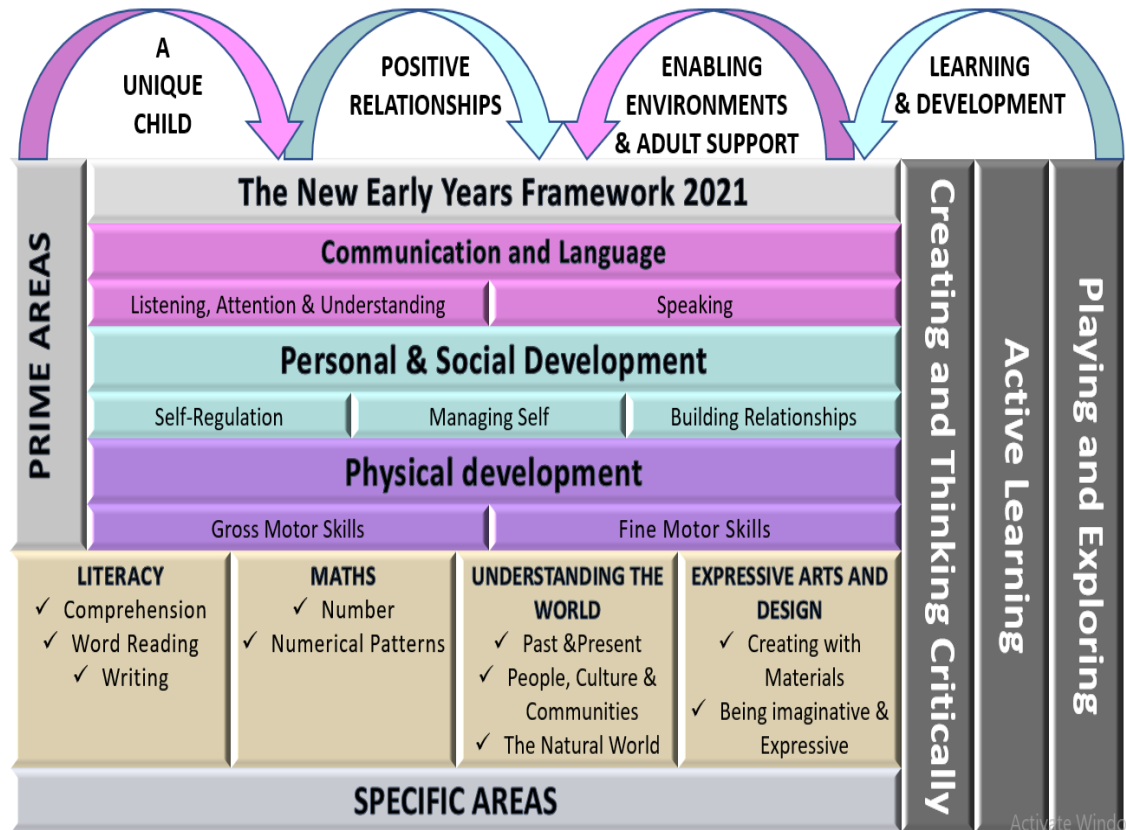


# RECEPTION LONG TERM PLAN 22-23

Working together to empower children to become aspirational global citizens

*At Park and Parkwall Primary Federation the Early Years is the start of the children's journey to becoming aspirational global citizens.*



*We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At The Park, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.*

# RECEPTION LONG TERM PLAN 22-23

## 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.

### How we support and develop this in our setting

- There is sufficient space both indoors and out for children to play and explore
- Children have uninterrupted time to play and explore
- The learning environment allows the engagement of all the senses
- Resources and equipment are easily and independently accessed and resources are built upon throughout the year based on the children's current skills and skills that need to be developed
- The learning environment is challenging and full of creative and innovative opportunities (where possible these are also based around the children's interests)
- Resources are open-ended so that they can be used, moved and combined in a variety of ways. TA's are encouraged to go into children's play to capture observations in the moment and model how to use resources appropriately.
- Children make choices and decisions regarding their own learning and the learning environment. Children decide what they would like the role-play to be each term and this is often based upon their interest
- Children's imaginations are developed through open ended questioning, opportunities for pretend play and a variety of resources for creative activities.
- Children are given time to test their own ideas, themselves and their relationships with others. Children are encouraged to take risks with their learning and to use a variety of materials to test their suitability.
- Children's concepts, skills, attitudes and achievements are extended through play and exploration. Children are encouraged to share their learning at review points throughout the day and adults engaging in their play allows them to ask in the moment questions

