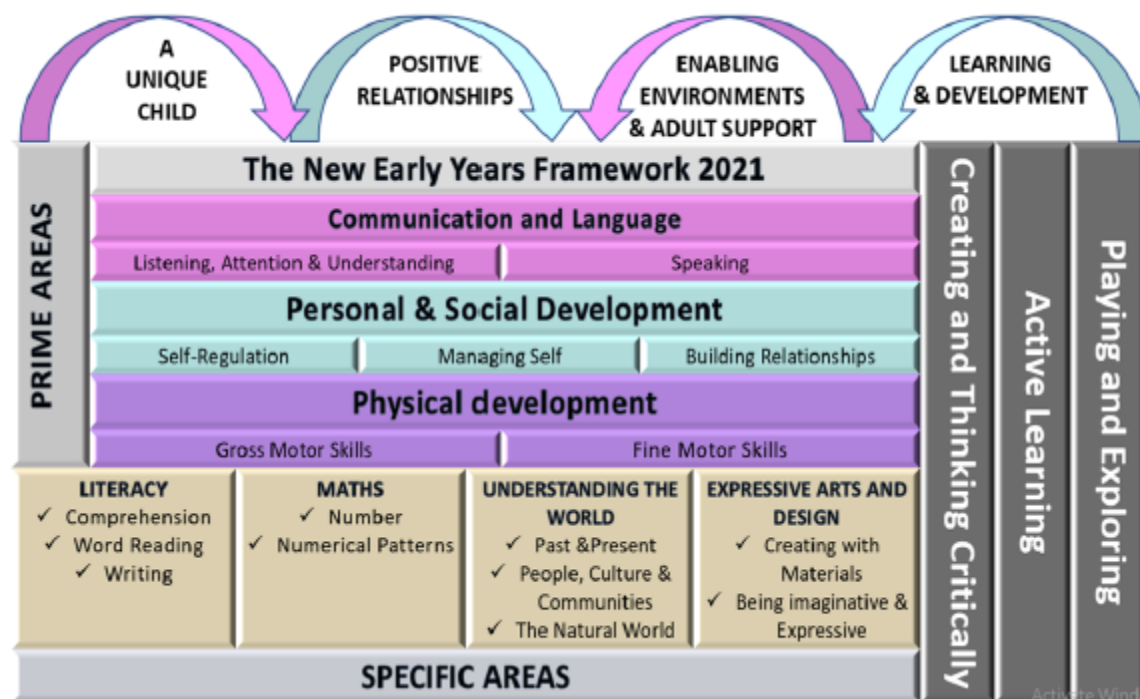


Reception Long Term Plan 2023-2024



At St Paul's C of E Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, socially, cognitively and emotionally whilst at school. We aim to create the atmosphere of 'family' so that the children grow up as confident, responsible members of the larger community, and are recognised for their own talents and for being individual. We work in close partnership with families so that together, children are valued, respected and encouraged to reach their full potential in all that they do.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>CURRICULUM PATHWAYS</p> <p>NB: These pathways may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p>MARVELLOUS ME</p> <p>Starting school/getting to know my new class and school routines. Being me in my world. My feelings PSED focus on what am I good at? Being kind and making friends. My body – body parts. My senses.</p>	<p>ME AND MY FAMILY</p> <p>My family (old and young, generations) What is special to me and my family? Keeping healthy. Celebrations and festivals – how do I celebrate in my family? The Nativity Letters to Father Christmas – posting them</p>	<p>ONCE UPON A TIME</p> <p>Traditional tales. Exploring materials, design and construction through different stories – 3 Little Pigs, castles, bridges etc. Language patterns of traditional stories. Historical language – a long time ago, old and new.</p>	<p>GO OUTDOORS</p> <p>The Great Outdoors. Plants and flowers – planting seeds for fruit, veg and flowers, caring for them and observing the changes. Life cycles – butterflies, frogs, chickens. Minibeasts. Transient art using natural materials. How can we look after our Earth and the things in it?</p>	<p>AMAZING ANIMALS</p> <p>Animals around the world – exploring different habitats (savannah, ocean, rainforest, polar, etc) Climates/ Hibernation Representations of different animals using a range of media and materials. Animal patterns.</p>	<p>OH, THE PLACES YOU'LL GO</p> <p>Places around the world – particular focus on the countries that are significant to children within the class. Transport – land, water, air, space. Transport – past and present. Experimenting – floating/sinking, aeroplanes and parachutes. Holidays (seaside?)</p>
<p>LINKED TEXTS AND FAVOURITES</p>	<p>Elmer Colour Monster Ruby's Worry Meesha Makes Friends Ravi's Roar Tilda Tries Again The Colour of Us You Choose Owl Babies Zog Sharing a Shell The Smartest Giant in Town</p>	<p>We're Going on a Bear Hunt The Gingerbread Man Room on the Broom Welcome to our World – A celebration of children everywhere All About Diversity Christmas story /Nativity Rama and Sita The Jolly Christmas Postman</p>	<p>The 3 Little Pigs Goldilocks and the 3 Bears The 3 Billy Goats Gruff Cinderella Jack and the Beanstalk Alternative traditional tales</p>	<p>The Gruffalo The Little Red Hen Percy the Park Keeper The Very Hungry Caterpillar Jasper's Beanstalk Oliver's vegetables Yucky Worms A Tiny Seed Mad About Minibeasts Superworm The Runaway Pea</p>	<p>Giraffes Can't Dance Dear Zoo Rumble in the Jungle Commotion in the Ocean Animal Atlas Monkey Puzzle Somebody Swallowed Stanley</p>	<p>Handa's Surprise Wheels on the Bus Amazing Machines book collection An Engineer Like Me Choo Choo Clickety-Clack What the Ladybird Heard at the Seaside The Lighthouse Keeper's Lunch</p>
<p>ENRICHMENT OPPORTUNITIES / WOW MOMENTS</p>	<p>Autumn nature walk – collecting natural treasures. Harvest Time Birthday celebrations in the home corner</p>	<p>Visit from a fire engine – fire safety/Bonfire Night Diwali and Hannukah Remembrance Day Children in Need Watch a Pantomime? EYFS Nativity – A Bundle of Joy</p>	<p>Bedtime story evening Chinese New Year Valentine's Day Shrove Tuesday – making pancakes, pancake café.</p>	<p>World Book Day – Family reading picnic Planting seeds and growing plants Visit to the pond Visit from chicks Caterpillar/butterflies in the classroom Make bird feeders Nature Scavenger Hunt Mother's Day Easter time Easter Egg Hunt</p>	<p>Trip to the zoo/wildlife park. Continuing to grow and care for the plants and vegetables. Eid</p>	<p>Music/dancing visitor – teaching the children inspired by places around the world. Around the world dress up day. Ride on a train – to a beach.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>PLAYING AND EXPLORING: Children investigate and experience things and 'have a go'. Children who actively participate on their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>ACTIVE LEARNING: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>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.</p>					
