

# Reception Long Term Plan 2022 - 2023

## 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.

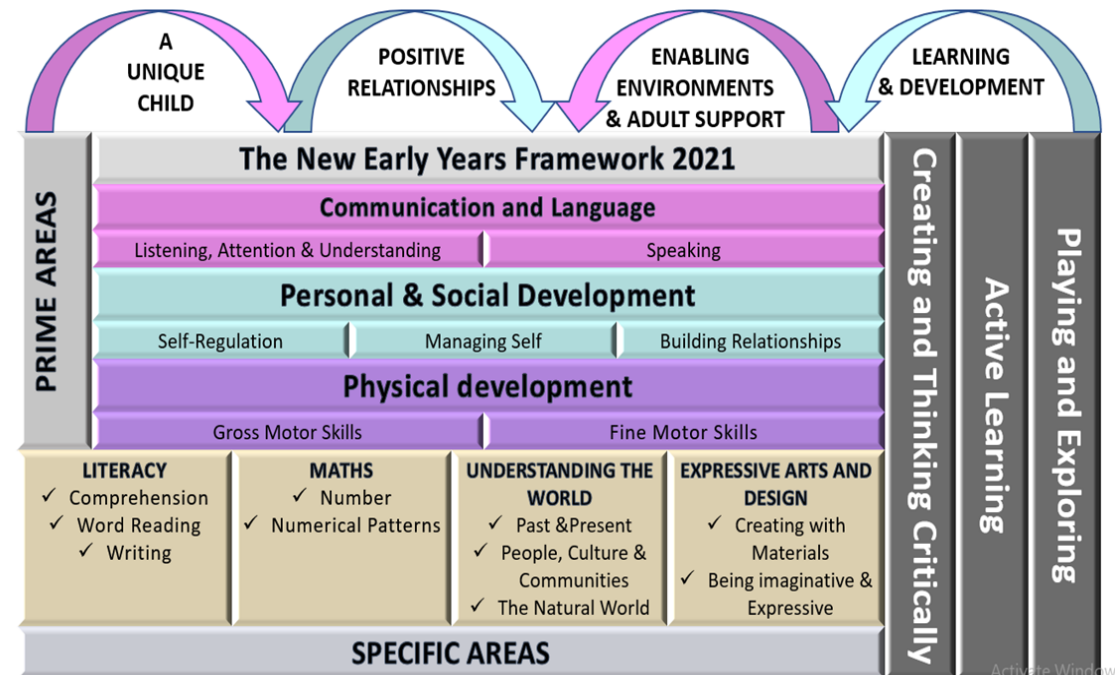
## Curriculum intent

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><b>LINES OF ENQUIRY</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> | <p><b>I WONDER HOW THE STORY WILL END?</b></p> <p>Starting school / getting to know my new class<br/>           Fairytale stories<br/>           Goodies and baddies<br/>           Orally retelling stories<br/>           Rhyme<br/>           Past and present<br/>           Similarities and differences</p>  | <p><b>I WONDER WHAT HAPPENS WHEN I FALL ASLEEP?</b></p> <p>Night and day<br/>           Sleep<br/>           Nocturnal animals<br/>           Habitats<br/>           Jobs<br/>           Space</p>  | <p><b>I WONDER WHAT HAPPENS ON A FARM?</b></p> <p>Farm animals<br/>           Crops<br/>           Jobs on a farm<br/>           Shops and supermarkets</p>   | <p><b>I WONDER WHAT A MINIBEAST IS?</b></p> <p>Minibeasts<br/>           The natural world<br/>           Animals<br/>           Plants<br/>           Habitats</p>  | <p><b>I WONDER WHAT A ROCK POOL IS?</b></p> <p>Rockpools<br/>           Beaches<br/>           Sun protection<br/>           The natural world<br/>           Postcards</p>   |   |
| <p><b>POSSIBLE TEXTS AND STORIES FROM PIE CORBETT'S READING SPINE</b></p>   | <p>Traditional fairytales to include;<br/>           The Enormous Turnip, Three Billy Goats Gruff<br/>           Triangle (MacBarnett)<br/>           Not Now Bernard (David McKee)<br/>           I'm Coming to Get you (Tony Ross)<br/>           The Elephant and the Bad Baby (Elfrida Vipont)<br/>           Each, Peach, Pear Plum (Allan Ahlberg and Janet Ahlberg)<br/>           I Want my Hat Back (Jon Klassen)</p> |  | <p>How to Catch a Star (Oliver Jeffers)<br/>           The Baby Who Wouldn't Go to Bed (Helen Cooper)<br/>           A Dark, Dark Tale (Ruth Brown)<br/>           Peace at Last (Jill Murphy)<br/>           Goodnight Moon<br/>           Whatever Next (Jill Murphy)</p> | <p>What the Ladybird Heard (Julia Donaldson)<br/>           Little Green Donkey (Anuska Allepuz)<br/>           The Pig in the Pond (Martin Waddell)<br/>           Oh Where, Oh Where is Rosie's Chick? (Pat Hutchins)</p>                      | <p>I love Bugs (Emma Dodd)<br/>           The Bad Tempered Ladybird (Eric Carle)<br/>           Tad (Benji Davies)<br/>           The Very Hungry Caterpillar (Eric Carle)<br/>           Grumpy Frog (Ed vere)</p> | <p>Billy's bucket (Kes Gray)<br/>           Where's the Starfish? (Barroux)<br/>           Lucy and Tom at the Seaside (Shirley Hughes)<br/>           The Storm Whale (Benji Davies)</p> |
| <p><b>ENRICHMENT OPPORTUNITIES / KEY EVENTS</b></p>   | <p>European Day of Languages<br/>           Remembrance Day<br/>           Harvest Time<br/>           Halloween</p>   | <p>Guy Fawkes / Bonfire Night<br/>           Christmas<br/>           Diwali<br/>           Hannukah<br/>           Black History Month<br/>           Remembrance day<br/>           Road Safety<br/>           Children in Need<br/>           Anti- Bullying Week<br/>           Nursery rhyme week</p> | <p>Chinese New Year<br/>           Lent<br/>           Story Telling Week<br/>           Random Acts of Kindness Week<br/>           Valentine's Day<br/>           Internet Safety Day<br/>           Visit to the museum</p>  | <p>Pancake Day<br/>           Easter time<br/>           Nature Scavenger Hunt<br/>           Mother's Day<br/>           Queen's Birthday<br/>           Science Week<br/>           Easter<br/>           Possible school trip to the zoo.</p> | <p>Start of Ramadan<br/>           Eid</p>  | <p>Father's Day<br/>           Heathy Eating Week<br/>           World Environment Day</p>  |