# RECEPTION LONG TERM PLAN 22-23

**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.

## **How we support and develop this in our setting**

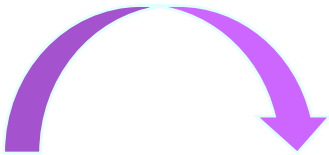
- Children are able to explore the environment freely and can follow their own interests. They are able to choose resources that they think will allow them to explore and follow their interests as far as they wish to.
- Focus on quality, detailed observations to show children's learning. TA's going into children's play to gain insightful, in the moment observations.
- Continuous provision planning is used to plan ideas for each area of provision, yet adapted as the children's interests and enjoyment of the activities become clearer or it becomes apparent there is more consolidation needed.
- Children's ideas are valued in many areas of the provision- suggestions/votes regarding role play changes, votes on end of the day story discussions with children/class over which provision they would like
- We change the learning environment based on the children's interest and we encourage the children to apply the skills they have learnt inside the classroom with an adult and independently apply this outside.
- Children are given lots of regular review points to discuss learning and adults are involved in the environment at all times to do in the moment questioning and challenge their learning.
- Many opportunities to re-visit previous learning and reflect- Weekly independent tasks in both English and maths as well as activities being rotated inside and outside. Flashback learning and discussions with adults.

# RECEPTION LONG TERM PLAN 22-23

**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.

## **How we support and develop this in our setting**

- We model thinking and teach children to think together. We encourage children to ask questions and give the children time to talk. Use stories effectively and scaffolding children's thinking and learning effectively.
- We encourage and model reflection, promote discussion and questioning; and build on previous thinking to inform new thoughts.
- We provide the children with well-planned and challenging play and model creative thinking. We encourage a degree of autonomy on the part of the children and encourage them to show independence and resilience towards their self-care. We model accepting mistakes as part of life and encourage the children appropriately when they find things challenging to encourage them to re-tr



## OVERARCHING PRINCIPLES

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

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

# RECEPTION LONG TERM PLAN 22-23

	 Autumn 1 Term 1	 Autumn 2 Term 2	 Spring 1 Term 3	 Spring 2 Term 4	 Summer 1 Term 5	 Summer 2 Term 6
<b>The BIG Question</b>	<b>ALL ABOUT ME</b>  Who am I?	<b>FESTIVALS</b>  How do we celebrate differently?	<b>TRANSPORT</b>  How will we get there?	<b>TRADITIONAL TALES</b>  Can I tell you a story?	<b>GROWING/PLANTS/HEALTHY LIVING</b>  How do I stay healthy?	<b>NATURE/ANIMALS.</b>  What's it like outside?
<b>Key EYFS Focus</b>	<b>PSED-</b> Managing self and building relationships.  <b>C&amp;L-</b> Listening and speaking	<b>UW-</b> People, cultures and communities.  <b>EA&amp;D-</b> Creating and materials	<b>UW-</b> People, culture and communities <b>UW-</b> Past & Present  <b>PSED-</b> Self-regulation	<b>C&amp;L</b> – Listening and speaking  <b>Literacy</b> – Comprehension  <b>EA&amp;D</b> – Being imaginative and expressive  <b>UW-</b> Natural world	<b>UW-</b> Natural world  <b>EA&amp;D</b> – Creating with materials.  <b>PSED-</b> Managing Self Self-regulation	<b>UW-</b> Natural world  <b>UW-</b> People, Culture and communities.  <b>EA&amp;D-</b> being imaginative and expressive.  <b>PSED-</b> Managing self Self-regulation
<b>General Topics</b> <i>These themes may be adapted at various points to allow for children's interests to flow through the provision. Well-being &amp; Behaviour.</i>	Starting school/ my new class/ New beginnings/ feelings/ people who help us/ me and my family. Being kind/ keeping safe.	Christmas lists Letters to Santa Harvest The Nativity	Discuss different modes of transport/ The great outdoors. Around the town. Where in the world have you been? Where do we live in the UK/ world? Vehicles past and present. Design your own transport. Who was Neil Armstrong?	Traditional tales Talk for writing Library Visits Familiar stories	Seasons/ plants & flowers/ weather/ the great outdoors/ forest schools- planting seeds/ life-cycles. Mini-beasts. Healthy eating and lifestyles.	Animals around the world/ Down on the farm/ night and day animals/ animal patterns/  Transition to Year 1.
<b>Teaching Texts</b>	Anna Hibiscus Song Ruby's Worry	Oh No George! Stanley's stick	Naught Bus Supertato!	The Little Red Hen Jack and the Beanstalk	Yucky worms Farmer Duck	We're going on a bear hunt. We're going on a lion hunt

# RECEPTION LONG TERM PLAN 22-23

				Goldilocks The Gingerbread man Billy Goats Gruff	Gigantic turnip	
<b>Additional texts</b>	Owl babies The Smartest Giant The Colour monster The Rainbow Fish The Big Book of Families	Stick Man The Christmas story/Nativity Rama and Sita	Mr Grumpy's outing The Train Ride Oi! Get off my Train!	The Jolly Postman Hansel & Gretel The Ugly Duckling Goldilocks Pattan's Pumpkin	The very hungry caterpillar Oliver's vegetables Tiger who came to tea No Dinner 'Super worm' by Julia Donaldson – Dirty Bertie by Alan MacDonald - ' Diary of a Worm' by Doreen Cronin - 'Don't Poke a Worm Till it Wiggles' by Celia Warren - 'Eddie's Garden: and How to Make Things Grow' by Sarah Garland – 'Grandpa's Garden' by Stella Fry and Sheila Moxley  Non-fiction: - 'Wonderful Worms' by Linda Glaser - 'Wiggling Worms at Work (Let's-Read-and-Find-Out Science 2)' by Wendy Pfeffer and Steve Jenkins	Jack and the Beanstalk The Snail and the Whale Brave Bear by Sean Taylor The Bear in the Cave by Michael Rosen
<b>Nursery Rhymes</b>	If you are happy and you know it. Heads, shoulders, knees and toes. Twinkle, Twinkle little star. Alphabet song Jack and Jill went up the hill.	London bridge is burning down. Grandfather's clock. Hey Diddle Diddle Humpty dumpty Here we go round the mulberry bush I'm a little snowman I hear thunder	Wheels on the Bus Miss Polly had a Dolly My Bonnie lies over the ocean One two, Buckle y shoe Oranges and Lemons Pat a cake, Pat a cake, bakers man. Polly put the kettle on.	It's raining, its pouring Rain, rain, go away Little Bo Peep Little Miss Muffet Rock a bye baby Row, row, row your boat Sing a song of sixpence	Incy, Wincy spider There was an old lady who swallowed a fly Old king coal Skip to my lou Ten green bottles Ten in a bed The bear went over the mountain	Old McDonald had a farm I went to the animal Fair Farmers in his Den Alice the camel Five Little ducks Five Little speckled frogs Hickory, Dickory, Dock Mary had a little Lamb

# RECEPTION LONG TERM PLAN 22-23

	Daisy of the week	The Grand old duke of York		There was an old woman who lived in a shoe		
<b>'WOW' Moments/Days (Cultural capital)</b>	Autumn Term Nurse/Firefighter visit Harvest Time Birthdays Favourite songs Talent show Halloween What do I want to be when I grow up?	Guy Fawkes/ Bonfire Night Christmas Time/ Nativity Diwali Hanukah Black History Month Remembrance Day Road Safety Children in Need Anti-Bullying week	Walk to the park Traffic survey Chinese New Year LENT Story Telling Week Random Acts of kindness Valentine's Day Internet Safety Day	Library visit	Mother's day Queen's Birthday Science Week Easter Egg Hunt	Food tasting – different cultures D-Day Library visit School Trip – Noah's Ark zoo farm Father's day cards Healthy eating week World environment day Ice-cream at the park Anniversary of the NHS.
<b>Assessment Opportunities</b>	Analyse Nursery Assessments In house – Baseline data on entry National Baseline data by end of term Set up Target Tracker Phonics assessments Home visits	Phonics Assessment Maths Assessments Target Tracker – steps	Phonics Assessment Maths Assessments Target Tracker – steps		Phonics Assessment Maths Assessments Target Tracker – steps	Phonics Assessment Maths Assessments Target Tracker – steps Phonics Assessment Maths Assessments Target Tracker – steps Reports
<b>Parental involvement</b>	Parent's evenings Home visits Welcome meeting	Nativity Parent helper readers Stay and read Phonics workshop	Parent helper readers Reading mornings Maths workshop	Send home video of Terrific tales Reading mornings Parent helper readers Phonics workshop	Parent's evenings Parent helper readers Reading mornings Writing workshop	End of year showcase. School trip helpers. Reading mornings Transition workshop
<b>Communication and Language</b>						
Communication and Language	<p>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></p>					