OVER ARCHING PRINCIPLES	<p>UNIQUE CHILD: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>POSITIVE RELATIONSHIPS: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>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.</p> <p>LEARNING AND DEVELOPMENT: Children develop and learn at different rates (not in different ways as it stated in 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At St Paul's Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents/carers are key. We recognize the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
OUR BRITISH VALUES	<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to be British and are shared by other democratic countries.</p> <p>DEMOCRACY: We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>RULE OF LAW: We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognize that we are all accountable for our actions. We must work together as a team when it is necessary.</p> <p>INDIVIDUAL LIBERTY: We all have the right to our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate that everyone is different.</p> <p>MUTUAL RESPECT: We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned about, respected and celebrated.</p> <p>MUTUAL TOLERANCE: Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>					
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> In-house baseline assessments on entry across all 17 areas. National Reception Baseline Assessments by end of week 6. EYFS Team meetings Writing/reviewing My Plans 	<ul style="list-style-type: none"> On going formative assessments Baseline analysis Autumn 2 assessments Phonics assessments EYFS Team meetings Pupil Progress Meetings Time to Talk Meetings Writing/reviewing My Plans 	<ul style="list-style-type: none"> On going formative assessments GLD Projections for end of year. EYFS internal moderation. Phonics assessments EYFS Team meetings Writing/reviewing My Plans 	<ul style="list-style-type: none"> On going formative assessments Spring 2 assessments Phonics assessments Pupil Progress Meetings EYFS Team meetings Time to Talk Meetings Writing/reviewing My Plans 	<ul style="list-style-type: none"> On going formative assessments Phonics assessments EYFS Team meetings EYFS cluster moderation Writing/reviewing My Plans 	<ul style="list-style-type: none"> On going formative assessments Phonics assessments EYFS Team meetings Internal moderation of EYFSP assessments EYFSP data submitted. EOY data – update if required. Writing/reviewing My Plans
PARENTAL INVOLVEMENT	Staggered start Family Fun Marvellous Me Bags Sharing WOW moments on Tapestry	Phonics/Reading workshop Family Fun Marvellous Me Bags Time to Talk meetings Sharing WOW moments on Tapestry	Maths Workshop Bedtime Story Evening Family Fun Marvellous Me Bags Sharing WOW moments on Tapestry	Family Fun Reading picnic with families Marvellous Me Bags Time to Talk meetings Sharing WOW moments on Tapestry	Family Fun Marvellous Me Bags Sharing WOW moments on Tapestry	End of Year Summer reports Family Fun Parents invited to share cultures and traditions Marvellous Me Bags Sharing WOW moments on Tapestry

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
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>					
<p>Whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, rhymes, singing, speech and language interventions, T4W actions, language rich maths sessions, EYFS productions and assemblies.</p> <p>DAILY STORY TIME AND RHYME TIME</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are important to them – aided by family photos. Rhyming and alliteration Shared stories Model talk routines throughout the day, e.g. when arriving at school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering passions and interests Tell me a story – retelling stories Story language Word hunts Listening and responding to stories Following instructions Engaging in discussions Understands how to listen carefully and why listening is important – talk partners Introduce and use new vocab Carefully chosen stories and texts to develop vocabulary</p>	<p>Tell me why! Using language well Encourage and model the use of how and why questions during carpet time. Retelling a story with story language – using puppets and props in CP. Encourage and model describing events in some detail in adult led time and CP. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children listen carefully to adults and peers and ask good questions of others. Sustained focus when listening to a story.