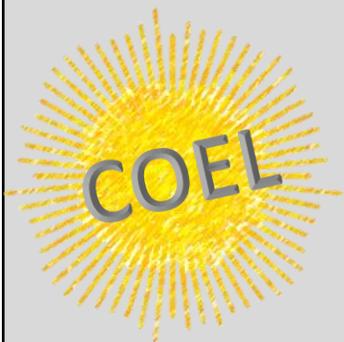


# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE	SUPER HEROES	CREATURES GREAT AND SMALL	ON THE FARM

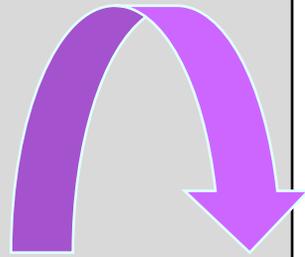


**Characteristics of Effective Learning**

**Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



**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.

OVER ARCHING PRINCIPLES

**PLAY:** At Oakdale Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING &amp; BEHAVIOUR FOR LEARNING</p>	<p><b>ALL ABOUT ME!</b> Starting school / my new class / New Beginnings Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe  Nursery Rhymes</p>	<p><b>A ROYAL ADVENTURE</b> Castles Past and present Diwali Christmas Christian story of birth of Jesus</p>	<p><b>ON THE MOVE</b> Around the Town How do I get there? Travel Where do we live in the UK / world? Fly me to the moon! Food tasting Different continents</p>	<p><b>SUPERHEROES</b> People that help us Careers Role play Teeth (hygiene)</p>	<p><b>CREATURES GREAT &amp; SMALL</b> What is an insect? Larger animals Habitats Categories of animals Dinosaurs</p>	<p><b>ON THE FARM</b> Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough</p>
<p>OUR FAVORITE BOOKS -USED AS STIMULUS THROUGHOUT EACH TERM. BOOKS MAY CHANGE DEPENDING ON CHILDREN'S INTERESTS</p>	<p>Humpty Dumpty Hey Diddle Diddle Little Miss Muffett Incy Wincy Spider</p>	<p>The King's Pants Rapunzel Castles The Christmas Story</p>	<p>Whatever Next The Journey Variety of books from around the world</p>	<p>Super Worm Supertato Burglar Bill The Odd Egg Goldilocks and the Three Bears</p>	<p>The Very Hungry Caterpillar Giraffes Can't Dance Harry and the Bucketful of Dinosaurs Jack and the Beanstalk</p>	<p>Three Little Pigs What the Ladybird Heard Farmyard Hullabaloo</p>
<p>'WOW' MOMENTS / ENRICHMENT DAYS</p>	<p>Harvest</p>	<p>Post a letter/ invitation Remembrance Day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Remembrance day Christmas sing a long</p>	<p>Valentines Chinese New Year</p>	<p>Planting seeds Easter time Eater Egg Hunt Visits from ambulance/ fire/ army? Mother's Day Event – stay and read?</p>	<p>Let's go on Safari - An animal a day!</p>	<p><b>Farm visit</b> Story Telling Week Random Acts of Kindness Week Animal Art week Sports Day</p>

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE	SUPERHEROES	CREATURES GREAT AND SMALL	ON THE FARM
COMMUNICATION AND LANGUAGE We talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism.	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> .					
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, NELI programme, T4W actions, EYFS productions, assemblies and weekly interventions.  DAILY STORY TIME	<b>Welcome to EYFS</b> 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 Show and tell Model talk routines through the day, having multi-turn conversations	<b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	<b>Tell me why!</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>Talk it through!</b> 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 relaying what they have said	<b>What happened?</b> 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 Tell me a story - retelling stories	<b>Time to share!</b> 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.

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE	SUPERHEROES	CREATURES GREAT AND SMALL	ON THE FARM
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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>.</p>					
MANAGING SELF  SELF - REGULATION	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines (Tidy up time, responsible for own possessions etc) Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
FOLLOWING THE SCHEME OF BOUNCE FORWARD, THINK EQUAL	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>			<p><i>Books to be used as stimuli for each session:</i></p> <p><i>Marvelous me</i> <i>These Feelings</i> <i>The Secrets Adventures of Anonymouse</i> <i>Curly the Chameleon</i> <i>Ahmeds Journey</i> <i>Faisels Not Himself</i> <i>Biyu the Brave Pea</i> <i>Thabo and the Trees</i> <i>Yoshi is Different</i></p> <p><i>Nisha and the Tiger</i> <i>Francisco's Family</i> <i>The Weather Inside Me!</i> <i>The Monster in the Smoke</i> <i>Nothandos Journey</i> <i>Reya to the Rescue</i> <i>A Tiny Seed</i> <i>Our Home</i> <i>My Dream</i></p>		

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE!	SUPERHEROES	CRAETURES GREAT AND SMALL	ON THE FARM
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 awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	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
GROSS MOTOR	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.
<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>						
<p>We continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality) and provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES WITH AN EXTRA FOCUS ON A MONDAY DUE TO STARTING POINTS</p>						