# RECEPTION LONG TERM PLAN 22-23

	<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett, EYFS productions, assemblies and weekly interventions. Language is also developed through our 1000 word books which are used daily during Terms 1-3 and sent home.</p>					
	<p>Daily story time 1000 word book focus pages - At Home p4-5 -The Kitchen p6-7 -The Park p16-17 -At school p28-29 -Me and my clothes p38-39 -People p40-41</p> <p>-Listening to a range of stories, rhymes, poetry and non-fiction. -Introducing school vocabulary -Listening to rhymes and songs -Role-play – home corner -Adults joining children in their play.</p>	<p>Daily story time 1000 word book focus pages - The workshop p10-11 The toyshop -p14-15 The party p32-33 People p40-41 Opposites p44-45 Special days p47</p> <p>-Retelling simple stories -Thinking of questions to ask visitors/characters/hot seating -Describing events such as bonfire night and Christmas -Adults joining children in their play.</p>	<p>Daily story time 1000 word book focus pages - -The street p12-13 -Travel p20-21</p> <p>-Acting out familiar stories -Using adjectives to describe -Asking questions to develop understanding -Engaging in non-fiction books.</p>	<p>Daily story time 1000 word book focus pages – -The fairground and the circus p54-55</p> <p>-Retelling simple familiar stories. -Discussing characters within stories -Learning action vocabulary -Answering questions to show understanding -Reading and exploring new text types -Explore alternative versions of traditional tales to develop comparison discussion.</p>	<p>Daily story time 1000 word book focus pages -The garden p8-9 The country p22-23 The farm p24-25 The hospital &amp; The Doctor p30-31 -The shop p34-35 -Food p36-37 -Doing things p42-43 -Weather and season p48-49 -Sports and exercise p50-51</p> <p>-Reading familiar stories -Recreate characters during role-play scenarios -Develop story telling vocabulary such as ‘once upon a time’ Using non-fiction books to find out information.</p>	<p>Daily story time 1000 word book focus pages - -Animals p18-19 -The seaside p26-27 -Pets p48-49</p> <p>-Listening to news reports/videos about animals to probe discussion Asking questions to deepen understanding Developing vocabulary linked to the natural world around them and their immediate environment.</p>

# RECEPTION LONG TERM PLAN 22-23

Personal, Social and emotional development						
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> .					
Personal, Social and emotional development	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>Managing self</b>  <b>Self – Regulation</b>  <b>Building relationships</b>	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	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	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.	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	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	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Physical Development						
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</b>						

# RECEPTION LONG TERM PLAN 22-23

**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**.

<b>Physical development</b>	Threading, cutting, weaving, playdough, Funky fingers trays	Threading, cutting, weaving, playdough, Funky fingers	Playdough, Funky Fingers tray	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough	Threading, cutting, weaving, playdough, Fine Motor activities.
<b>Fine Motor</b>	Hold pencil/paint brush beyond whole hand grasp	Use tools to effect changes to materials.	Begin to form letters correctly	Hold pencil effectively with comfortable grip	Develop pencil grip and letter formation continually	Form letters correctly
	Pencil Grip	Show preference for dominant hand. Teach and model correct letter formation.	objects, construction and malleable materials with increasing control	Forms recognisable letters most correctly formed.	Use one hand consistently for fine motor tasks	Copy a square
	Pegs to paper scheme	Pegs To Paper	Cutting with Scissors	Pegs to paper	Cut along a straight line with scissors /	Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture
			Pegs to paper		Start to cut along a curved line, like a circle / Draw a cross. Pegs to paper	Start to draw pictures that are recognisable /

# RECEPTION LONG TERM PLAN 22-23

	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 stabilizers, skateboards, wheelbarrows, prams and carts.			Bridge building		
<b>Literacy</b>						
<b>Literacy</b>	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)					
<b>Comprehension -Developing a passion for reading</b>  Children will visit the library frequently throughout the term.	Joining in with rhymes and showing an interest in stories with repeated refrains. 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	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.	Making up stories with themselves as the main character .Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

# RECEPTION LONG TERM PLAN 22-23

<p><b>Word Reading</b></p> <p>Children take home RWI books, story books and key words weekly.</p>	<p>sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Phonic Sounds:</b> Week 1/2 phonological awareness RWI Speed sounds set 1 m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, x, ng, nk Green words set 1 Red words set 1, 2, 3, 4 <i>Blending and segmenting</i> <i>Handwriting linked to sounds</i></p> <p><b>Reading:</b> 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</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p> <p><b>Phonic Sounds:</b> Speed sounds set 1 m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, x, ng, nk Green words set 1 Red words set 1, 2, 3, 4 <i>Blending and segmenting</i> <i>Handwriting linked to sounds</i> <i>Bridge gap between reading single words and stories</i> Sound + word Assessment 1 (end Term 1 + 2)</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from</p>	<p><b>Phonics sounds:</b> Speed sounds set 2 ee, igh, ow, oo (zoo), oo (book), ar, air, ir, ou, oy Green words set 2 Red words set 5, 6, 7, 8 Red Ditties (as teaching tool) <i>Apply phonic knowledge to reading, developing spelling and writing skills</i> Sound + word Assessment 2 (end Term 3 + 4)</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales,</p>	<p><b>Phonics sounds:</b> Speed sounds set 2 ee, igh, ow, oo (zoo), oo (book), ar, air, ir, ou, oy Green words set 2 Red words set 5, 6, 7, 8 Red Ditties (as teaching tool) <i>Apply phonic knowledge to reading, developing spelling and writing skills</i> Sound + word Assessment 2 (end Term 3 + 4)</p> <p><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to</p>	<p><b>Phonics sounds:</b> Speed sounds set 3 (see below for weekly plan) oi, i-e, a-e, o-e, u-e, aw, are (care) ur, er, ow (cow), ai, oa, ew, ire, ear, tion, tious/cious Green words set 3 Red words – spelling and used in sentences Green story books (as teaching tool) <i>Apply phonic knowledge to reading, developing spelling and writing skills</i> Sound + word Assessment 3 (end Term 5 + 6)</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet.</p>	<p><b>Phonic Sounds:</b> Speed sounds set 3 (see below for weekly plan) oi, i-e, a-e, o-e, u-e, aw, are (care) ur, er, ow (cow), ai, oa, ew, ire, ear, tion, tious/cious Green words set 3 Red words – spelling and used in sentences Green story books (as teaching tool) <i>Apply phonic knowledge to reading, developing spelling and writing skills</i> Sound + word Assessment 3 (end Term 5 + 6)</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments</p>
---	--	--	---	---	--	---



# RECEPTION LONG TERM PLAN 22-23

Maths	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><b>Maths</b></p> <p>Number blocks will be used where appropriate as a hook and stimulus.</p> <p>Explore mats will be used consistently throughout the term to develop vocabulary and assess children's knowledge before and after units of work.</p>	<p><b>Early Mathematical Experiences</b></p> <p>Counting rhymes and songs</p> <p>Classifying objects based on one attribute</p> <ul style="list-style-type: none"> <li>•Matching equal and unequal sets</li> <li>•Comparing objects and sets. Subatising.</li> <li>•Ordering objects and sets / introduce manipulatives. Number recognition.</li> </ul> <p><b>Pattern and early number</b></p> <p>Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> <li>•Count and represent the numbers 1 to 3</li> <li>•Estimate and check by counting. Recognise numbers in the environment.</li> </ul> <p>A number a week.</p>	<p>-Representing numbers to 5.</p> <p>Comparing numbers 1,2,3.</p> <p>Composition of numbers 1,2,3.</p> <p>Identifying 1 more and 1 less.</p> <p>Exploring 2D shape</p> <p>Learn positional language</p> <p>Developing understanding of time.</p>	<p>-Introducing zero</p> <p>Comparing numbers to 8.</p> <p>Composition of numbers to 8.</p> <p>Comparing mass</p> <p>Comparing capacity</p> <p>Making pairs</p> <p>Combining 2 groups.</p>	<p>Representing numbers 9 and 10.</p> <p>Comparing numbers to 10</p> <p>Composition of numbers to 10.</p> <p>Number bonds to 10.</p> <p>Exploring 3D shape</p> <p>Exploring pattern.</p>	<p>Building numbers to 10</p> <p>Counting patterns beyond 10</p> <p>Matching, rotating and manipulating shapes</p> <p>Positional language</p> <p>Adding more</p> <p>Taking away</p>	<p>Finding patterns</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Evens and odds</p> <p>Patterns</p> <p>Positional language and directions.</p>
Understanding of the world						

