

Reception Long Term Plan

2023-2024

Firs Primary School Vision.

At Firs we value and appreciate our very diverse community and believe that every child has the potential to achieve academic success. Through our curriculum and school ethos we support each child to feel secure, supported and loved enabling them to achieve social and emotional wellbeing.

We are proud of all our children and endeavour to make them feel proud of themselves, their school and their cultural heritage, recognising their individuality, personal strengths and creativity.

As part of our Firsy Family we encourage positive attitudes, independence and high aspiration, ensuring every member of our family knows the value they can add to society.

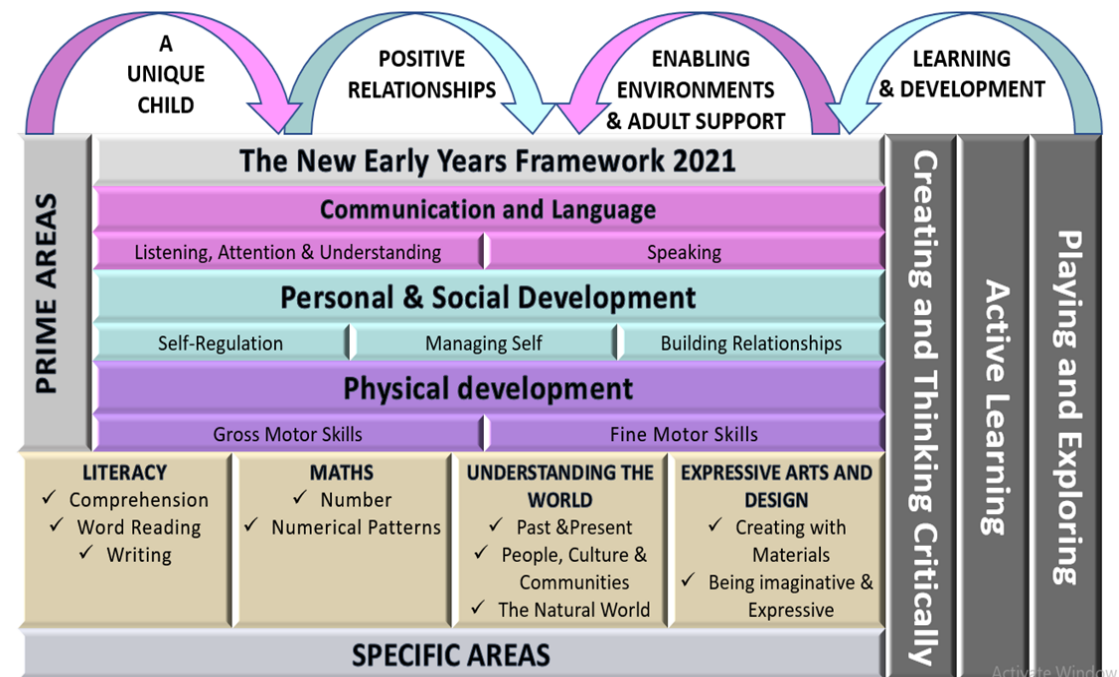
Curriculum intent

In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.



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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|--|---|--|--|---|
| <p>LINES OF ENQUIRY</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> | <p>I WONDER HOW THE STORY WILL END?</p> <p>Starting school / getting to know my new class Fairytale stories Goodies and baddies Homes and castles Magic and fantasy Orally retelling stories</p> | | <p>I WONDER HOW WE'LL GET THERE?</p> <p>Transport old and new How things move Holiday destinations Fast and slow Keeping safe on the roads Imaginary and real journeys.</p> | <p>I WONDER WHY IT LOOKS LIKE THAT?</p> <p>Wild animals that live in Africa African habitats Camouflage African culture</p> | <p>I WONDER WHERE IT COMES FROM?</p> <p>Healthy eating Food groups Benefits of exercise Origins of food Recipes and cooking Superheroes.</p> | <p>I WONDER WHAT A REFLECTION IS?</p> <p>Reflections Mirrors Photography Symmetry Self portraits Reflecting on our year— Transition.</p> |
| <p>POSSIBLE TEXTS AND STORIES FROM PIE CORBETT'S READING SPINE</p> | <p>Goldilocks and the 3 Bears The 3 Little Pigs The Gingerbread Man We're going on a bear hunt The Gruffalo Badness for beginners Who's been eating my porridge Help! The wolf is coming. Big bad pig. The mixed up fairytales Farmer Duck</p> | | <p>Mr Gumpy's outing Mrs Armitage on Wheels The Naughty Bus The hundred double decker bus We all go travelling by Wings, Wheels and other things Mr Gumpy's motor car All kinds of transport Journey.</p> | <p>Dear Zoo Giraffe's can't dance The bear and the piano The Tiger who comes to tea Mama Panya's Pancakes The Lion who wanted to love Handa's surprise Handa's hen</p> | <p>Supertato Oliver's vegetables Oliver's fruit salad Rosie's walk The Very Hungry Caterpillar Six Dinner Sid</p> | <p>Through the magic mirror Sharing a shell How to catch a star Owl babies On the way home</p> |
| <p>ENRICHMENT OPPORTUNITIES / KEY EVENTS</p> | <p>European Day of Languages Remembrance Day Harvest Time Halloween</p> | <p>Guy Fawkes / Bonfire Night Christmas Diwali Hannukah Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week Nursery rhyme week</p> | <p>Chinese New Year Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Visit to the museum</p> | <p>Pancake Day Easter time Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Possible school trip to the zoo.</p> | <p>Start of Ramadan Eid</p> | <p>Father's Day Heathy Eating Week World Environment Day</p> |