</p>	<p>What happened? Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky!</p>	<p>Time to share! Show and tell with models and when reflecting on learning and experiences during CP. Read aloud books to the children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, e.g. transport through time and different places around the world. Encourage children to share reflections on similarities and differences. Model using features of non-fiction books.</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MANAGING SELF Developing independence with self-care, dressing and undressing and managing personal needs throughout the year.	<ul style="list-style-type: none"> I can help others feel welcome. I can begin to recognize and manage my own feelings. I understand why it is good to have kind and gentle hands. I am beginning to understand what responsible means. 	<ul style="list-style-type: none"> I can talk about what I am good at. I understand that being different makes us all special. I know ways we are different and the same. I can tell you why my home is special to me. I know ways to stand up for myself. 	<ul style="list-style-type: none"> I understand that if I persevere I can tackle challenges. I can tell you a time that I didn't give up. I can set a goal and work towards it. I can use kind words to encourage people. I know what it means to feel proud of myself. 	<ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy. I understand that moving and resting are good for my body. I know which foods are healthy and not healthy. I know how to help myself go to sleep and why it is good for me. I can wash my hands thoroughly and I know why it is important to stay healthy. I know what a stranger is and how to keep safe if a stranger approaches me. 	<ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend. 	<ul style="list-style-type: none"> I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving into Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.
PSHE JIGSAW SCHEME	<u>Linked Stories</u> Dogger Hands are not for hitting	<u>Linked Stories</u> Elmer Barry the Fish With Fingers The Family Book The Dog and the Dolphin	<u>Linked Stories</u> Love Monster Don't Worry Hugless Douglas	<u>Linked Stories</u> Never Talk to Strangers Not Everyone is Nice	<u>Linked Stories</u> Mabel and Me George and Martha	<u>Linked Stories</u> I Wonder Why Kangaroos Have Pouches Huge Bag of Worries Look Inside Your Body
SELF-REGULATION	<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 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"> Thinking before acting Delaying gratification Persisting in the face of difficulty 			<p>Supported Through: Thrive activities The language of feelings and emotions Calm Corner within the classroom Independent identification of feelings throughout the day Breathing techniques Resources – sand timers, fidget toys etc.</p>		

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to persue 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 both with objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR Daily opportunities for fine motor activities at the Finger Gym and other focused times. Continuously check the progress of children's handwriting (pencil grip and letter formation including directionality). Provide extra support and guidance where needed and adapt provision accordingly.	Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/ chalk/ paint brush beyond whole hand grasp Pencil Grip Dough Disco Pen Disco	Threading, cutting, weaving, playdough, fine motor activities. Develop muscle tone to put 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 make. Model correct letter formation. Dough Disco. Pen Disco.	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 and zip clothing/ cutting with scissors. Pen Disco.	Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable pencil grip. Using tools safely and with control when planting outdoors. Form recognizable letters, most of which are correctly formed. Pen Disco.	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, cut around a curve with developing accuracy. Begin to draw more recognizable pictures.	Threading, cutting, weaving, playdough, fine motor activities. Form most letters correctly. Copy a square, draw a cross and diagonal lines e.g. for triangles. Develop control to colour inside of the lines of a picture. Draw pictures that are increasingly identifiable with more details. Build things with smaller linking blocks e.g. Lego.
