



# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<p><b>MARVELLOUS ME</b></p> <p>Starting school / my new class My family / home/pets PSED focus- relationships/feelings What am I good at? Jobs- what would you like to be?</p> <p>Autumn</p>	<p><b>LETS CELEBRATE!</b></p> <p>Autumn Halloween Bonfire night celebrations Diwali The Nativity Christmas How Christmas was celebrated in the past</p>	<p><b>WHAT A WONDERFUL WORLD!</b></p> <p>Winter Changes of state- freezing and melting Our local area Town/ city/ countryside Maps Cold place e.g. Arctic</p>	<p><b>WHAT A WONDERFUL WORLD!</b></p> <p>Comparing our life to children in another country</p> <p>Spring Easter</p> <p>Begin planting/plant life cycles</p>	<p><b>DO ALL HEROES WEAR CAPES?</b></p> <p>Real life superheroes- People Who Help Us</p> <p>Plant life cycle Caterpillar life cycle</p>	<p><b>DO ALL HEROES WEAR CAPES?</b></p> <p>Human life cycle Changes since baby/ beginning of year Transition to Year 1</p> <p>Summer</p> <p>Plant life cycle</p>
HIGH QUALITY TEXTS	<p>What Makes Me a Me Peepo</p>	<p>Little Red Hen (Talk for Writing)</p> <p>Funny Bones The Leaf Theaf Leaf Man Tree: Seasons Come and Go</p>	<p>We're Going on a Bear Hunt (Talk for Writing).</p> <p>Sneezy the Snowman (links to changing states of matter).</p>	<p>Handa's Surprise</p> <p>One Day on Our Blue Planet- The Savannah Here We Are- Notes for Living on a Small Planet</p>	<p>The Very Hungry Caterpillar</p>	<p>Superworm A Superpower Like Mine</p>
KEY VOCABULARY	<p>Unique</p>		<p>Country</p> <p>Freeze Melt</p>	<p>Country Continent Town City</p>		

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



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	LETS CELEBRATE!	WHAT A WONDERFUL WORLD!	WHAT A WONDERFUL WORLD!	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?
'WOW' MOMENTS / ENRICHMENT	Harvest Assembly Pet Morning Making bread (linked to Little Red Hen).	Remembrance Day Christmas Performance Road Safety Week Anti-bullying Week	Safer Internet Day	World Book Day	Farm visit	Sports Day Transition activities
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of 6 weeks Phonics assessments EYFS team meetings WellComm assessment	On going assessments Parents evening EYFS team meetings In house moderation End of term Assessments Pupil progress meetings Phonics assessments WellComm assessment (for those in Time to Talk intervention).	On going assessments EYFS team meetings In house moderation Phonics assessments WellComm assessment (for those in Time to Talk intervention).	On going assessments Parents evening EYFS team meetings In house moderation End of term Assessments Pupil progress meetings Phonics assessments WellComm assessment (for those in Time to Talk intervention).	On going assessments EYFS team meetings In house moderation Phonics assessments WellComm assessment (for those in Time to Talk intervention).	On going assessments EYFS team meetings In house moderation Phonics assessments WellComm assessment (for those in Time to Talk intervention). End of Year data
PARENTAL INVOLVEMENT	Information gathering-letter about special days/celebrations All About Me Sheets Half-termly Knowledge Organiser Reports	Nativity Parents Evening  Half-termly Knowledge Organiser	Half-termly Knowledge Organiser	Report Parents Evening  Half-termly Knowledge Organiser	Half-termly Knowledge Organiser	Sport's Day Reports  Half-termly Knowledge Organiser