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| CHARACTERISTICS OF EFFECTIVE LEARNING | <p>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</p> <p>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.</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> | | | | | |
| OVERARCHING 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 & 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 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Firs 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. 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.</p> | | | | | |

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| OUR BRITISH VALUES ASSEMBLIES PSHE CIRCLE TIMES PICTURE NEWS We will 'dip in and out of each area' each term as and when we need to. | <p>Mutual respect</p> <p>We are all unique.</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p> | <p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p> | <p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe. We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p> | <p>Individual liberty</p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p> | <p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> | <p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |
| SUMMATIVE ASSESSMENT OPPORTUNITIES | <p>In-house - Baseline data on entry and analysis</p> <p>National Baseline data by end of term</p> <p>RWInc assessments</p> <p>Purple book baseline assessment</p> <p>Will you tell me a story baseline</p> | <p>End of term data and analysis</p> <p>DD meetings</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Will you tell me a story Autumn 2</p> <p>Purple book baseline assessment</p> | <p>GLD Projections for EOY</p> <p>DDAT moderation</p> <p>EYFS team meetings</p> <p>Phase meeting and internal moderations</p> | <p>End of term data and analysis</p> <p>DD meetings</p> <p>EYFS team meetings</p> <p>Will you tell me a story Spring 2</p> <p>Purple book baseline assessment</p> | <p>DDAT moderation</p> <p>EYFS team meetings</p> | <p>End of year data and analysis</p> <p>DD meetings</p> <p>EYFS team meetings</p> <p>EOY data</p> <p>Will you tell me a story Summer 2</p> <p>Purple book baseline assessment</p> |
| PARENTAL INVOLVEMENT | <p>Parental engagement afternoon</p> <p>RWInc videos</p> <p>Class Dojo story updates</p> | <p>Parental engagement afternoon</p> <p>Parents Evening</p> <p>Class Dojo story updates</p> | <p>Parental engagement afternoon</p> <p>Class Dojo story updates</p> | <p>Parental engagement afternoon</p> <p>Parents Evening</p> <p>Class Dojo story updates</p> | <p>Parental engagement afternoon</p> <p>Class Dojo story updates</p> | <p>Parental engagement afternoon</p> <p>Class Dojo story updates</p> <p>Summer report</p> |

We recognise that all children are unique and special

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| 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> | | | | | |
| DAILY STORY TIME | Settling in activities Making friends Talking about experiences that are familiar to them Rhyming and alliterating Sharing stories Talking about routines through the day. Following instructions | Developing vocabulary Using story language Listening and responding to stories Taking part in discussions Understanding how to listen carefully and why listening is important – introducing talking partners. Using new vocabulary through the day. | Using language well. Answering and asking questions Retelling a story with story language. Describing events Listening to and talking about stories to build familiarity and understanding. Learning the features of non-fiction books. | Using time connectives Listening carefully and asking good questions during story time. Sustaining focus when listening to a story | Re-reading some favourite stories to revisit and consolidate vocabulary and events. | Reading books to extend their knowledge of the world and illustrate a current topic. Selecting books containing photographs and pictures to support their learning. |
| TALK FOR WRITING | <p>As part of Talk for Writing children are introduced to a 5 part story telling when reading and retelling stories. This will be used during our group sessions, independent learning and story sessions. 5-part story: Once upon a time, First/then/next, But/unfortunately, So/luckily, Finally,....happily ever after</p> | | | | | |

