p> <p>Describe seasonal changes.</p> <p>Explore Chinese new year celebrations.</p>	<p>Describe and recall the transition from caterpillars to butterflies.</p> <p>Know and demonstrate how to care for plants. Investigate the life cycle of bees and plants.</p> <p>Name plants and their parts.</p> <p>Describe how people change in the first four years of their life. Know that adults/ children were babies in the past.</p> <p>Seasonal changes in spring.</p>	<p>Draw information from a simple map. Name locality features on the route to the shops/library. Draw and label geographical features on the route.</p> <p>Tell the story of the first man on the moon.</p> <p>Explore space travel firsts.</p> <p>Compare photo's old and new.</p> <p>Compare toys from the past.</p>	<p>Recognise some environments that are different to the one in which they live. Describe seasonal changes in nature. Identify similarities and differences between the animals and plants in the beach and urban environments. Compare and describe physical features of beach/urban environments using aerial view and secondary sources (photos/maps) Describe natural and manmade beach detritus and know the dangers to wildlife from manmade rubbish. Understand how to look after the oceans and recycle. Know similarities and differences between past and now through experience and books. Compare and contrast characters from stories and historical figures.</p>



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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.

Work will be displayed and celebrated in the classroom 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.

<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>						
<p>Stack, align and balance with bricks and blocks on a range of scales.</p> <p>Draw familiar people from memory, with attention to detail.</p> <p>Enact domestic routines and brief family narratives using props.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Mark the pulse of pieces of music using body percussion.</p> <p>Copy, memorise and perform a repertoire of simple hand-action songs.</p> <p>Listen to and discuss a range of music linked to feelings and emotions.</p> <p>Sing songs and nursery rhymes.</p> <p>Colour mixing the primary colours with Mouse Paint.</p> <p>Vivaldi: Autumn</p>	<p>Develop storylines in their pretend play. Create new colours by mixing green, brown, orange and yellow: predict and narrate the effects. Icing sugar poppies.</p> <p>Locate and reproduce geometric patterns in the urban environment. Draw familiar landmarks from memory. Generate short narratives about the environment using small world prop. Mark the beat and imitate rhythms with tapping and striking instruments.</p> <p>Perform a short repertoire of short repetitive songs and Christmas songs. Know further action songs and story ring games by heart.</p> <p>Twist and wrap sticks to make magic wands. Weaving large scale spider web.</p> <p>Vivaldi: Winter</p>	<p>Dance with large arm movements using props- fabric and ribbons for Chinese New Year.</p> <p>Create new colours by layering and overlapping blue, green and white translucent materials.</p> <p>Winter charcoal landscapes with blue hue background by adding white. Retell episodes from a known story in role or small world play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Imitate more complex rhythm patterns with tapping instruments.</p> <p>Name and use a range of instruments.</p> <p>Vivaldi: Spring</p>	<p>Locate and reproduce geometric patterns in the natural environment. Make increasingly detailed observational drawings.</p> <p>Draw single or a sequence of images from the imagination to illustrate a story.</p> <p>Rimsky- Korsakov: The Flight of the Bumblebee.</p> <p>Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</p> <p>Retell episodes from a known story with dialogue using small world props.</p> <p>Memorise a short choreographed dance sequence to accompany songs in pairs or groups.</p> <p>Name and use a range of musical instruments with increasing control.</p>	<p>Create visual representative of Van Gogh's Starry Night.</p> <p>Holt: Planets Jackson Pollock Print accurately with paint to achieve a desired effect and describe design choices.</p> <p>Know how to join materials to make objects with a purpose. Select reclaimed materials to collage representationally or with a design idea and explain choices. Move rhythmically on the spot and travelling, using hands and feet to mark the beat.</p> <p>Echo simple short rhythmic phrases with untuned percussion.</p> <p>Change tempo and dynamics while playing instruments.</p>	<p>Sea Shanty's and rounds.</p> <p>Vivaldi: Summer</p> <p>Return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills. Model 2D/3D boats. Create representations of Alma W Tomas 'Splash'</p> <p>Make detailed and observational drawings of natural found objects and living things matching colours. Shape and mould wet clay with hand tools to create particular effects. Use dance gestures and movements to tell a story.</p> <p>Use body percussion And instrumental Sound effects to tell a story.</p>	

RECEPTION LONG TERM PLAN

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

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