GROSS MOTOR Daily opportunities for gross motor development.	Co-operation games including parachute games. Climbing using the outdoor equipment. Explore different ways of moving. Help children to develop good personal hygiene. Praise their efforts and provide regular reminders about thorough handwashing and toileting. Daily dance or yoga.	Ball skills – throwing and catching. Crates play – balancing and climbing with stepping stones and logs. Hoopa hoops for movement and skipping. A range of wheeled toys for children to balance, sit or ride on, pull and push. Balance bikes and bikes with pedals for use in the outdoor area and on the playground. Daily dance or yoga.	Ball skills – aiming, dribbling, pushing, throwing and catching, patting or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. A range of activities and equipment to support a range of abilities and skills being developed. Daily dance or yoga.	Balance – children moving with confidence. Dance related activities in the stage area. Provide opportunities for the 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. Daily dance or yoga.	Obstacle activities – children moving over, under, through and around equipment, developing their own obstacle courses. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for the children to spin, rock, tilt, fall, slide and bounce. Daily dance or yoga.	Races/team games involving gross motor movements. Dance related activities to a range of music – some adult led and others child initiated. Allow less competent and confident children to spend time initially observing and listening without feeling pressured to join in. Daily dance or yoga.
PE	Fundamental Skills – spatial awareness, balancing, moving in different ways	Fundamental Skills - spatial awareness, balancing, moving in different ways	Ball Skills – ball control, rolling, throwing and catching.	Gymnastics – strength, co-ordination, balancing	Ball Skills – team games, bat and ball co-ordination	Dance – responding to music from around the world

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and 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 speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<p>COMPREHENSION</p> <p>Developing a passion for reading.</p> <p>Children will visit the school library weekly, have at least 2 opportunities to change their reading books per week and develop reading buddies with older children to enhance their enjoyment of books with others.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme.</p> <p>Understanding 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.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing. Engaging in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events and celebrations through acting/role play. Christmas letters/lists. Retelling stories using images, actions, story maps – T4W. Editing of story maps and retelling new stories.</p> <p>Non-fiction focus finding out about different families and celebrations.</p> <p>Sequencing stories – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words orally, so they can read short words made up of known letter-sound correspondences.</p> <p>Enjoy an increasing range of books.</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day!</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develop own narratives and explanations by connecting ideas and events.</p>	<p>Retell a story with actions and picture prompts as part of a group. Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Parents reading stories with the children.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/event/setting in a story. May include labels, sentences or captions.</p>	<p>Stories from other cultures and traditions.</p> <p>Can draw pictures of characters/event/setting in a story.</p> <p>Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that non-fiction is a non-story – it gives information instead. Fiction means story – can point to the front cover, back cover, spine, blurb, illustration, illustrator, author, title. Sort books into categories.</p>
<p>WORD READING</p> <p>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their HFW.</p>	<p>Phonics</p> <p>Reading</p> <p>Initial sounds, oral blending, CVC sounds, reciting known stories and rhymes with attention and recall. Help children to read the sounds speedily. This will make sound blending easier. Listen to children read aloud.</p>	<p>Phonics</p> <p>Reading</p> <p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each sound as they read.</p>	<p>Phonics</p> <p>Reading</p> <p>Rhyming strings, common themes in traditional tales, identifying characters and settings. Provide children with opportunities to read words throughout the day.</p>	<p>Phonics</p> <p>Reading</p> <p>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.</p>	<p>Phonics</p> <p>Reading</p> <p>Non-fiction texts. Blending with confidence and fluency. Naming letters of the alphabet. Distinguishing capital and lower case letters.</p>	<p>Phonics</p> <p>Reading</p> <p>Reading simple sentences with fluency and confidence using all of the letter-sound correspondences and common exception words taught.</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