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COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children’s language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
C&L is developed throughout the year through high quality interactions, daily group discussions, partner talk, PSHE times, stories, Talk for Writing, EYFS productions and assemblies, Time to Talk interventions.  DAILY STORY TIME USING HIGH QUALITY TEXTS  DM Statements- In reception, children will be learning to...	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Model talk routines e.g. “Good morning, how are you? on arrival. Nursery/number rhyme of the week</p> <p>Talk 4 Writing</p> <p>Carry out WellComm baseline assessments and begin Time to Talk Interventions.</p>	<p>Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Nursery/number rhyme of the week</p> <p>Retell a story with story language. Remember key points from a story.</p> <p>Speaking clearly for performance. Retelling the Nativity story.</p> <p>Talk 4 Writing</p> <p>Time to Talk Interventions</p>	<p>Asks how and why questions.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>I can describe events (Lunar New Year)</p> <p>Time to Talk Interventions</p>	<p>I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p> <p>Talk about similarities and differences between our life and the lives of others.</p> <p>Time to Talk Interventions</p>	<p>Listen to, engage in and talk about non-fiction</p> <p>I can talk about similarities and differences between things in the past and now.</p> <p>I can describe what life is like on the ISS.</p> <p>Time to Talk Interventions</p>	<p>I can talk about the experiences I have had at different points in my life and the school year.</p> <p>I can describe events in some detail- life cycles.</p> <p>Listen to, engage in and talk about non-fiction texts.</p> <p>Time to Talk Interventions</p>
	<p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Learn new vocabulary and use through the day.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text (Talk 4 Writing).</p> <p>Listen carefully to and learn rhymes, poems and songs.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Learn new vocabulary and use through the day.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text (Talk 4 Writing).</p> <p>Listen carefully to and learn rhymes, poems and songs.</p>	<p>Learn new vocabulary and use through the day and in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Learn new vocabulary and use through the day and in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Learn new vocabulary and use through the day and in different contexts.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary and use through the day and in different contexts.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	LETS CELEBRATE!	WHAT A WONDERFUL WORLD!	WHAT A WONDERFUL WORLD!	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	Settling in. Getting to know each other. Classroom rules and routines. How to use the classroom resources appropriately. Emotions- Colour Monster. Intro to Zones of Regulation.	Road Safety Anti-bullying week Confidence to perform  Zones of Regulation Rules Social Interactions (based on needs of the class)	Taking Care Internet Safety Day	Health and well-being	Zones of Regulation	Transition work- looking back at Reception and forward to Year 1.
DM Statements- In reception, children will be learning to...	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and the feelings of others. Show resilience and perseverance in the face of a challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs- personal hygiene. Know and talk about the different factors that support their overall health and wellbeing- regular physical activity, healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian.					



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PHYSICAL DEVELOPMENT  FINE MOTOR <i>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</i>  GROSS MOTOR- PE	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	Funky Fingers daily Fine motor opportunities in provision- threading, cutting, weaving, playdough, pegging, tweezers etc. Manipulate objects with good fine motor skills Assess pencil grip and mark making. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Putting on coats and zips.		Fine motor opportunities in provision- threading, cutting, weaving, playdough, pegging, tweezers etc. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items . Button Clothing / zips Cutting with Scissors- straight lines initially. Hold pencil effectively with comfortable grip (encouraging tripod). Forms recognisable letters most correctly formed.		Fine motor opportunities in provision- threading, cutting, weaving, playdough, pegging, tweezers etc. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Increasing scissor control- cutting curved lines and shapes. Draw pictures that are recognizable. Build things with smaller linking blocks, such as Duplo or Lego	
	Real PE Unit 1 Personal Finding a space Exploring movements, balance and control. Coordination- footwork -Side step -Gallop (leading with either foot) -Hop on either foot -Skip  Static balance- one leg -Stand still for 10 seconds	Real PE Unit 2 Social Dynamic balance to agility- jumping and landing -I can jump from 2 feet to 2 feet forwards, backwards and side to side. Static balance- seated I can balance with -both hands and feet touching floor - 1 hand, 2 feet -2 hands, 1 foot - 1 hand, 1 foot -no hands or feet Dance linked to Christmas performance	Real Gymnastics- Movement and balance -Good control when moving -Good control when balancing -Good control when using small apparatus -Good control when using large apparatus -Move equipment safely	Real PE Unit 4 Creative Coordination- Ball skills -Sit and roll a ball along the floor around my body using 2 hands - Using 1 hand -Sit and roll a ball down to my toes and back up, then around my upper body using 2 hands -Stand and roll a ball down my toes and back up, then round my upper body using 2 hands  Counter balance- with a partner	Real PE Unit 5 Physical Coordination- Sending and Receiving -Roll a large ball and collect the rebound -Roll a small ball and collect the rebound -Throw a large ball and catch the rebound with 2 hands.  Agility- reaction/response -React and catch a large ball dropped from shoulder height after 2 bounces. -After 1 bounce.	Real PE Unit 6 Health and fitness Agility- Ball Chasing -Roll a ball, chase and collect it in a balanced position facing the opposite direction -Chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. Static Balance- Floor Work -Hold a mini-front support position -Reach round and point to the ceiling with either hand in a mini-front position.
	<b>CONTINUOUS PROVISION</b> <b>Indoors-</b> Opportunities for fine motor daily. Cutting, mark making, pencil control, painting, drawing, letter formation, playdough, tweezers, weaving, threading, pegging, construction area. <b>Outside-</b> Trim trail, large wooden blocks, brooms, balance bikes, balls, obstacles courses equipment, crates, planks, den building, prams and wheelbarrows					
DM Statements- In reception, children will be learning to...	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