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|--|--|----------|----------|----------|----------|----------|
| <b>CHARACTERISTICS OF EFFECTIVE LEARNING</b> | <p><b>Playing and exploring:</b><br/>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><b>Active learning:</b><br/>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><b>Creating and thinking critically:</b><br/>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>   |          |          |          |          |          |
| <b>OVERARCHING PRINCIPLES</b>                | <p><b>Unique Child</b><br/>Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships</b><br/>Children flourish with warm, strong &amp; 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><b>Enabling environments</b><br/>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><b>Learning and Development:</b> 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><b>PLAY</b><br/>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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|---|---|---|---|---|---|---|
| GENERAL THEMES  | <b>I WONDER HOW THE STORY WILL END?</b>   |   | <b>I WONDER WHAT HAPPENS WHEN I FALL ASLEEP?</b>  | <b>I WONDER WHAT HAPPENS ON A FARM?</b>   | <b>I WONDER WHAT A MINIBEAST IS?</b>  | <b>I WONDER WHAT A ROCK POOL IS?</b>  |
| OUR BRITISH VALUES<br><br>ASSEMBLIES<br>PSHE<br>CIRCLE TIMES<br>PICTURE NEWS<br><br>We will 'dip in and out of each area' each term as and when we need to. | <p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow.<br/>We know who to talk to if we do not feel safe.<br/>We know right from wrong.<br/>We recognise that we are accountable for our actions.<br/>We must work together as a team when it is necessary.</p> | <p><b>Mutual respect</b></p> <p>We are all unique.<br/>We respect differences between different people and their beliefs in our community, in this country and all around the world.<br/>All cultures are learned, respected, and celebrated.</p> | <p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.<br/>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> | <p><b>Individual liberty</b></p> <p>We all have the right to have our own views.<br/>We are all respected as individuals.<br/>We feel safe to have a go at new activities.<br/>We understand and celebrate the fact that everyone is different.</p> | <p><b>Democracy</b></p> <p>We all have the right to be listened to.<br/>We respect everyone and we value their different ideas and opinions.<br/>We have the opportunity to play with who we want to play with.<br/>We listen with intrigue and value and respect the opinions of others.</p> | <p><b>Recap all British Values</b></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.<br/>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |
| SUMMATIVE ASSESSMENT OPPORTUNITIES  | <p>Analyse Nursery Data In-house - Baseline data on entry<br/>National Baseline data by end of term<br/>Baseline analysis<br/>RWInc assessments<br/>Purple book baseline assessment<br/>Will you tell me a story baseline</p>   | <p>End of term data and analysis<br/>DD meetings<br/>EYFS team meetings<br/>In house moderation<br/>DDAT moderation<br/>Will you tell me a story Autumn 2</p>   | <p>GLD Projections for EOY<br/>EYFS team meetings<br/>Phase meeting and internal moderations</p>  | <p>End of term data and analysis<br/>DD meetings<br/>EYFS team meetings<br/>Will you tell me a story Spring 2</p>   | <p>DDAT moderation<br/>EYFS team meetings</p>   | <p>End of year data and analysis<br/>DD meetings<br/>EYFS team meetings<br/>EOY data<br/>Will you tell me a story Summer 2</p>  |
| PARENTAL INVOLVEMENT  | <p>Connect parents on Class Dojo<br/>Wow moments<br/>RWInc videos<br/>Class Dojo story updates</p>  | <p>Wow moments<br/>RWInc parents workshop<br/>Parents Evening<br/>Class Dojo story updates</p>  | <p>Wow moments<br/>Talk for Writing workshop<br/>Class Dojo story updates</p>   | <p>Wow moments<br/>Parents Evening<br/>Mother's day activities</p>  | <p>Wow moments<br/>Class Dojo story updates<br/>Parent's UTW workshop</p>   | <p>Wow moments<br/>Father's day activities<br/>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 <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p> |   |  |   |  |   |