WRITING Texts may change due to children's interests.	<p>Texts as a Stimulus: Colour Monster Owl Babies You Choose</p>	<p>Texts as a Stimulus: We're Going on a Bear Hunt The Gingerbread Man The Nativity Story</p>	<p>Texts as a Stimulus: The 3 Little Pigs The 3 Billy Goats Gruff Cinderella</p>	<p>Texts as a Stimulus: The Little Red Hen The Very Hungry Caterpillar</p>	<p>Texts as a Stimulus: Rumble in the Jungle Commotion in the Ocean Animal Atlas</p>	<p>Texts as a Stimulus: Handa's Surprise Amazing Machines book collection An Engineer Like Me</p>
	<p>Children will be experimenting with mark making and writing patterns in a range of media. They will begin to develop a dominant hand and work towards using a tripod grip. Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple words.</p> <p>Use initial sounds to label characters and images.</p> <p>Children will practice writing the letters from their names, making the letter shapes and persevering to form the letters correctly in order.</p>	<p>Labelling using initial sounds and beginning to add other sounds in words too.</p> <p>Orally telling stories sometimes with adults acting as scribes.</p> <p>Writing CVC words to label characters/setting from We're Going on a Bear Hunt and The Gingerbread Man.</p> <p>Creating story maps to help to retell our key stories.</p> <p>Having a go at writing simple captions e.g. it is a cat.</p> <p>Sequence the Nativity story using pictures as prompts</p> <p>Write letter to Father Christmas using initial sounds and where possible other sounds to make meaning.</p>	<p>Writing some of the common exception words we have been learning within writing.</p> <p>Writing CVC words accurately for labels and to develop/change stories, innovating characters and the setting.</p> <p>Guided writing based around repeated refrains with the stories, writing captions and short sentences to show these.</p> <p>Write invitations to friends to invite them to a party – inspired by Cinderella and the invitation from the prince.</p>	<p>Drawing and labelling own story maps, writing captions and labels and writing simple sentences.</p> <p>Writing short sentences to accompany pictures and illustrations from the stories.</p> <p>Character descriptions of the animals in The Little Red Hen.</p> <p>Write labels and captions to create instructions about how to plant a seed.</p>	<p>Writing lists of animals that live in different habitats.</p> <p>Writing for a purpose in the role play area using phonetically plausible attempts at words and beginning to use finger spaces accurately.</p> <p>Guided writing based around developing sentences with animal facts that have been inspired by the information we have found out and first-hand experiences at the zoo.</p> <p>Writing key messages on posters to teach others how to look after the environment to protect animals' habitats.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Story writing, writing sentences inspired by the story of Handa's Surprise.</p> <p>Beginning to use capital letters, finger spaces and full stops accurately.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Writing own 'What am I?' riddles, describing a type of transport for others to guess.</p> <p>Write a recount of our trip, using phonetic knowledge accurately, including finger spaces, capital letters and full stops and forming letters correctly.</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
MATHEMATICS	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 organizing 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.					
<p>MASTERING NUMBER</p> <p>Number</p> <p>Numerical Patterns</p> <p>Planning taken from the GLOW Maths – Mastering Number programme.</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including; that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts. 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 	
<p>Shape, Space and Measures</p> <p>Maths Mastery</p>	<ul style="list-style-type: none"> Early Mathematical Experiences – sorting/classifying objects Pattern - Recognise, copy and extend colour/size patterns Measure - Estimate, order, compare, discuss and explore capacity, weight and length. Shape & Sorting - Describe, and sort 3-D shapes. Describe position accurately. 		<ul style="list-style-type: none"> Calendar and Time – days of the week, seasons, sequence daily events. Shape – Describe and sort 2D and 3D shapes. Pattern – recognize, create and complete patterns. 		<ul style="list-style-type: none"> Money – Coin recognition and values, combinations to total 20p, change from 10p. Measure – Describe capacities, compare volumes, compare weights, estimate, compare and order lengths. 	

