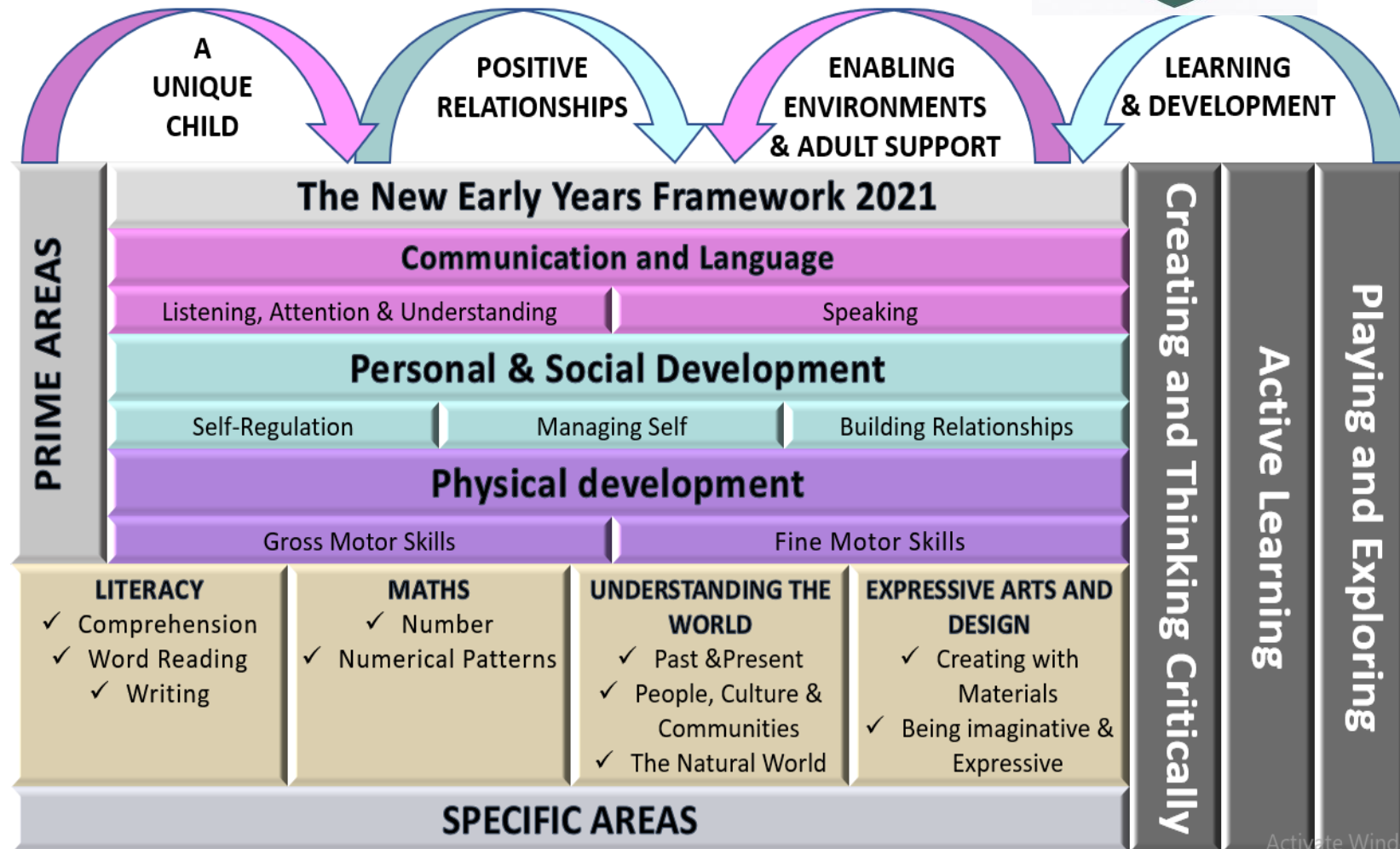


RECEPTION LONG TERM PLAN 23-24



“Children get off to a good start in the early years. Relationships between adults and pupils are strong. Well-planned and interesting activities that enthuse the children enable them to develop their early reading and mathematical skills. Clear routines help children to be independent from a young age. They are enthusiastic and show high levels of concentration and involvement in classroom activities. Staff help to foster the attitudes that children need to be successful learners. For example, during the inspection, the children quickly identified a ‘mistake’ made by the teacher when doubling a number on the board. They were not afraid to explain the mistake and what the teacher needed to do to put it right. Pupils are developing the knowledge and behaviours that prepare them well for Year 1” Ofsted 2019.





RECEPTION LONG TERM PLAN 23-24

AUTUMN TERM

SPRING TERM

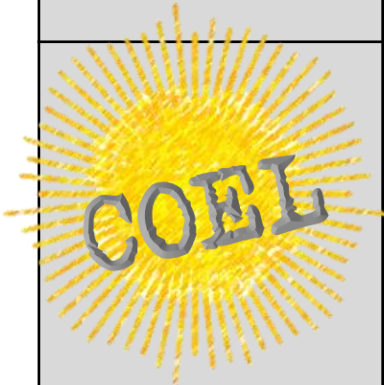
SUMMER TERM

GENERAL THEMES

I WONDER WHO WE ARE?
I WONDER WHAT WE CELEBRATE?

I WONDER WHAT IS INSIDE? I WONDER HOW WE
CAN SAVE OUR PLANET?

I WONDER WHO LIVES IN THE DEEP DARK WOOD?



Our bespoke Fairfield First School Early Years Curriculum

Our curriculum is unique to our children and is based upon the Development Matters document and our own curriculum ideas. In part, this forms our own curriculum which we feel will ensure our children achieve the statutory EYFS Framework by the end of the academic year.

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.



OVER ARCHING PRINCIPLES

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. At Fairfield we tune into each child as an individual. We are the start of their Once upon a time..... Chapter one! The rest of the school builds up the chapters.







Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Building strong relationships with families is at the core of our EY agenda at Fairfield.

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. Thought and effort are crucial for the environment.

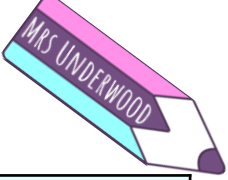
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We aim to be aware of children who need greater support than others.

We believe that in order to achieve positive Learning and Development, the first three over-arching principles need to be successful.

Reception Long Term Plan 23-24

	AUTUMN 1 	AUTUMN 2 	SPRING 1	SPRING 2 	SUMMER 1 	SUMMER 2 
<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p> <p>WELL-BEING & BEHAVIOUR FOR LEARNING</p> 	<p>I WONDER WHO WE ALL ARE/NURSERY RHYMES!</p> <p>Starting school / my new class / New Beginnings</p> <p>Nursery rhymes/Careers</p> <p>Staying healthy/ My family / What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p> <p>Concept cat</p>	<p>CELEBRATIONS!</p> <p>Remembrance day</p> <p>The history of Guy Fawkes</p> <p>Celebrating other cultures e.g. Diwali</p> <p>Library visits</p> <p>Season of Autumn</p> <p>The Nativity</p> <p>At the Panto</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p>	<p>I WONDER WHAT IS INSIDE?</p> <p>Life cycles</p> <p>Safari animals</p> <p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Down on the Farm</p> <p>Mini Beasts</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p> <p>Happy Habitats</p>	<p>I WONDER HOW WE CAN LOVE OUR PLANET?</p> <p>Plants & Flowers</p> <p>Weather / seasons</p> <p>Does the moon shine?</p> <p>The great outdoors</p> <p>Forest School</p> <p>Planting seeds</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Reduce, Reuse & Recycle</p> <p>Fun Science / Materials</p>	<p>I WONDER WHO LIVES IN THE DEEP DARK WOOD?</p> <p>Traditional tales</p> <p>Story re-telling</p> <p>Mapping</p> <p>Role play</p> <p>Narrative language</p>	<p>I WONDER WHERE OUR JOURNEY WILL TAKE US?</p> <p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Fossils – Mary Anning</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p> <p>Around the Town</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Yr 1 transition</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>My First Nursery Rhymes</p> <p>All about me</p> <p>I'm special I'm me</p> <p>Starting School</p> <p>I love books</p> <p>All are welcome here</p> <p>I love my Moms</p>	<p>Leaf Man</p> <p>Nativity story</p> <p>Rama and Sita</p> <p>Elmer</p> <p>The Christmas play</p> <p>No money day</p>	<p>The Very Hungry Caterpillar</p> <p>Tiger who came to tea</p> <p>Monkey Puzzle</p> <p>Handa's Surprise</p> <p>The Tiny Seed</p>	<p>Michael Recycle</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>One Plastic Bag</p> <p>Tree, Seasons come and seasons go</p> <p>A stroll through the seasons</p>	<p>The gingerbread man</p> <p>Little Red Riding hood</p> <p>Three Little pigs</p> <p>Gruffalo</p>	<p>Under the Sea focus on Non – Fiction</p> <p>Commotion in the Ocean</p> <p>The Singing Mermaid</p> <p>Tiddler The Snail and the Whale</p> <p>The Way back Home</p> <p>Mr. Gumpy's Outing</p> <p>The Train Ride</p> <p>Bob, The Man on the Moon</p> <p>Jolly Postman</p> <p>Transport non-fiction.</p>

RECEPTION LONG TERM PLAN 23-24



GENERAL THEMES	AIM HIGH & WORK HARD	HAVE FUN	CARE FOR OTHERS
<p>THE FAIRFIELD WAY</p> <p>WHAT DOES OUR SCHOOL MOTTO LOOK LIKE IN THE EYFS?</p>	<ul style="list-style-type: none"> • WE STRIVE FOR ALL CHILDREN TO GAIN A HARD WORKING ETHIC IN THE RECEPTION YEAR • WE IN-STILL A LOVE OF LEARNING THAT CHILDREN CAN DEVELOP AND GROW AS THEY MOVE ON. • THE EYFS IS COMMITTED TO ENSURING ALL CHILDREN DEVELOP RESILIENCE AND HAVE HIGH/REALISTIC EXPECTATIONS OF THEMSELVES SO THAT THEY CAN ACHIEVE THEIR POTENTIAL. 	<ul style="list-style-type: none"> • OUR EYFS IS COMMITTED TO HAVING FUN – THIS IS ACHIEVED BY A CREATIVE, ENGAGING, INSPIRING CURRICULUM. • OUR CURRICULUM IS EVER-CHANGING – WE MOVE WITH THE TIMES, HAVE OUR FINGERS ON THE PULSE AND MAKE LEARNING RELEVANT TO EACH CHILD. • WE INCORPORATE A LOVE OF OUTDOOR LEARNING AND THIS SUPPORTS OUR WELL-BEING AND ABILITY TO LEARN WHILST HAVING FUN! 	<ul style="list-style-type: none"> • WE STRIVE FOR CHILDREN TO DEVELOP KINDNESS FOR EACH OTHER, OTHER ADULTS AND NATURE/WIDER WORLD. <ul style="list-style-type: none"> • WE PROMOTE A LOVE AND UNDERSTANDING OF DIFFERENT CULTURES AND BELIEFS. • WE ENCOURAGE CARE AND STEWARDSHIP OF OUR ENVIRONMENT AND WORLD.
<p><u>Our curriculum is a rich tapestry that supports our children. It is bespoke for our catchment of pupils. We strive to ensure that our children are confident and effective communicators; ambitious, natural explorers, self-regulators, collaborators, resilient and inspired by awe and wonder. These important qualities are carefully considered in the planning of our curriculum. It forms our vision.</u></p>			

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

WHO ARE WE?

WHAT DO WE
CELEBRATE?

WHAT IS INSIDE?

LOVE OUR PLANET

IN THE DEEP DARK
WOOD

JOURNEYS

COMMUNICATION AND LANGUAGE

Talk to parents in September about the importance of talk, communication and vocabulary at home.

We believe our Fairfield Early Years Curriculum is a holistic and strong curriculum that puts Early Language at the heart. The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, opportunities to perform to an audience, role play, assemblies and weekly interventions.

DAILY STORY TIME

Welcome to EYFS
Building upon what has been learnt at Nursery and Pre-school/gaining a snapshot of children immediately to identify areas of strength and areas that need developing/Settling in activities/Teaching explicit listening skills via SALT. Making friends/Children talking about experiences that are familiar to them/sharing who is in their family/What are their passions / goals / dreams? Rhyming and alliteration Sharing facts about me! Shared stories! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Chatterbox morning time.

Tell me a story!
Settling in activities
Introducing VOCAB board – count syllables, collecting new words and reviewing them daily.
Tell me a story - retelling stories
Story language
Word hunts
Listening and responding to stories
Following instructions
Taking part in discussion
Continuing to listen carefully and understand why listening is important.
Use new vocabulary through the day.
Carefully choose books that will develop vocabulary.

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.
Learn new vocabulary, ensuring it is ambitious.

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.
Articulate ideas and use well thought through sentences when explaining.

What happened?
Settling in activities
Discovering Passions
Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.



Time to share!
Show and tell
Weekend news
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.
Encourage to share photos of home and key events as a talking point for them.
Engaging in story times continually.

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	WHAT DO WE CELEBRATE?	WHAT IS INSIDE?	LOVE OUR PLANET	IN THE DEEP DARK WOOD	JOURNEYS
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	<p>New Beginnings See themselves as a valuable individual.</p> <p>Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Taking time for well-being, Mindful Monday, Well-being Wednesday important focus of the week.</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
LINK TO BEHAVIOUR FOR LEARNING	<p>We want our children to demonstrate resilience, we provide them with strategies to help them stay calm, understand why taking turns is important and educate them to understand that actions impact others.</p> <p>We also promote children's abilities to manage their own needs via Personal Hygiene too (with a focus on daily physical activity, healthy eating, teeth brushing, promoting sensible screen time, encouraging a good sleep routine and being a safe pedestrian)</p>					





RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	WHAT DO WE CELEBRATE?		WHAT IS INSIDE?		LOVE OUR PLANET
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	Identify pencil grip and dominant hand on entry. Daily finger gym: threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines, circles and other patterns using gross motor movements Hold pencil/paint brush beyond whole hand grasp	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form most letters correctly in writing tasks, Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut successfully with scissors.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Start to colour inside the lines of a picture Start to draw pictures that are recognizable Build things with smaller linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Cooperation games i.e. parachute games. Climbing – indoor/outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Outdoor trim trails for balance, climbing/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, using indoor climbing equipment to climb, balance, slide down etc.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources such as songs to explain the importance of the different aspects of a healthy lifestyle.	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 Circuit training.	Races / team games involving gross motor movements dance related activities Gymnastics ./ Balance
GROSS MOTOR	Physical Learning is crucial to our Early Years mission at Fairfield. Multiple opportunities to learn, practise and master skills and knowledge linked to the above will be catered for multiple times a day.					

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	WHAT DO WE CELEBRATE?		WHAT IS INSIDE?		LOVE OUR PLANET
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)					
	<p>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. Engage in extended conversations about stories, learning new vocabulary. Teach children about the features of books. Send picture books home to promote talking about a story.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Group reading practise. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Share BIG books which only have pictures – adults to model telling a story.</p>	<p>Encourage children to record stories through picture drawing/Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home.</p> <p>Use Pobble 365 as morning starting point –infer what is happening and have discussions.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	<p>Phonic Sounds: introduce first set of sounds.</p> <p>Reading: 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</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Match books to sounds. Reading own names.</p>	<p>Phonic Sounds:</p> <p>Continue to teach sounds and h/f words.</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to blend via robot arms. Encourage use of actions.</p>	<p>Phonic Sounds: Teach digraphs for next set of sounds.</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, 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’. Teach strategies for this.</p>	<p>Phonic Sounds:</p> <p>Cont.</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Teach children to read multi-syllable words.</p> <p>Children should not be required to use other strategies to work out words – BLENDED ONLY!</p>	<p>Phonic Sounds: cont.</p> <p>Reading: Non-fiction texts, blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Teaching further h/f words.</p>	<p>Phonic Sounds:</p> <p>Cont.</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
COMPREHENSION - DEVELOPING A PASSION FOR READING	Children will visit the library EVERY week!					
WORD READING						



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	WHAT DO WE CELEBRATE?		WHAT IS INSIDE?		LOVE OUR PLANET
WRITING	<p>Texts as a Stimulus. Nursery Rhymes</p> <p>Draw and mark make about things that are familiar to them – label/write where appropriate.</p>	<p>Texts as a Stimulus. Sequence the story Speech bubbles Chatterbox the story.</p>	<p>Texts as a Stimulus. Simple sentence writing using high frequency words.</p> <p>Labelling and simple captions.</p> <p>Animal fact cards.</p>	<p>Texts as a Stimulus. Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p>	<p>Texts as a Stimulus. Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey</p>	<p>Texts as a Stimulus: Write a postcard / diary writing</p> <p>My Holiday – recount</p>
<p>TEXTS MAY CHANGE DUE CHILDREN’S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Segmenting CVC’s aloud and via writing. Help children identify the sound that is tricky to spell. Sequence the story. Write a sentence Write Xmas lists, messages to Santa.</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write ambitious sentences.</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description using book.</p> <p>Developing stamina for writing in preparation for Year One.</p>



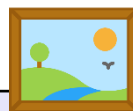
RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	WHAT DO WE CELEBRATE?		WHAT IS INSIDE?		LOVE OUR PLANET
MATHS	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.					
	WE FOLLOW THE WHITE ROSE MATHEMATICS MASTERY SCHEME FOR EARLY YEARS. This includes teaching Shape, Capacity and Measure which we believe children need.					



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	NURSERY RHYMES	CELEBRATIONS!	AMAZING ANIMALS!	LOVE OUR PLANET	TICKET TO RIDE!	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD RE / FESTIVALS	<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>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.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of birthday celebrations etc.</p> <p>Long ago – How time has changed using Polly put the Kettle on (kettles/life in general)</p> <p>Developing an awareness of rhymes and the world that is created through them via Nursery Rhymes.</p> <p>Gaining experiences about the past and a sense of time passing via Nursery Rhymes.</p>	<p>Can talk about their experiences of Fireworks, Christmas in the past etc.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Look into changing seasons and the features – Autumn discovery week.</p> <p>Appreciate how others celebrate key events –look into DIWALI and have a DIWALI day.</p> <p>Look into Remembrance day and think about why this is significant to us.</p> <p>Learn about a key person for Black History Month via our whole school project.</p> <p>Learning about the wider world via Forest School.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats Use images, video clips from the school cameras, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Make links via Forest School.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Welly walk to Pepper wood to compare seasons.</p> <p>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.</p> <p>Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel' in Forest School. Modelling new vocabulary where appropriate.</p> <p>Weekly interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use Ipad to capture important photos – children to share shots in classroom and talk about them.</p> <p>Visit local church for Easter.</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>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. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Write a letter to Tim Peake.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
	<p>Our Worcester RE 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>	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Being special: where do we belong?



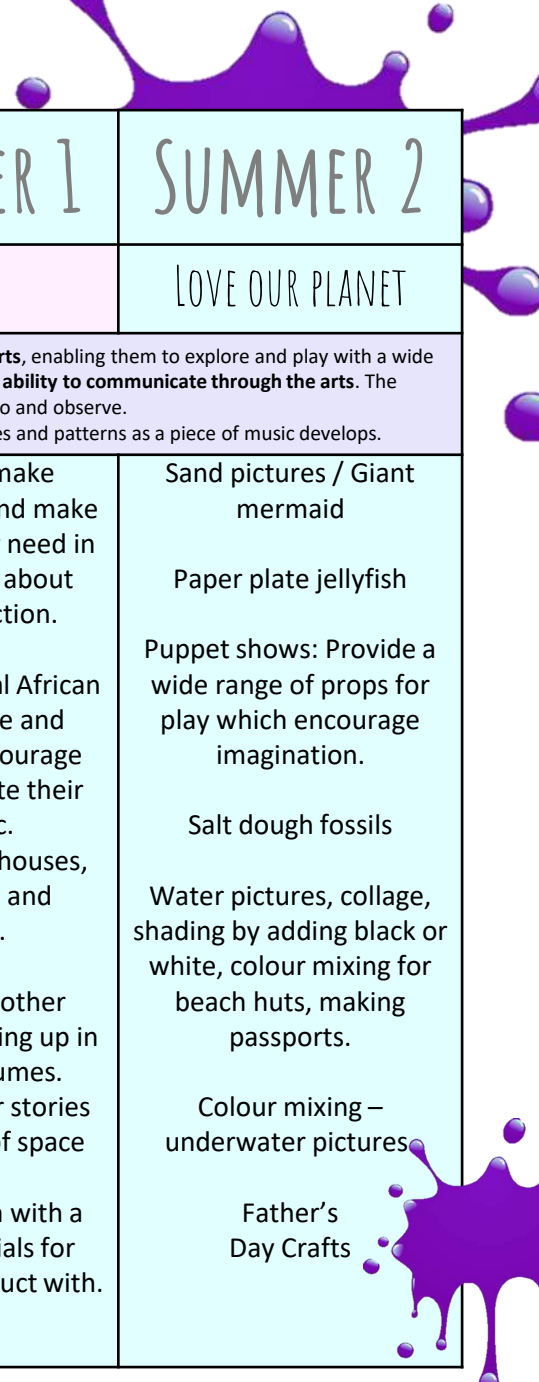
RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	WHAT DO WE CELEBRATE?		WHAT IS INSIDE?		LOVE OUR PLANET
EXPRESSIVE ARTS AND DESIGN	<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>Introduce the role play home on "Moving in" day, beginning to mix colours, Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Learning Nursery rhyme songs –familiar and new. 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>Natural art in Forest School.</p>	<p>Use Listen to music and make their own dances in response.</p> <p>Build models of Houses of Parliament.</p> <p>Junk modelling for fun!</p> <p>Mendhi hands, clay lamps, patterning in sand.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Nativity role play.</p> <p>Adding Autumn/xmas props to role play home.</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>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>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</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>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Giant mermaid</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures</p> <p>Father's Day Crafts</p>








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.



RECEPTION LONG TERM PLAN 23-24

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>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>