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interactions with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | | | | | |
| PSHE SCARF SCHEME | <p><u>SCARF- Me and my relationships</u></p> <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) | <p><u>SCARF- Valuing differences</u></p> <ul style="list-style-type: none"> I'm special, you're special Same and different Same and different families Same and different homes I am caring (formerly Kind and caring -1) Kind and caring (2) | <p><u>SCARF- Keeping myself safe</u></p> <ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe | <p><u>SCARF- Rights and responsibilities</u></p> <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe | <p><u>SCARF- Being my best</u></p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep | <p><u>SCARF- Growing and changing</u></p> <ul style="list-style-type: none"> Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys |
| SELF - REGULATION | <p>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> <ul style="list-style-type: none"> -Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours <ul style="list-style-type: none"> -Being able to concentrate on a task -Being able to ignore distractions -Behaving in ways that are pro-social <ul style="list-style-type: none"> -Planning -Thinking before acting -Delaying gratification -Persisting in the face of difficulty. | | | <p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> | | |

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| PHYSICAL DEVELOPMENT | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence . | | | | | |
| FINE MOTOR | <p>Threading, cutting, weaving, playdough, fine motor activities.</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Manipulate objects with good fine motor skills.</p> <p>Pre writing shapes.</p> <p>Teach and model correct letter formation.</p> | <p>Develop muscle tone through different activities</p> <p>Use tools to effect changes to materials.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p> | <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Start to draw pictures that are recognisable.</p> | <p>Handle tools safely</p> <p>Hold pencil effectively with comfortable grip.</p> <p>Forms recognisable letters most correctly formed.</p> | <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> | <p>Form letters correctly</p> <p>Start to colour inside the lines of a picture.</p> <p>Create pictures with more detail</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p> |
| GROSS MOTOR | <p>Cooperation games including parachute games.</p> <p>Acknowledge and praise their efforts.</p> <p>Physical literacy skills</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> | <p>Crate play- balancing and climbing.</p> <p>Climbing using the outdoor equipment</p> <p>Balance- children moving with confidence</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> | <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> | <p>Dance related activities in the stage area.</p> <p>Dance / moving to music</p> <p>Dancing with a partner</p> <p>Creating movement</p> <p>Dance related activities</p> | <p>Ball skills -</p> <p>Aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> | <p>Races / team games involving gross motor movements</p> <p>Working together with others</p> <p>Sharing and listening to others</p> |
| PE | Physical literacy - social cog | Real Gym - Unit 1 - personal cog | Real Gym - Unit 2 - cognitive cog | Real Dance - Unit 1 - creative cog | Real PE - Unit 5 - physical cog | Real PE - Unit 6 - health and fitness cog |

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

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| LITERACY | It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| COMPREHENSION | <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>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</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Engage in conversations about stories, learning new vocabulary.</p> | <p>Retell stories related to events through acting/role play.</p> <p>Respond to questions linked to text and illustrations</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Enjoys an increasing range of books.</p> | <p>Making up stories with themselves as the main character.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p>Predict and anticipate key events based on illustrations, story content and title</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Encourage children to record stories through picture drawing/mark making</p> | <p>Retell a story with actions and / or picture prompts as part of a group</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> | <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustration.</p> <p>Talk about themes of simple texts e.g. perseverance, good vs evil.</p> | <p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, respond to what they hear with relevant comments, questions and reactions.</p> <p>Independently access the features of a non-fiction book.</p> <p>Sort books into categories.</p> <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> |
| WORD READING | <p>Read Write Inc: Group A Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Reading: Hear general sound discrimination and be able to orally blend and segment.</p> | <p>Read Write Inc: Group B Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling</p> <p>Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> | <p>Read Write Inc: Group C Consolidate skills as in Autumn 2. Recognise digraphs -sh, ch, th, qu, ng, nk consonant endings – ck, ll, ff etc Blend and segment known sounds for reading and spelling VC, CVC. Challenge CVCC</p> <p>Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> | <p>Read Write Inc: Ditty Consolidate Set 1 sounds Read Red Words (the, to, no, go, I). Write graphemes and digraphs when they hear them, using support if needed</p> <p>Reading: Read some special friends Read simple phrases and sentences made up of words with known letter –sound correspondences. Read a few Red words matched to the school's phonic programme.</p> | <p>Read Write Inc: Red Ditty Consolidate set 1 sounds. Consolidate previous words and begin to read Red words he, she, we, me, be, said, of, was, my, by. Continue to apply knowledge of blending and segmenting to read and spell simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Reading: Read some special friends Read simple phrases and sentences made up of words with known letter –sound correspondences. Read a few Red words matched to the school's phonic programme.</p> | <p>Read Write Inc: Green Ditty Begin to learn set 2 sounds Read CVCC words Know adjacent consonants – st, sp etc Read Red words you, your and all. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling Write longer sentences using phonic knowledge, write digraphs and trigraph</p> <p>Reading: Consolidation from previous half term Re-read what they have written to check that it makes sense.</p> |