| DAILY STORY TIME           | <p>Settling in activities<br/>Making friends<br/>Children talking about experiences that are familiar to them<br/>Rhyming and alliteration<br/>Shared stories<br/>Tell me a story - retelling stories<br/>Story language<br/>Helicopter stories<br/>Listening and responding to stories<br/>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”<br/>Word aware<br/>Speakwell toolkit<br/>Literacy Launchpad</p>  | <p>Develop vocabulary<br/>Tell me a story - retelling stories<br/>Story language<br/>Helicopter stories<br/>Listening and responding to stories<br/>Following instructions<br/>Takes part in discussion<br/>Understands how to listen carefully and why listening is important – introducing talking partners.<br/>Use new vocabulary through the day.<br/>Carefully chosen stories to develop the children’s vocabulary.<br/>Word aware<br/>Speakwell toolkit<br/>Literacy Launchpad</p> | <p>Using language well.<br/>Encourage and model the use of how and why questions during carpet discussions<br/>Retelling a story with story language – provide puppets and props in CP.<br/>Helicopter stories<br/>Encourage and model describing events<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.<br/>Word aware<br/>Speakwell toolkit<br/>Literacy Launchpad</p> | <p>Encourage and model the use of time connectives when children are retelling stories.<br/>Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during story time.<br/>Sustained focus when listening to a story<br/>Helicopter stories<br/>Word aware<br/>Speakwell toolkit<br/>Literacy Launchpad</p> | <p>Re-read some favourite stories/stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky!<br/>Helicopter stories<br/>Word aware<br/>Speakwell toolkit<br/>Literacy Launchpad</p> | <p>Show and tell<br/>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.<br/>Helicopter stories<br/>Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations.<br/>Model using the features of non-fiction books.<br/>Word aware<br/>Speakwell toolkit<br/>Literacy Launchpad</p> |
| 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 Literacy sessions, independent learning and Helicopter 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 | <p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p> |   |  |   |  |  |  |  |  |
| MANAGING SELF                              | <p><u>SCARF- Me and my relationships</u></p> <ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings</li> <li>My feelings (2)</li> </ul>  | <p><u>SCARF- Valuing differences</u></p> <ul style="list-style-type: none"> <li>I'm special, you're special</li> <li>Same and different</li> <li>Same and different families</li> <li>Same and different homes</li> <li>I am caring (formerly Kind and caring -1)</li> <li>Kind and caring (2)</li> </ul> | <p><u>SCARF- Keeping myself safe</u></p> <ul style="list-style-type: none"> <li>What's safe to go onto my body</li> <li>Keeping Myself Safe - What's safe to go into my body (including medicines)</li> <li>Safe indoors and outdoors</li> <li>Listening to my feelings</li> <li>Keeping safe online</li> <li>People who help to keep me safe</li> </ul> | <p><u>SCARF- Rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>Looking after my special people</li> <li>Looking after my friends</li> <li>Being helpful at home and caring for our classroom</li> <li>Caring for our world</li> <li>Looking after money (1): recognising, spending, using</li> <li>Looking after money (2): saving money and keeping it safe</li> </ul>  | <p><u>SCARF- Being my best</u></p> <ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating (1)</li> <li>Healthy eating (2)</li> <li>Move your body</li> <li>A good night's sleep</li> </ul> | <p><u>SCARF- Growing and changing</u></p> <ul style="list-style-type: none"> <li>Life stages - plants, animals, humans</li> <li>Life Stages: Human life stage - who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body - girls and boys</li> </ul> |  |  |  |
| PSHE SCARF SCHEME                          |   |   |  |   |  |  |  |  |  |
| SELF - REGULATION                          | <p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>-Controlling own feelings and behaviours</li> <li>-Applying personalised strategies to return to a state of calm</li> <li>-Being able to curb impulsive behaviours</li> <li>-Being able to concentrate on a task</li> <li>-Being able to ignore distractions</li> <li>-Behaving in ways that are pro-social</li> <li>-Planning</li> <li>-Thinking before acting</li> <li>-Delaying gratification</li> <li>-Persisting in the face of difficulty.</li> </ul>  |   |  | <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> |  |  | <p><b>Protected characteristics</b></p> <p><b>Autumn 2 - PSE sessions—Valuing differences</b></p> <p><b>Spring 1 - Sky Badger Lesson - Who has superpowers?</b> Discussion of illness and disability and how it impacts on people.</p> |  |  |

