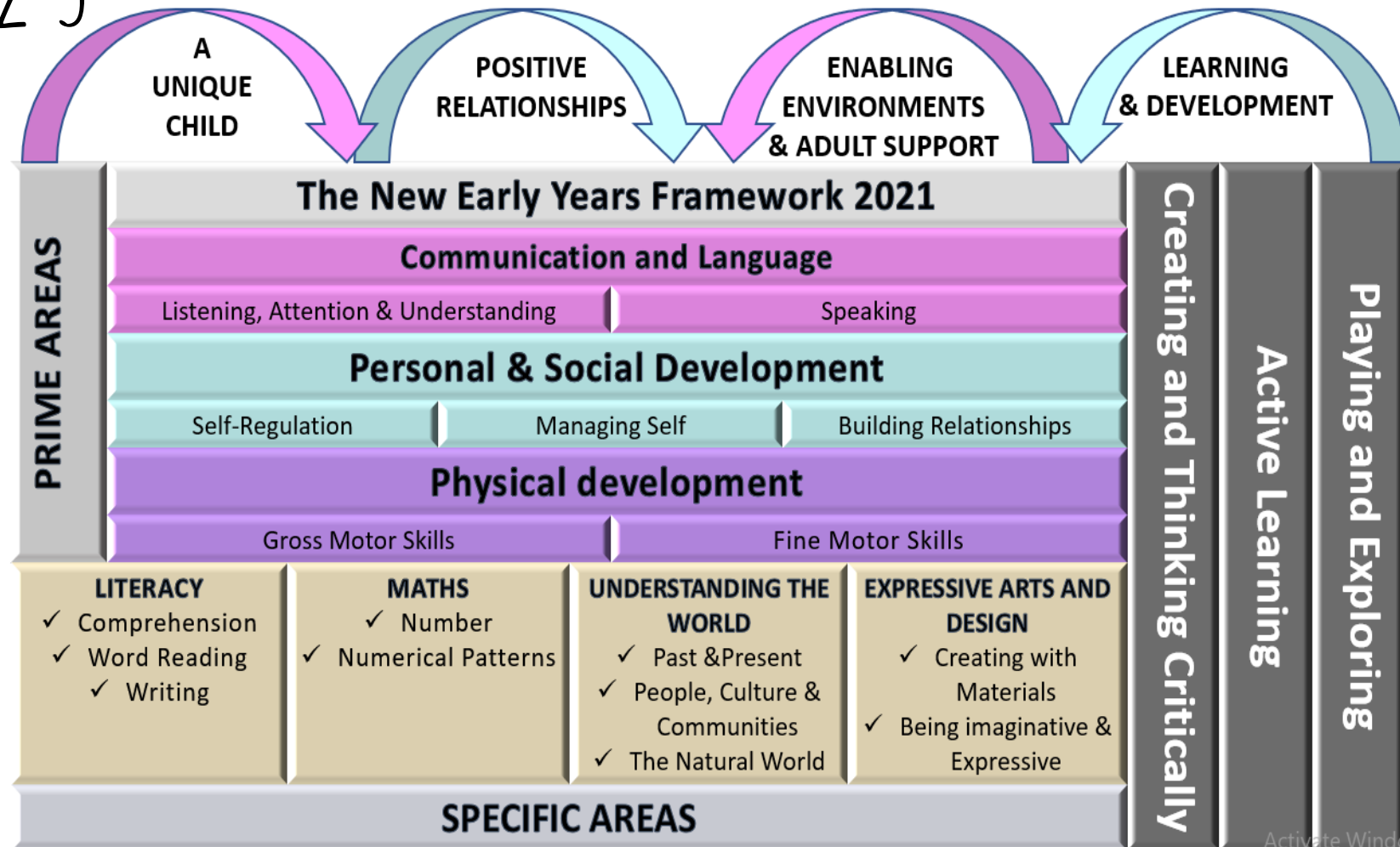


RECEPTION LONG TERM PLAN 22-23



RECEPTION LONG TERM PLAN 22-23

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p>ALL ABOUT ME!</p> <p>Starting school / my new class / New Beginnings Looking after our bodies / Human body My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p>LET'S CELEBRATE!</p> <p>Celebrating differences & similarities between cultures/how people celebrate/talking about our own celebrations/Autumn walk/ Celebrate Christmas Christmas wishes Letters to Father Christmas & the Elf</p>	<p>AMAZING ANIMALS!</p> <p>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats Chinese New Year</p>	<p>TICKET TO RIDE!</p> <p>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?</p>	<p>LET'S FIND OUT!</p> <p>Plants & Flowers /Minibeats Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Reduce, Reuse & Recycle Fun Science / Materials Dinosaurs/Fossils – Mary Anning</p>	<p>OFF TO THE SEASIDE</p> <p>Explore our local area Beach Sports Week Transition</p>
<p>POSSIBLE TEXTS, SONGS, POEMS & RHYMES</p>	<p>You Choose Owl Babies The Colour Monster The Rainbow Fish Funny Bones Alan's Big Scary Teeth! The Big Book of Families</p>	<p>Guy Fawkes/Diwali Kipper's Birthday Hovis the Hedgehog/Ahhh Spider Stick Man The Nativity Christmas story advent Elf Antics!</p>	<p>The Emperors Egg Lost and Found Tige who came to tea Elmer Animal Rhymes/poems Pig in the Pond</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Whatever Next Beegu Oi! Get off my train!</p>	<p>Grandpa & Lollipop's Safari The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons</p>	<p>Spalsh, Anna Hibiscus Please Mr Magic Fish Surprising Shark</p> <p>Transition Stories</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>TOPIC DAY: Colour Monster Harvest Time Favourite Songs Talent show What do I want to be when I grow up? Video for parents. Race for Life</p>	<p>TOPIC DAY: Kipper's Birthday Autumn Trail Birthdays Remembrance day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Children in Need Post Box Walk</p>	<p>TOPIC DAY: Chinese New Year Food Tasting Valentine's Day Internet Safety Day</p>	<p>TOPIC DAY: Walk to the park/beach / Picnic Planting seeds Easter time Mother's Day Eater Hunt Map work-find the treasure World Book Day</p>	<p>TOPIC DAY: Growing Planting our own seed School Trip to Wingham Science Week</p>	<p>TOPIC DAY: Walk to the beach Father's Day Heathy Eating Week /Sports Week Meet your new Teacher</p>

RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
CHARACTERISTICS OF EFFECTIVE LEARNING	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p style="text-align: center;"><i>At Hampton Primary School we will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
OUR HAMPTON VALUES	Enjoyment Expectations	Collaboration Creativity	Aspiration	Resilience	Risk Taking	Reflection Independence
	<ul style="list-style-type: none"> ○ Enjoyment - We will have a positive approach to school life. ○ Expectations - We will always try our best. ○ Collaboration - We learn and play together ○ Creativity - We will embrace new ideas and solutions ○ Aspiration - At Hampton there is no can't, you just can't yet. ○ Resilience – We never give up. ○ Risk Taking – We take risks and make mistakes. ○ Reflection – We will listen to and respect others. ○ Independence – We will take responsibility for our choices. 					



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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
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>					
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, EYFS productions, assemblies and weekly interventions.	<p>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! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>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</p>	<p>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. Learning about our local area and the beach.</p>
DAILY STORY, SONG & RHYME TIME						



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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.</p>					
MANAGING SELF	<p>New Beginnings See themselves as a valuable individual.</p> <p>Being me in my world Class Rule Rules and Routines Supporting children to build relationships Emotions & feelings</p>	<p>Self - Confidence Build constructive and respectful relationships. Manage their own needs/personal hygiene Express their feelings</p>	<p>Dreams and goals Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others. Beginning to manage their own dressing.</p>	<p>Talking with others to solve conflicts. Develop resilience and perseverance in the face of challenge. Relationships What makes a good friend? Take turns and share independently.</p>	<p>Regulating emotions and behavior independently. Understanding & following rules. Knowing right from wrong. Following school rules.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come!</p>
SELF - REGULATION						
BUILDING RELATIONSHIPS						