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

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| WRITING | <p>Texts as a Stimulus: Goldilocks and the three bears (Finding tale) - Changing the characters</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters/images.</p> <p>Names Labels. Captions, Lists, Diagrams</p> <p>Messages – Create a Message centre!</p> | <p>Texts as a Stimulus: The three little pigs (Warning story) Sequence the story labelling The Gingerbread man (Non-Fiction) Instructions</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Retelling stories in writing area.</p> <p>Instructions for making gingerbread men.</p> <p>Creating own story maps.</p> <p>Sequencing stories.</p> | <p>Texts as a Stimulus: Mr Gumpy's outing (Journey story) - Changing the problem.</p> <p>Creating own story maps.</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>Texts as a Stimulus: Dear Zoo (wishing tale) - adjectives to describe characters</p> <p>Creating own story maps,</p> <p>Writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions</p> <p>Character descriptions.</p> <p>Write 2 sentences</p> | <p>Texts as a Stimulus: Supertato (Defeating the baddie) - Changing the baddie and the problem</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.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> | <p>Texts as a Stimulus: Through the Magic Mirror (Journey tale) - Changing the setting</p> <p>Story writing, writing sentences using a range of Red words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Write three sentences – B, M & E.</p> |
| <p>TFW USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> | | | | | | |

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

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| GENERAL THEMES | I WONDER HOW THE STORY WILL END? | | I WONDER HOW WE'LL GET THERE? | I WONDER WHY IT LOOKS LIKE THAT? | I WONDER WHERE IT COMES FROM? | I WONDER WHAT A REFLECTION IS? |
| MATHEMATICS | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | | | | | |
| <p>White Rose maths scheme</p> <p><i>Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> | <p>Getting to know you</p> <ul style="list-style-type: none"> • Opportunities for settling in • Introducing the areas of provision • Getting to know the children • Key times of the day and class routines. • Exploring continuous provision inside and out. Where do things belong, positional language. <p>Phase 1 — Just like me</p> <ul style="list-style-type: none"> • Matching and Sorting • Comparing size, mass, amounts, capacity • Exploring patterns | <p>Phase 2 — It's me 1,2,3</p> <ul style="list-style-type: none"> • Representing 1,2,3 • Composition of 1,2,3 • Comparing 1,2,3 • Circles and triangles • Positional Language <p>Phase 3 — Light and Dark</p> <ul style="list-style-type: none"> • Representing numbers to 5 • Composition of 4,5 • Shapes with 4 sides/ Time | <p>Phase 4 — Alive in 5</p> <ul style="list-style-type: none"> • Introducing 0 • Comparison to 5 • Comparison to 5 • Composition to 5 • Comparing mass (2) • Compare capacity <p>Phase 5 — Growing 6,7,8</p> <ul style="list-style-type: none"> • 6,7,8 • Making pairs • Combining two groups • Length and height • Time | <p>Phase 6 — Building 9 + 10</p> <ul style="list-style-type: none"> • 9 + 10 • Comparing numbers to 10 • Number bonds to 10 • 3d shapes • Pattern <p>Spring consolidation</p> | <p>Phase 7 — To 20 and beyond</p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning <p>Phase 8 — First, Then, Now</p> <ul style="list-style-type: none"> • Adding more • Taking away • Spatial reasoning | <p>Phase 9 — Finding my pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing and grouping • Even and odd • Spatial reasoning <p>Phase 10 — On the move</p> <ul style="list-style-type: none"> • Deepening understanding problem solving • Patterns and relationships • Spatial reasoning |