# RECEPTION LONG TERM PLAN 22-23

<b>Understanding of the world RE/Festivals</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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.					
<b>Understanding of the world RE/Festivals</b>  Our RE 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. Children will have opportunity to develop their emerging moral and cultural awareness.	-Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. -Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. -Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. -Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.	-Can talk about what they have done with their families during Christmas' in the past. -Show photos of how Christmas used to be celebrated in the past. - Take children to places of worship and places of local importance to the community.	-Listening to stories and placing events in chronological order. -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. -Use bee-bots on simple maps. Encourage the children to use navigational language. -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	-Share different cultures versions of famous fairy tales. -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. -Share different cultures versions of famous fairy tales.  -Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. -Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps	-Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. -After close observation, draw pictures of the natural world, including animals and plants -Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. -Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. -Can children make comments on 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	-What can we do here to take care of animals in the jungle? -Compare animals from a jungle to those on a farm. -Explore a range of jungle animals. Learn their names and label their body parts. Trip to Noah's Ark Zoo Farm. - Nocturnal Animals Making sense of different environments and habitats -Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see

# RECEPTION LONG TERM PLAN 22-23




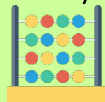


	<ul style="list-style-type: none"> <li>-Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>-Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>-Long ago – How time has changed. Using cameras.</li> </ul>		<ul style="list-style-type: none"> <li>and encourage them to draw comparisons.</li> <li>-Environments – Features of local environment</li> <li>Maps of local area</li> <li>Comparing places on Google Earth – how are they similar/different?</li> <li>-Introduce the children to NASA and America.</li> <li>-Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>-Can children differentiate between land and water?</li> </ul>	are so important to postmen.	<ul style="list-style-type: none"> <li>enter Summer. Provide opportunities for children to note and record the weather.</li> <li>-Building a 'Bug Hotel'</li> <li>-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>-Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>-Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>-Use the BeeBots</li> </ul>	
	RE- CHRISTIANITY + JUDAISM Special People. What makes people special?	RE- CHRISTIANITY Christmas Story. What is Christmas?	RE- ISLAM + JUDAISM Celebrations. How do people celebrate?	RE- CHRISTIANITY Easter. What is Easter?	RE- CHRISTIANITY, ISLAM, SIKHISM Story time. What can we learn from stories?	RE- CHRISTIANITY, ISLAM, JUDAISM Special Places. What makes a place special?
Expressive Arts and Design						
Expressive Arts and Design	<p>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.</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>					

# RECEPTION LONG TERM PLAN 22-23

Expressive Arts and Design	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Painting portraits Making faces with natural resources Drawing the people who live in their house.	Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems	Making lanterns, Chinese writing, puppet making, Chinese music and composition	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response.	symmetrical butterflies	Rousseau's Tiger / animal prints / Designing homes for hibernating animals.
<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. Children to produce a piece of art work each half term to be shown to parents. Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>		The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.	Design and make rockets or different modes of transport from junk-modelling. Design and make objects they may need in space, thinking about form and function. Provide children with a range of materials for children to construct with	Castle models Pastel drawings, printing, patterns on Easter eggs.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Life cycles, Flowers-Sun flowers	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.
		Role Play Party's and Celebrations Role Play of The Nativity		Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination. Retelling familiar stories.		Father's Day cards.
		Listen to music and make their own dances in response.				End of year portraits to assess improvement of schools from entry.

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

# RECEPTION LONG TERM PLAN 22-23

	<b>Communication and Language</b> 	<b>Personal, social, emotional development</b> 	<b>Physical Development</b> 	<b>Literacy</b> 	<b>Understanding the World</b> 	<b>Expressive arts and design</b> 
	<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

# RECEPTION LONG TERM PLAN 22-23

	<p>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>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>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>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>	
--	---	--	--	---	--	--