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO
UNDERSTANDING THE WORLD	<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. <u>Enriching and widening children's vocabulary will support later reading comprehension.</u></p>					
<p>Science History Geography 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>The children will begin to understand and value the differences of individuals and groups within their community.</p> <p>Children will have the opportunity to develop their moral and cultural awareness.</p>	<ul style="list-style-type: none"> Explore what is special to me and what makes me special? Make comparisons between themselves and others – what is the same and different? Using our senses. Navigating around our classroom, outdoor area and school. Create treasure hunts to find places/objects within our learning environment. Listen out for and make note of children's discussions between themselves regarding their experiences of past birthday celebrations. Long ago – How have we changed since being babies? How have our families changed? Nature explorers – looking for seasonal changes in our local environment. Collect natural Autumn treasures 	<ul style="list-style-type: none"> Can talk about the people in their family, what they do with their family and the places they have been together. Can draw similarities and make comparisons between own and others' families. Can talk about how their family celebrates special times together. What have they don't in the past? Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter (freezing, melting, floating/sinking). Important jobs in our community – firefighter visit linking with fire safety and Bonfire Night. Find out about the history of it and why it is celebrated. Local walk linked to the Jolly Postman and posting letters to Santa, discussing our journey, how we will get there and how maps are important to postal workers. Think about their homes – where are they? What do they look like? 	<ul style="list-style-type: none"> Listening to stories and place events in chronological order. Share different culture's versions of famous fairy tales. Explore materials and their properties – linked with the story of 3 Little Pigs. Test different structures with the use of a fan. Experiment with building their own models of homes, castles, bridges etc. What would be strongest/waterproof etc What are the features of a castle? Why were they helpful in the past? Look at photos of different types of buildings and structures. Encourage the children to make comparisons between them. Make own maps to help traditional tales characters to stay safe in their environments. Nature Explorers – make observations of the seasonal changes. 	<ul style="list-style-type: none"> Change in living things – changes in plants, leaves, weather, seasons 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. Learning about life cycles of butterflies, frogs and chickens with first-hand experiences. Planting seeds, fruits and vegetables, caring for them and noticing the changes in them over time. Baking bread – Little Red Hen Go on bug hunts and explore the similarities and differences between them and their habitats. Stranger Danger – link with Jigsaw and Jack and the Beanstalk. Visit from the police. Talk about occupations and how we can identify safe strangers that can help when we need them. Reading the Easter story and exploring how it is celebrated. 	<ul style="list-style-type: none"> Identify and name animals in different habitats – polar, ocean, savannah, rainforest. Why are their homes suited to the animals that live there? Make comparisons between animals from different habitats. Use photos, video clips and other resources to bring the wider world into the classroom. Listen to what the children say about what they see. Visit a zoo/wildlife park to give children first-hand experiences of the animals. After close observation, accurately draw/paint /make pictures and models of animals. What can we do here to take care of the animals that live in the rainforest/ ocean/ polar regions? Create opportunities to discuss how we care for the natural world. Continuing to discuss and learn about growing and plant life cycles. Continue to look for seasonal changes – also link to sun safety. 	<ul style="list-style-type: none"> Explore maps of the world and the UK and identify all of the places that are significant to us – where do we live? Where are you/your family from? Where have you visited? Where would you like to go? Use Google Earth to help to make comparisons between different places. Use bee-bots on simple maps. Encourage the children to use navigational language. Invite parents in and encourage children and families to share their cultures, food, music, traditional clothing, knowledge of places around the world. Look at different transport, past and present, and make comparisons between them. What transport would be best for getting to different places? Why? Use photos, video clips and other resources to bring the wider world into the classroom. Listen to what the children say about what they see.