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| 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. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| Science History Geography D+T | <ul style="list-style-type: none"> • Making porridge • European day of languages—exploring where we are from and maps • Children talking about events in their own life –things that have happened and things that will happen in the future • Looking at seasons—Autumn | <ul style="list-style-type: none"> • Looking at types of houses—link to 3 pigs • Making Gingerbread men • Remembrance day • Seasons—Winter • Melting and freezing | <ul style="list-style-type: none"> • Seasons—Spring • Transport in the past • Holidays • Holocaust memorial • Pancake day • Floating and sinking | <ul style="list-style-type: none"> • Life in this country vs other countries • Goggle Earth and world maps • Habitats and camouflage | <ul style="list-style-type: none"> • Food groups • St Georges Day • VE day • Queen's Jubilee • Planting and growing • Seasons—Summer | <ul style="list-style-type: none"> • GRT History month • Reflections • Life cycles • Rainbows/refractions • Types of water sources |
| Derbyshire and Derby city agreed syllabus for Religious Education 2020-2025 scheme. | <p>As well as the planned learning above there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.</p> | | | | | |
| | <p>Where do we belong?</p> <p>Special celebrations Harvest festival</p> | <p>What times are special and why?</p> <p>Special celebrations Diwali Hannukah Christmas</p> | <p>What is special about the world?</p> <p>Special celebrations Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day</p> | <p>Which people are special and why?</p> <p>Special celebrations Holi Palm Sunday Easter Vaisakhi Start of Ramadan</p> | <p>Which places are special and why?</p> <p>Special celebrations Eid</p> | <p>What stories are special and why?</p> <p>Special celebrations Summer Solstice Eid</p> |

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| EXPRESSIVE ARTS AND DESIGN | <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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> | | | | | |
| Charanga music scheme | <p>Me</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <p>My stories</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <p>Everyone</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <p>Our World</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <p>Big Bear Funk</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place | <p>• Reflect, Rewind, replay.</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Revisit Nursery and action rhymes previously learned • Riff-based composition • Share and perform the learning that has taken place |

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| EXPRESSIVE ARTS AND DESIGN | <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | |
| <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects—Learning how to mix powder paint.</p> <p>Children begin to explore textures and how these can be changed.—Independent play dough station.</p> <p>Children explore emergent joining skills using glue sticks to combine materials.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Develop simple patterns by using objects.</p> | <p>Continue to develop and explore all previously taught skills.</p> <p>Continue to explore colour and how colours can be changed.</p> <p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</p> <p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.—Firework pictures</p> <p>Creates patterns and meaningful pictures when printing.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.—3 pigs houses</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Handles and manipulates materials such as threads, cottons, wool, raffia, grass—Christmas stockings</p> | <p>Children continue to develop previously taught skills.</p> <p>Children explore mid level joining skills by taping and using pegs</p> <p>Children develop understanding of brackets and hinges.—Junk modelling transport.</p> <p>Children create and recreates patterns.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials—</p> <p>Deconstructive role-play joining wth pegs and material.</p> <p>Deconstructive role-play making materials to support role-play.</p> | <p>Children continue to develop previously taught skills during independent play.</p> <p>Children explore higher level joining skills by hole punching, using split pins and treasury tags</p> <p>Exploring textures and pattern on animal skin.</p> <p>Show increasing knowledge of uses of tools, materials and techniques.</p> <p>Sorts, collects, discusses and pulls apart cloths and threads—African material</p> <p>Look and talk about what they have produced, describing simple techniques and media used—African artwork</p> <p>Creates collaboratively sharing resources ideas or skills.—African artwork.</p> <p>Children create with intention and share their processes—Mother's day art work.</p> | <p>Children continue to develop previously taught skills during independent play.</p> <p>Children select additional tools or materials to improve or change their work.</p> <p>Children join materials in a variety of ways—Creating a Super vegetable.</p> <p>Children use props to support role play.</p> <p>Children create with intention and share their processes—soups, smoothies</p> | <p>Creating with materials- Safely use and explore a variety of materials, tools and techniques.</p> <p>Experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Children create with intention and share their processes—Father's day art work</p> | |

EARLY LEARNING GOALS

End of Year Expectations - Holistic / Best Fit Judgement

| COMMUNICATION AND LANGUAGE | PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | PHYSICAL DEVELOPMENT | LITERACY | MATHS | UNDERSTANDING THE WORLD | EXPRESSIVE ART AND DESIGN |
|---|---|--|--|--|---|---|
| <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |