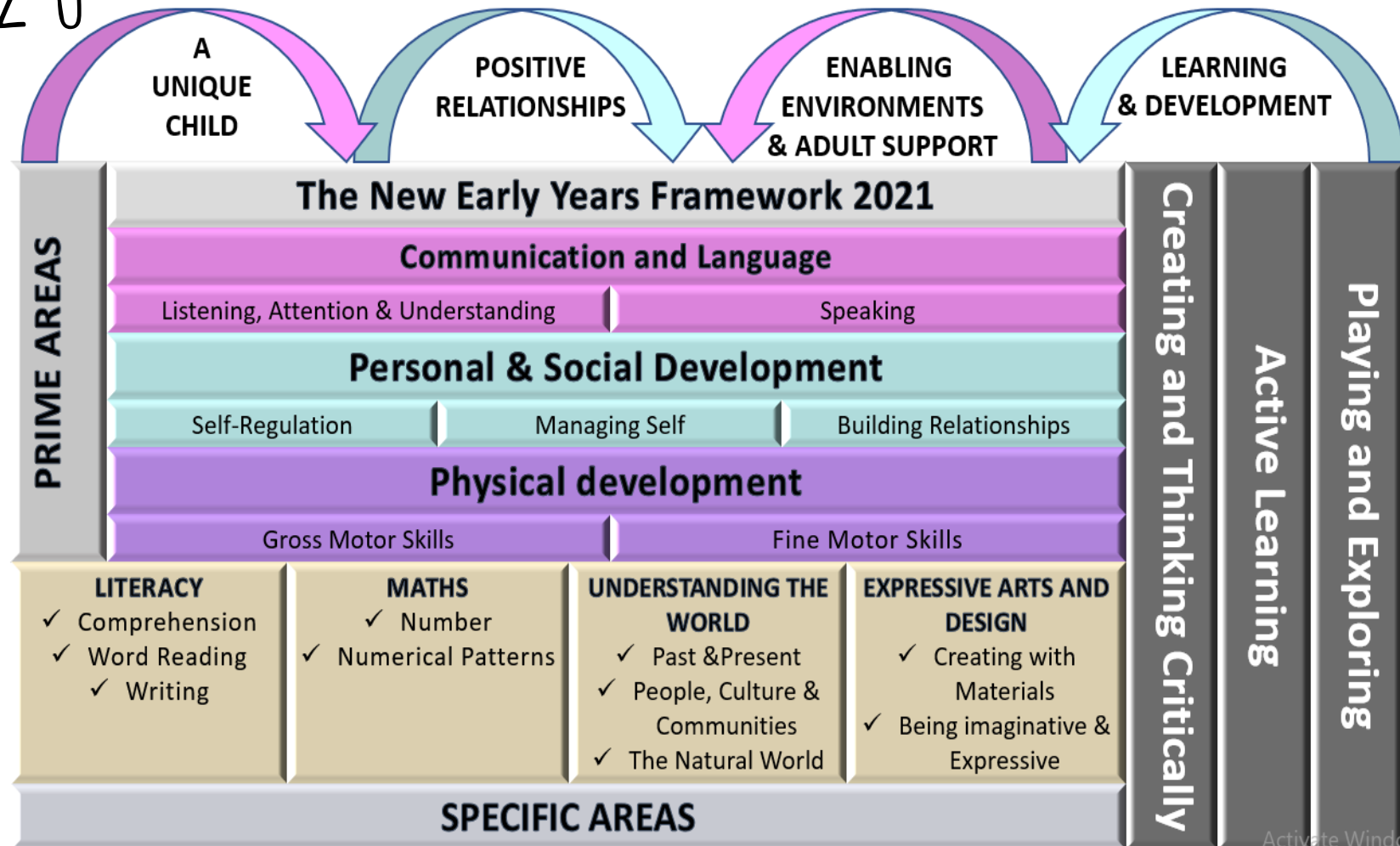




RECEPTION LONG TERM PLAN 25-26

"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. 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 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 25-26