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
PHYSICAL DEVELOPMENT	<p>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.</p>					
FINE MOTOR DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills – snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Handwriting: Copy & continue Patterns</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Clay modelling. 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. Handwriting: Teach and model correct letter formation 'Long Ladder letters' Scissor skills: cutting a straight line</p>	<p>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: Cutting curves Handwriting: : Teach and model correct letter formation 'Curly Caterpillar letters'</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Scissor skills: Cutting curves and straight lines. : Handwriting: Teach and model correct letter formation 'Robot Letters' Use small construction to build transport.</p>	<p>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 Scissor skills: Cutting points Handwriting: : Teach and model correct letter formation 'Zig Zag Letters.'</p>	<p>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 Scissor Skills: Cutting more complex shapes Handwriting: : Teach and model correct letter formation e, f and s.</p>
GROSS MOTOR WEEKLY YOGA LESSON /WRITE DANCE	<p>Write Dance/Yoga Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Learn Skelton dance</p>	<p>Write Dance/Yoga 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 Diwali Dance</p>	<p>Write Dance/Yoga 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. Dragon & lion dance Move like different animals Gymnastics ./ Balance</p>	<p>Write Dance/Yoga Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. . Use construction to build transport.</p>	<p>Write Dance/Yoga 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</p>	<p>Write Dance/Yoga 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 Learn about the importance of exercise.</p>



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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	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 of stories. Enjoys an increasing range of books. Describing key events in stories.	Learn new topic related vocabulary. Engage in non-fiction books. Learn rhymes, poems and songs. Stories from other cultures and traditions	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.	Can explain the main events in some detail of a story – They develop their own narratives and explanations by connecting ideas or events Use non-fiction to explore instructions. 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.	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. To describe 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 Sort books into categories/non-fiction beach stories
WORD READING DAILY PHONIC GRP'S FROM 3 WEEKLY GUIDED READING	Phonic Sounds: & Tricky Words Level 2 Twinkl Reading: Hearing initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds & Tricky Words: Level 2 Twinkl Reading: Hearing initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Phonic Sounds & Tricky Words: Level 2 & 3 Twinkl Reading: Rhyming strings, Help children to become familiar with digraphs & trigraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds & Tricky Words: Level 2 & 3 Twinkl Reading: Help children to become familiar with digraphs & trigraphs, Provide opportunities for children to read words and captions containing familiar digraphs, trigraphs and tricky words.	Phonic Sounds & Tricky Words: Level 2 & 3 Twinkl Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. To read words, captions and sentences containing digraphs, trigraphs and tricky words.	Phonic Sounds & Tricky Words: Level 2, 3 & 4 Twinkl Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.



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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
WRITING DAILY PHONIC GROUPS FROM T3	<p>Texts as a Stimulus:</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds, names & words. Encourage mark making in play.</p>	<p>Texts as a Stimulus:</p> <p>Name writing, labelling using initial sounds Retelling stories in writing area. Writing cards, write a Christmas wish. Writing some letters accurately. Notes to the Elf.</p>	<p>Texts as a Stimulus:</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, words. Write a rhyming string. Write captions. Labelling animals. Beginning to use digraphs in writing.</p>	<p>Texts as a Stimulus:</p> <p>Writing captions and labels, writing simple sentences. Writing short sentences to accompany a stimulus. Transport lists. Describe a bus. Developing use of digraphs in writing.</p>	<p>Texts as a Stimulus:</p> <p>Writing instructions, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Begin to use lower-case and capital letters correctly. Developing use of digraphs and tricky words in sentences.</p>	<p>Texts as a Stimulus:</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. To use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>



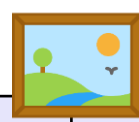
RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S CELEBRATE	AMAZING ANIMALS	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
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>					
<i>White Rose</i>	<p>Phase 1 – Just Like Me</p> <p>Matching and sorting Making comparisons Exploring Patterns</p> <p>Phase 2 – It's Me 1, 2, 3</p> <p>Representing, comparing and composition of 1, 2 and 3</p>	<p>Phase 2 – It's Me 1, 2, 3</p> <p>Geometry and spatial thinking</p> <p>Phase 3 – Light & Dark</p> <p>Numbers to 5 4, 5 one more and one less</p> <p>Geometry and spatial thinking Shapes with 4 sides</p> <p>Measurement and time – night and day</p>	<p>Phase 4 – Alive in 5</p> <p>Introducing zero Comparing numbers to 5 Composition of numbers to 5 Measuring mass and capacity</p> <p>Phase 5 – Growing 6, 7 and 8</p> <p>Making pairs when combining 2 groups Length, height and time</p>	<p>Phase 6 – Building 9 and 10</p> <p>Comparing numbers to 10 Bonds to 10 3d shape Explore patterns</p>	<p>Phase 7 – To 20 and beyond</p> <p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning – match, rotate & manipulate</p> <p>Phase 8 – First then Now</p> <p>Adding more/taking away Spatial reasoning – compose and decompose</p>	<p>Phase 9 – Find My Pattern</p> <p>Doubling Sharing and grouping Even and odd Spatial reasoning – visualise and build</p> <p>Phase 10 – On the Move</p> <p>Deepening understanding patterns and relationships Spatial reasoning - mapping</p>