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| PHYSICAL DEVELOPMENT | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> . |  |   |   |  |   |
| FINE MOTOR           | Threading, playdough, fine motor activities.<br>Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Pencil Grip<br>Pre writing shapes<br>Teach and model correct letter formation.   | Threading, weaving, playdough, fine motor activities.<br>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials.<br>Show preference for dominant hand<br>Engage children in structured activities: guide them in what to draw, write or copy.<br>Teach and model correct letter formation.<br>Make snips with scissors | Threading, cutting, weaving, playdough, fine motor activities.<br>Begin to form letters correctly.<br>Handle tools, objects, construction and malleable materials with increasing control.<br>Encourage children to draw freely.<br>Holding Small Items / Button Clothing<br>Cut along a straight line with scissors. | Threading, cutting, weaving, playdough, fine motor activities.<br>Hold pencil effectively with comfortable grip.<br>Forms recognisable letters most correctly formed.<br>Start to cut along a curved line, like a circle.<br>Start to draw pictures that are recognisable.  | Threading, cutting, weaving, playdough, fine motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Draw pictures with recognisable features   | Threading, cutting, weaving, playdough, fine motor activities.<br>Form letters correctly<br>Start to colour inside the lines of a picture.<br>Build things with smaller linking blocks. |
| GROSS MOTOR          | Cooperation games including parachute games.<br>Climbing using the outdoor equipment<br>Different ways of moving to be explored with children<br>Help individual children to develop good personal hygiene.<br>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.  | Obstacle activities children moving over, under, through and around equipment<br>Crates play- balancing and climbing.<br>Hula hoops for skipping in outside area<br>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.   | Ball skills- throwing and catching.<br>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.<br>Dance related activities in the stage area.<br>Dance / moving to music<br>Provide a wide range of activities to support a broad range of abilities.                         | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Balance- children moving with confidence<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Encourage children to be highly active and get out of breath several times every day.<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. | Races / team games involving gross motor movements<br>dance related activities<br>Applying skills taught throughout the year.   |
| PE                   | Physical literacy   | Gymnastics   | Dance   | Gymnastics  | Games  | Athletics   |