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE	SUPERHEROES	CREATURES GREAT & SMALL	ON THE FARM
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly and have Reading Buddies	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	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.  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 LW. 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	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.  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	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.
WORD READING Children will be working in different groups for Reading session as detailed in the Little Waddle scheme.	<b>Phonic Sounds:</b> See Little Wandle <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 make sound-blending easier  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	<b>Phonic Sounds:</b> See Little Wandle <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	<b>Phonic Sounds:</b> See Little Wandle <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with digraph and trigraphs, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	<b>Phonic Sounds:</b> See Little Wandle <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Children should not be required to use other strategies to work out words.	<b>Phonic Sounds:</b> See Little Wandle <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	<b>Phonic Sounds:</b> See Little Wandle <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters  End of term assessments  Transition work with Year 1 staff

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE	SUPERHEROES	CREATURES GREAT & SMALL	ON THE FARM
WRITING	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence/ cvc words</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions – Character descriptions.</p> <p>Write 2 sentences</p>	<p>Writing recipes, lists.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form all lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories. Character description</p> <p>Write three sentences</p>

ON GOING WRITING SKILLS WILL BE TAUGHT DAILY:

BEING READY TO WRITE, FORMATION, STRATEGIES TO SEGMENT, USE OF ENVIRONMENT, APPLYING PHONICS KNOWLEDGE, CAPITAL LETTERS, FULL STOPS, CHECKING IT MAKES SENSE, CORRECT FORMATION FOLLOWING LW RHYMES AND THE USE OF LETTERJOIN WEBSITE/ APP

# RECEPTION LONG TERM PLAN 23-24

Maths – Mastery of Maths.  
White Rose –Shape,Space and Measure  
Numberblocks to be followed in a sequence.

AREA	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SUBITISING	<p>perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.</p>	<p>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns  use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10  be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>
CARDINALITY, ORDINALITY AND COUNTING	<p>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which</p>	<p>continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.</p>	<p>continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.</p>	<p>continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.</p>	<p>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>

AREA	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMPOSITION	<p>see that all numbers can be made of 1s compose their own collections within 4.</p>	<p>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p>	<p>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p>explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10.</p>	<p>explore the composition of 10.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>
COMPARISON	<p>understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'</p>	<p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.</p>	<p>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number.</p>

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ALL ABOUT ME	A ROYAL ADVENTURE	ON THE MOVE	SUPERHEROES	CREATURES GREAT AND SMALL	ON THE FARM
<b>UNDERSTANDING THE WORLD</b>	<p>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.</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>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>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.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <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>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.</li> <li>Use The Queens hat to explore who the Queen is and Royal family. Explore royalty from the past.</li> <li>Explore castles and historical parts of a castle.</li> <li>Learn about the birth of Jesus, following the story across Bethlehem.</li> <li>Who is St Nicholas? Why is he important today?</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Vehicles from the past and now</li> <li>Vehicles in the air, land and sea.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> </ul>	<ul style="list-style-type: none"> <li>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.</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>.Discuss Florence Nightingale and how she helped people</li> <li>Use the BeeBots <ul style="list-style-type: none"> <li>Look at people around us and how they help us?</li> </ul> </li> <li>Invited adult in for the children to ask questions</li> <li>Reflect on how life would be different if we didn’t have these people</li> <li>Include the Easter Story how did Jesus help us?</li> </ul>	<ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>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.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. .</li> <li>Look at lifecycles of butterflies, - Real caterpillars to follow their journey.</li> <li>Use diary of a wombat to explore other countries- Australia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> </ul>

# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A ROYAL ADVENTURE	ON THE MOVE	SUPERHEROES	CREATURES GREAT AND SMALL	ON THE FARM
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>					
	<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></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 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>Design and create a castle using new vocabulary</p> <p>Choregraph a medieval dance</p> <p>Make musical instruments</p> <p>Crown a king/ queen have a medieval party. Create crowns and tunics</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; 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>Make different textures; make patterns using different colours</p> <p>Create vehicles</p> <p>Design and make rockets.</p> <p>Design and make objects they may need in space, thinking about form and function</p> <p>3D structures Junk modelling, houses, bridges boats and transport.</p>	<p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>patterns on Easter eggs, Flowers-Sun flowers</p> <p>Plant vegetable and flower gardens.</p> <p>Provide a wide range of props for play which encourage imagination</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>Use different textures and materials to make lifecycles of butterflies.</p> <p>Collage for minibeasts and animals</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Dot painting Australian animals</p> <p>Junk modelling larger animals such as giraffes.</p>	<p>Listen to music and make their own dances in response.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, Large scale weaving</p> <p>Provide a wide range of props for play which encourage imagination</p> <p>Building/ creating using different materials (use three Little Pigs story to guide.</p>

# RECEPTION LONG TERM PLAN 23-24

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

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b> 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><b>ELG: Speaking</b> 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 recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b> 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><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b> 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><b>ELG: Fine Motor Skills</b> 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><b>ELG: Comprehension</b> 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><b>ELG: Word Reading</b> 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 their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b> 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><b>ELG: People, Culture and Communities</b> 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 this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b> 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><b>ELG: Being Imaginative and Expressive</b> 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>