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LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION	<p>I can show a preference for a book, song or rhyme.</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
WORD READING	<p><b>Phonic Sounds: RWI</b> Whole class</p> <p>Read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences (orally blending initially).</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Phonic Sounds: RWI</b> Differentiated groups</p> <p>Read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences (orally blending initially).</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Phonic Sounds: RWI</b> Differentiated groups</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Phonic Sounds: RWI</b> Differentiated groups</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Phonic Sounds: RWI</b> Differentiated groups</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Phonic Sounds: RWI</b> Differentiated groups</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>

Children will read weekly with an adult. This may be in guided groups or individually. The focus of these sessions may be on comprehension or word reading

Children will be working in differentiated groups for Read Write Inc. from Autumn 2. Red words will be introduced weekly.



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WRITING TALK 4 WRITING USED IN AUTUMN TERM GAPS SESSIONS SPRING AND SUMMER TERM WEEKLY MAG MONDAY SESSION FOCUSING ON MARK MAKING/WRITING	<p><b>Texts as a Stimulus:</b> What Makes Me a Me (topic work)</p> <p><b>Drawing Club for engagement in mark making.</b></p> <p>Assess dominant hand, grip and mark making for baseline (name writing and drawing picture of self).</p> <p>Mark making (plenty of opportunities in provision). Giving meaning to marks. Beginning to label- initial sounds. Name writing. Story mapping. Writing for a purpose in role play (mark making).</p>	<p><b>Texts as a Stimulus:</b> Little Red Hen Talk 4 Writing</p> <p><b>Drawing Club for engagement in mark making.</b></p> <p>Writing and labelling using VC and CVC words (initial and end sounds with possibly middle sound).</p> <p>Mark making/ writing opportunities in provision.</p> <p>Writing lists and letters to Santa</p> <p>Writing for a purpose in role play (mark making).</p>	<p><b>Texts as a Stimulus:</b> We're Going on a Bear Hunt Talk for Writing</p> <p>Wow Writing- some linked to Bear Hunt, some stand alone CVC words etc.</p> <p>Writing and labelling using CVC, CCVC and CVCC words.</p> <p>Begin to write captions and short sentences.</p> <p>Writing for a purpose in provision- beginning to make phonetically plausible attempts at words.</p>	<p><b>Texts as a Stimulus:</b> Handa's Surprise</p> <p>Wow Writing linked to Handa's Surprise (linked to phonics knowledge) Drawing Club linked to Handa's Surprise (engagement and imagination). Some dictated sentences linked to phonics (looking towards ELG).</p> <p>Writing and labelling using CVC, CCVC and CVCC words.</p> <p>Begin to write captions and short sentences.</p> <p>Writing for a purpose in provision- beginning to make phonetically plausible attempts at words.</p>	<p><b>Texts as a Stimulus:</b> The Very Hungry Caterpillar</p> <p>Drawing Club- Burglar Bill Wow Writing- dictated sentences/writing sentences to match pictures beginning of term Wow Writing- Retelling The Very Hungry Caterpillar</p> <p>Writing captions and short sentences using know sound-letter correspondences and 'red words'.</p> <p>Re-reading to check sense.</p> <p>Story mapping and rewriting story.</p>	<p><b>Texts as a Stimulus:</b> Superworm</p> <p>Wow Writing- Superworm Character description of SW Wanted poster for WL Retelling story Creating own Super Animal and writing description</p> <p>Writing captions and short sentences using know sound-letter correspondences and 'red words'.</p> <p>Re-reading to check sense.</p> <p>Labelling life cycles.</p> <p>The Very Hungry Caterpillar- story mapping and rewriting.</p>
	DM Statements- In reception, children will be learning to...	<p>Begin to form lower case letters</p> <p>Identify and begin to write initial sounds in words</p>	<p>Begin to form lower case letters</p> <p>Identify and begin to write initial and end sounds in words.</p>	<p>Form lower case letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Form lower case letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Form lower case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p>