	<p>Special Celebrations Harvest Festival</p>	<p>Special Celebrations Bonfire Night Remembrance Day Diwali Hannukah Christmas</p>	<p>Special Celebrations Chinese New Year Shrove Tuesday</p>	<p>Special Celebrations Holi Mother's Day Easter Vaisakhi Start of Ramadan</p>	<p>Special Celebrations Eid</p>	<p>Special Celebrations Father's Day Summer Solstice Eid</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
CURRICULUM PATHWAYS	MARVELLOUS ME	ME AND MY FAMILY	ONCE UPON A TIME	GO OUTDOORS	AMAZING ANIMALS	OH, THE PLACES YOU'LL GO	
EXPRESSIVE ARTS AND DESIGN	<p>Join in with familiar songs.</p> <p>Beginning to experiment with colour mixing and describing what is happening.</p> <p>Joins in with role play games and uses resources available for props.</p> <p>Builds models using construction equipment.</p> <p>Sings call and response songs, echoing phrases adults sing.</p> <p>Self portraits using paint and pencil, junk modelling, take photos of the children's creations and record them explaining what they did.</p> <p>Printing with hands, fingers and simple tools.</p> <p>Using Autumn objects to create natural collages.</p> <p>Learning to use the different crafting and writing tools.</p> <p>Exploring sounds (body percussion and instruments) 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>Salt dough moulding to create Diva Lamps and Christmas decorations.</p> <p>Splatter painting effect (fireworks and sparklers)</p> <p>Using a range of collage materials including tissue paper, cellophane, sticks to create a bonfire</p> <p>Listen to music and make their own dances in response to it.</p> <p>Nativity – learn the songs and act out the story ready for the performance.</p> <p>Independent singing, playing instruments and role playing the Nativity story during CP.</p> <p>Christmas cards and decorations.</p> <p>The use of story maps, probs, puppets, small world resources & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role play parties and celebrations.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials they are using.</p> <p>Junk modelling to create a home for one of the characters from a traditional tale. What materials would be best to use? What features does it need and how will you join them together?</p> <p>Chinese New Year – making paper lanterns, Chinese writing, puppet making, Chinese music and dancing</p> <p>Teach different techniques for joining materials, such as how to use tape, treasury tags, paper clips and different types of glue.</p> <p>Children independently mix their own colours and shades to use in their own artwork.</p> <p>Creating own puppets to use to retell familiar stories.</p> <p>Role play traditional tales, taking on different characters from the stories.</p>	<p>Children to use their own choice of materials and techniques to create pictures and models inspired by the natural world – flowers, minibeast, fruit and veg, plants, pondlife etc.</p> <p>Find out about the Artist Monet and his painting The Water Lily Pond. Work together to create our own class interpretation of the painting using a mixture of paint and collage materials for display in the classroom.</p> <p>Provide a wide range of props for play which encourage imagination, dressing up, instruments, puppets etc.</p>	<p>Observational paintings of the chicks taking care to look closely at the colours to use for each of their features.</p> <p>Make different textures, make patterns using different colours.</p> <p>Observational paintings of daffodils and tulips using watercolour paints.</p> <p>Transient art using mirrors and small objects, exploring symmetry to create butterflies.</p> <p>Children to use their own choice of materials and techniques to create pictures and models inspired by the natural world – flowers, minibeast, fruit and veg, plants, pondlife etc.</p> <p>Find out about the Artist Monet and his painting The Water Lily Pond. Work together to create our own class interpretation of the painting using a mixture of paint and collage materials for display in the classroom.</p> <p>Provide a wide range of props for play which encourage imagination, dressing up, instruments, puppets etc.</p>	<p>Colour mixing and wax resist painting to create the effects of different animal prints.</p> <p>Observational paintings of the children's own chosen animals from the wild, inspired by our learning and visit to the zoo.</p> <p>Singing and songs linked to animals.</p> <p>Encourage the children to create their own music on their own and with friends. Play instruments to accompany their singing.</p> <p>Small world resources to develop different habitats for animals around the world. Develop stories using these and retell familiar scenarios.</p> <p>Junk modelling resources enhanced to include spilt pins and treasury tags to promote new joining techniques. Encourage discussion about the processes that have led to their creations and how they could be developed even further.</p>	<p>Exploration of music from around the world, developing own forms of expression in response to it and learning traditional dances too.</p> <p>Listen to a variety of music. Encourage the children to express their preferences for different music and talk about why they like some more than others and what they like and dislike.</p> <p>Create own versions of artwork inspired by places around the world using a variety of media; paint, pencils, clay, pastels, printing etc.</p> <p>Role play journeys to other places – travelling on a train, plane, boat, bus, rocket.</p> <p>Use a range of junk modelling materials to build own transport models for air, land and sea. Think about the best materials to use. How will it move? Does it need to be waterproof? Encourage discussion about the processes that have led to their creations and how they could be developed even further. Record the children talking about these.</p>

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EARLY LEARNING GOALS

End of Year Expectations – Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</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 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 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 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 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 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 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, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</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 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 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 Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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 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 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 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 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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>