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>AMAZING ME!</p> <p>Starting school / my new class</p> <p>People who help us / Careers</p> <p>Staying healthy / Food / Human body</p> <p>My Family/ Sharing/ I am unique</p>	<p>CASTLES & DRAGONS</p>  <p>Parts of a castle</p> <p>Visit a castle</p> <p>Making Stories about Princess and Princes</p> <p>CHRISTMAS!</p> <p>The Nativity</p> <p>At the Panto</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p>	<p>EXPLORERS</p> <p>Where do we live?</p> <p>Where do the penguins and polar bears live?</p> <p>The Poles</p> <p>Winter animals and hibernation</p> 	<p>SHOOT TO THE MOON!</p> <p>Blast to the moon</p> <p>First man in space</p> <p>Journeys</p> <p>Planets</p> <p>Transport</p> 	<p>ARR! WE ARE PIRATES!</p> <p>Captain Cook</p> <p>Islands</p> <p>Being pirates on the sea</p> <p>Ships</p> 	<p>MINIBEASTS!</p> <p>Habitats</p> <p>Growing Plants for Arr! We are pirates</p> <p>All about summer</p> 
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Hospital Dog</p> <p>Izzy Gizmo</p> <p>Marshall Armstrong</p> <p>Super Milly</p>	<p>Tell me a dragon</p> <p>The knight who wouldn't fight</p> <p>The Jolly Postman</p> <p>Christmas Story / Nativity</p> <p>Rama and Sita</p> <p>The Magic Bed</p> <p>Leo and the octopus</p> <p>Lost and found</p>	<p>The Storm Whale in winter</p> <p>Arctic Animals</p> <p>Poles Apart</p>	<p>Astro girl</p> <p>The way back home</p> <p>Naughty Bus</p> <p>Mrs Armitage on wheels</p> <p>Hundred decker bus</p>	<p>The pirates next door</p> <p>The night pirates</p> <p>The pirates are coming</p>	<p>What the ladybird heard</p> <p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk</p> <p>Tree, Seasons come and seasons go</p> <p>A stroll through the seasons</p>
<p>'WOW'</p>	<p>Autumn Trail</p>	<p>Guy Fawkes / Bonfire Night</p>		<p>Easter time</p>	<p>Pirate Day</p>	<p>Father's Day</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!	EXPLORERS!!	SHOOT TO THE MOON!	ARR! WE ARE PIRATES!	MINI BEASTS!
<p>STUDENTS TAKE OWNERSHIP OF THEIR LEARNING</p> <p>INSPIRING LEARNING ENVIRONMENTS</p> <p>PUPIL VOICE</p> <p>RESTORATIVE PRACTICE</p> <p>CORE PRINCIPLES</p>	<p>Character Formation</p> <p>Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>	<p>Spiritual Insight</p> <p>Children have profound and stirring experiences of religious education, festivals</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p>	<p>Educational Excellence</p> <p>Teachers and children inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely</p> <p>Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p>	<p>Educational Excellence</p> <p>Holistic, values based and contextualised curriculum</p> <p>Competitive Progress</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children's passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p>Spiritual Insight</p> <p>Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p>Character Formation</p> <p>Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>
	<ul style="list-style-type: none"> ○ We are unique spiritual beings with incredible potential and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual. ○ We choose how we wish to respond to life and what we nurture within us. ○ We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm. ○ We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision. ○ We serve a higher purpose by living a meaningful and satisfying life of contribution. ○ We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be <p><i>The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.</i></p>					



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!!	EXPLORERS!!	SHOOT TO THE MOON!	ARR! WE ARE PIRATES!	MINI BEASTS!
OUR VALUES ASSEMBLIES / SHARING CIRCLES	<p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p>Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Mutual respect</p> <p>We are all unique.</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
			<i>We recognise that all children are unique and special.</i>			



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	EXPLORERS!!	CASTLES & DRAGONS!!	ARR! WE ARE PIRATES!	SHOOT TO THE MOON!	MINI BEASTS!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
DAILY STORY TIME	<p><i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready.</i></p>					



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!!	EXPLORERS!	SHOOT TO THE MOON!	ARR! WE ARE PIRATES!	MINI BEASTS!
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 LINK TO BEHAVIOUR FOR LEARNING	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	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.	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	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	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.	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.
	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. <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i> Education Endowment Foundation.</p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		





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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!!	EXPLORERS!!	SHOOT TO THE MOON!	ARR! WE ARE PIRATES!	MINI BEASTS!
<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>GROSS MOTOR</p>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	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 letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	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 along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	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 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	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	<p>From Development Matters 21</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

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



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!!	EXPLORERS!!	SHOOT TO THE MOON!	ARR! WE ARE PIRATES!	MINI BEASTS!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling 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. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using Tales Toolkit strategy. 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. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. 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	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day	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. Sort books into categories.
	<u>Little Wandle</u> S,A,T,P,I,N,M,D,G,O,C,K,E,U,R,H,B,F,L, <u>Tricky words</u> is, I, The Reading groups will start when appropriate	<u>Little Wandle</u> FF,LL,SS,J,V,W,X,Y,Z,ZZ,QU,SH,TH,N G,NK, S(z) <u>Tricky Words</u> As, and, has, his, her, go, no, to, into, she, he, of, we, me, be .	<u>Little Wandle</u> AI,EE,IGH,OA,OO,AR,OR,UR,OW,OI,EAR,AIR,ER- Then start on longer words and double letters. <u>Tricky Words</u> Was, you, they, my, by, all, are, sure, pure	<u>Little Wandle</u> Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs. Longer words ending in –ing compound words. Longer words with s in the middle /z/ s words ending –s words with –es at end /z/	<u>Little Wandle</u> short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est <u>Tricky words</u> Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	<u>Little Wandle</u> Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root word ending in: –er, –est longer words Review all Tricky words- secure spelling.

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!!	EXPLORERS!!	SHOOT TO THE MOON!	ARR! WE ARE PIRATES!	MINI BEASTS!
WRITING	<p>Texts as a Stimulus:</p> <p>Hospital Dog Izzy Gizmo</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Drawing inventions, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a invention centre.</p>	<p>Texts as a Stimulus:</p> <p>Tell Me a Dargon</p> <p>Create a missing poster for their dragon. Children use the sentence starters provided for support and use colour for effect, adjectives, powerful verbs and adverbs to describe their dragon.</p> <p>Children use the conjunction 'and' to join clauses and consistently stay in the present tense. Poetry- rhyming</p>	<p>Texts as a Stimulus:</p> <p>The Storm Whale in Winter</p> <p>Role play of ideas, Use speech bubbles to show who is talking.</p> <p>Fast-draw a story mountain, working with the children to sequence the key events.</p> <p>To develop own narratives and explanations by connecting ideas or events To use phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Texts as a Stimulus:</p> <p>Astro Girl</p> <p>Introduction to capital letters, full stops. Saying out loud what they are going to write about.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Trying to write in sentences.</p>	<p>Texts as a Stimulus:</p> <p>The Pirates Next Door</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>Start to Segment spoken words into phonemes and representing these by graphemes.</p> <p>Write in sentences, being able to read back what they have written.</p>	<p>Texts as a Stimulus:</p> <p>What the ladybird heard</p> <p>Children act out the story and begin to generate ideas for what the ladybird might hear in another situation on the farm.</p> <p>Write a speech bubble on for what the ladybird heard in each one. Writing in role, notes of advice, missing posters, diary entries, letters of thanks</p>

TEXTS MAY CHANGE WITH CHILDREN'S INTERESTS

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	CASTLES & DRAGONS!	EXPLORERS!	SHOOT TO THE MOON	ARR! WE ARE PIRATES	MINI BEASTS
MATHS- WHITE ROSE MATHS “Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – <i>Shakuntala Devi</i> White Rose	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.					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events	Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them	Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing
<div>Getting to Know You</div> <div>Just Like Me!</div> <div>It's Me 1 2 3!</div> <div>Light and Dark</div> <div>Alive in 5!</div> <div>Growing 6, 7, 8</div> <div>Building 9 and 10</div> <div>Consolidation</div> <div>To 20 and Beyond</div> <div>First Then Now</div> <div>Find My Pattern</div> <div>On The Move</div>						

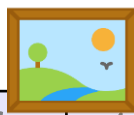
Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	CASTLES & DRAGONS!	EXPLORERS!	SHOOT TO THE MOON	ARR! WE ARE PIRATES	FU AT THE SEASIDE!
<p>UNDERSTANDING THE WORLD RE / FESTIVALS</p> <p>Our 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>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. 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 are so important to postmen. 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. 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. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. 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. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on 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. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots 	<ul style="list-style-type: none"> Use Handa's Surprise to explore a different country. 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 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. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why?</p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CASTLES & DRAGONS!	EXPLORERS!	SHOOT TO THE MOON	ARR! WE ARE PIRATES	MINI BEASTS!
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>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.</p> <p>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>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, 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>Role Play Party's and Celebrations Role Play of The Nativity</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>Painting using different media and evaluating the best way to complete a task with the best result.</p>	<p>Make different textures; make patterns using different colours</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>Provide a wide range of props for play which encourage imagination.</p>	<p>Learn songs and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. 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 / Rainbow fish collages</p> <p>Lighthouse designs</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>



At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.

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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>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.