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MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
DM Statements- In reception, children will be learning to...	Sorting and Matching Comparing amounts Recognising, representing, subitising, counting, comparison and composition of numbers 1 to 3	Recognising, representing, subitising, counting, comparison and composition of numbers 4 to 6 2D shape Length and height	Recognising, representing, subitising, counting, comparison and composition of numbers 7 to 10 3D shape	Number to 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 First, then, now addition and subtraction	Doubling Sharing and Grouping Even and Odd numbers	2D and 3D shape Spatial reasoning Weight Capacity Deepening understanding of Patterns and Relationships
	Count objects, actions and sounds. Subitise. Link the numeral with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automaticall recall number bonds for numbers 0-5 and some to 10.	Count objects, actions and sounds. Subitise. Link the numeral with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automaticall recall number bonds for numbers 0-5 and some to 10. Compare length, weight and capacity. Compose and decompose shapes so that children recognise a shape and can have other shapes within it, just as numbers can.	Count objects, actions and sounds. Subitise. Link the numeral with its cardinal number value. Compare numbers. Explore the composition of numbers to 10. Automaticall recall number bonds for numbers 0-5 and some to 10.	Count beyond 10.  Verbally count beyond 20, recognising the pattern of the counting system (ELG).	Automatically recall number bonds up to 5 and some number bonds to 10, including double facts (ELG). Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG).	Compare length, weight and capacity. Compose and decompose shapes so that children recognise a shape and can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG).





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COMPUTING	<p>Technology is no longer a stand alone area of the EYFS Framework. There is, therefore, no Educational Programme. Technology is, however, mentioned in the Educational Programme for 'Understanding the World'- "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. There are also areas of the Development Matters and Early Learning Goals which link to the KS1 computing curriculum- see below.</p>					
			Internet Safety Day	Code-a-pillars		
	<p>Opportunities across the year</p> <ul style="list-style-type: none"> <li>Games on IWB</li> <li>Taking photos using the iPads (natural world and changes of seasons)</li> </ul>					
	<p>Statements from Development Matters which link to most closely to the National Curriculum programme of study for Computing.</p> <p>Children in reception will be learning to:</p> <p>PSED- Show resilience and perseverance in the face of a challenge.</p> <p>PD- Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing- sensible amounts of screen time.</li> </ul> <p>EAD- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Early Learning Goals:</p> <p>PSED- Managing Self- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p>EAD- Creating with Materials- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>					



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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**GENERAL THEMES**

MARVELLOUS ME	LET'S CELEBRATE!	WHAT A WONDERFUL WORLD!	WHAT A WONDERFUL WORLD!	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?
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**UNDERSTANDING THE WORLD**

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

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

At the beginning of the year, a letter is sent home to ask families to share any special celebrations/event etc. These are then incorporated into our teaching across the year.