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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
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>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Look at the human body/skeleton. How to keep our bodies healthy. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past and in other countries. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. To understand celebration Diwali and firework night. Introduce the children to the story of Guy Fawkes. To explore the season Autumn and talk about hibernation. 	<ul style="list-style-type: none"> Learning about animals through stories. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals. Look at the celebration CNY culture and traditions and compare with our festivals. 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on transport from the past. 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. Exploring and talking about how things work.. Talk about Neil Armstrong. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. 	<ul style="list-style-type: none"> Learn about the work of Mary Anning. Explore fossils/dinosaur era To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Observe the change in seasons. Observe the stages of plants growing and plant their own seed. Look at things that grow e.g. veg/fruit. Go to the meadow and compare what they hear, feel and see to their Autumn walk. What are the changes. 	<ul style="list-style-type: none"> Compare and contrast environments. Compare and contrast characters from different stories. Talk about similarities and differences between life in this country and other countries using stories.



RECEPTION LONG TERM PLAN 22-23



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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	AMAZING ANIMALS!	TICKET TO RIDE!	LET'S FIND OUT!	OFF TO THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	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.					
	<p>Join in with songs;, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling,</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Learn and perform skeleton dance.</p>	<p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Make a spider web</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p> <p>Clay Diva lamp</p> <p>Making 3d hedgehog hibernation house out of junk.</p>	<p>animal prints / Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Beginning to mix colours.</p> <p>Making patchwork Elmer</p> <p>Making lanterns, fans Chinese writing, puppet making, Chinese music and composition/Learn and perform Chinese dragon/lion dance.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p>	<p>Encourage children to create their own music.</p> <p>Observational drawings of plants/flowers/trees</p> <p>Use different media and materials to create flowers.</p> <p>Salt dough fossils</p> <p>Designing and painting their own dinosaur</p>	<p>Use different textures and materials to make sea creatures.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Develop their own stories through pretend play.</p> <p>.Father's Day Crafts</p>

GENERAL THEMES

ALL ABOUT ME!

LET'S CELEBRATE

AMAZING ANIMALS!

TICKET TO RIDE!

LET'S FIND OUT!

OFF TO THE SEASIDE!

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.

Join in with songs;, join in with role play games and use resources available for props; build models using construction equipment.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Self-portraits, junk modelling,

Exploring sounds and how they can be changed, tapping out of simple rhythms.

Provide opportunities to work together to develop and realise creative ideas.

Learn and perform skeleton dance.

Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems

Make a spider web

The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

Role Play Party's and Celebrations Role Play of The Nativity

Clay Diva lamp

Making 3d hedgehog hibernation house out of junk.

animal prints / Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.

Beginning to mix colours.

Making patchwork Elmer

Making lanterns, fans Chinese writing, puppet making, Chinese music and composition/Learn and perform Chinese dragon/lion dance.

Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Make different textures; make patterns using different colours

Children will explore ways to protect the growing of plants by designing scarecrows.

Mother's Day crafts Easter crafts Home Corner role play

Provide a wide range of props for play which encourage imagination.

Design and make rockets. Design and make objects they may need in space, thinking about form and function.

Junk modelling, houses, bridges boats and transport.

Encourage children to create their own music.

Observational drawings of plants/flowers/trees

Use different media and materials to create flowers.

Salt dough fossils

Designing and painting their own dinosaur

Use different textures and materials to make sea creatures.

Puppet shows: Provide a wide range of props for play which encourage imagination.








Develop their own stories through pretend play.

.Father's Day Crafts



RECEPTION LONG TERM PLAN 22-23

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

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 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>