<p>Identify family- use photographs to prompt discussion. Who lives in your house? Who is in the wider family?</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Talk about pets- how do we look after them?</p> <p>Looking at family life in the past and comparing it to now (Peepo).</p> <p>Looking at changes in the natural world- autumn.</p> <p>Halloween.</p>	<p>Halloween</p> <p>Bonfire Night- Guy Fawkes.</p> <p>Diwali- Who celebrates Diwali? How do they celebrate? Why (Rama and Sita).</p> <p>Remembrance Day</p> <p>Christmas- Who celebrates Christmas? How do they celebrate? Why (Nativity story).</p> <p>Looking at past Christmases- comparing to today.</p>	<p>Looking at changes in natural world- Winter</p> <p>Changes of states- melting and freezing.</p> <p>Looking at the Arctic</p> <p>Local area study</p> <p>Creating map of classroom/school/local area/walk to school (look at maps on Google Earth).</p> <p>Lunar New Year</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Similarities and differences between countries/ environments/ life in different countries.</p> <p>Africa- Handa's Surprise, Cbeebies Where in the World? Ghana, African animals.</p> <p>Easter- who celebrates? How do they celebrate? Special place.</p> <p>Changes in our natural environment- spring</p> <p>Plant life cycle</p>	<p>People Who Help US</p> <p>Police- what is their role.</p> <p>Fire- what is their role</p> <p>Bus/train driver- link to transport in the past</p> <p>Farmers (link to trip)</p> <p>Plant and caterpillar life cycle.</p>	<p>Plant life cycles (from a seed)</p> <p>What do plants need to grow? Experiment- one in the dark, one with no water, one looked after normally.</p> <p>Growing beans in zip lock bags on window.</p> <p>Changes in ourselves from birth/across reception.</p>
<p>Seasons- Seasonal walk each half term to look for signs of the seasons and changes in the natural environment. Children to use iPads to take photos on the walk. Choose a tree to take a photo of each half term and add to the tree season display. Use a floor book to collect learning about seasons and have available for children to explore.</p>					

**DM Statements- In reception, children will be learning to...**

<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME	LETS CELEBRATE!	WHAT A WONDERFUL WORLD!	WHAT A WONDERFUL WORLD!	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?
EXPRESSIVE ARTS AND DESIGN  <i>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.</i>  <i>Some of these will be adult-led sessions and others will be planned opportunities within provision.</i>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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.					
	Charanga weekly First drawing- self portrait.	Charanga weekly Singing, dancing and acting skills to prepare for Christmas production.  Diwa lamps (clay pinch pots) and Rangoli patterns.  DT- Angel decorations	Charanga weekly Collage (will be added to provision once taught).	Charanga weekly DT- Easter cake- design and make  Artwork themed around African Art (and in provision)  Learn a traditional African song and dance and perform it (in PE)	Charanga weekly Exploring sounds  Observational drawing  Painting	Charanga weekly DT- textiles- superhero capes/costumes  Self-portrait
	Provision Opportunities  Yayoi Kusama- dotty pumpkin art.  DT- construction (junk modelling houses?)	Provision Opportunities  Firework pictures.  Christmas decorations, Christmas cards, Christmas songs/poems	Provision Opportunities  Lunar New Year- making lanterns, Chinese writing, puppet making, Chinese music	Provision Opportunities  Collage  Easter crafts- printing, patterns on Easter eggs  Encourage children to create their own music.	Provision Opportunities	Provision Opportunities
	Artist of the term- Frieda Khalo (pencil self-portraits)	Yayoi Kusama- dotty paintings	Matisse- collage	African art- block printing	Flower pictures- vote for artist	
DM Statements- In reception, children will be learning to...	Development Matters- Children in reception will be learning to: <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					



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

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