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

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| GENERAL THEMES | I WONDER HOW THE STORY WILL END?   |  | I WONDER WHAT HAPPENS WHEN I FALL ASLEEP?   | I WONDER WHAT HAPPENS ON A FARM?   | I WONDER WHAT A MINIBEAST IS?  | I WONDER WHAT A ROCK POOL IS?  |
| LITERACY       | It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |  |   |  |  |  |
| COMPREHENSION  | <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.</p> <p>Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>   | <p>Retell stories related to events through acting/role play. Respond to 'who', 'where' 'what' and 'when' 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. Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories. Non-Fiction focus</p> <p>Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books.</p> | <p>Making up stories with themselves as the main character. Play is influenced by experience of books (small world, role play). 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 for LAs.</p> <p>Use picture clues to help read a simple text.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> | <p>They develop their own narratives and explanations by connecting ideas or events, Retell stories in the correct sequence, draw on language patterns of stories.</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>Independently access the features of a non-fiction book.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Talk about themes of simple texts e.g. perseverance, good vs evil. Read simple phrases and sentences made up of words with known letter –sound correspondences and, where necessary, a few exception words. World Book Day.</p> | <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. 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. Know the difference between different types of texts (fiction, nonfiction, poetry)</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>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | <p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions</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>Sort books into categories. 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><b>Read Write Inc: Group A</b><br/>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.<br/><b>Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>   | <p><b>Read Write Inc: Group B</b><br/>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<br/><b>Reading:</b><br/>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><b>Read Write Inc: Group C</b><br/>Consolidate skills as in Autumn 2. Recognise digraphs -sh, ch, th, qu, ng, nk<br/>consonant endings – ck, ll, ff etc Blend and segment known sounds for reading and spelling VC, CVC. Challenge CVCC<br/><b>Reading:</b><br/>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><b>Read Write Inc: Ditty</b><br/>Consolidate Set 1 sounds. Know high-frequency common words (the, to, no, go, I). Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed<br/><b>Reading:</b><br/>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter –sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>   | <p><b>Read Write Inc: Red Ditty</b><br/>Consolidate set 1 sounds. Begin to know ay, ee, igh, oo. Consolidate previous tricky words. Begin to read tricky words he, she, we, me, be, said, of, was, my, by. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.<br/><b>Reading:</b><br/>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter –sound correspondences and, where necessary, a few exception words.</p>   | <p><b>Read Write Inc: Green Ditty</b><br/>Begin to learn set 2 sounds Read CVCC words Know adjacent consonants – st, sp etc Read tricky 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<br/><b>Reading:</b><br/>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.



# Reception Long Term Plan 2022-23

|  | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
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| GENERAL THEMES   | <b>I WONDER HOW THE STORY WILL END?</b>   |   | <b>I WONDER WHAT HAPPENS WHEN I FALL ASLEEP?</b>  | <b>I WONDER WHAT HAPPENS ON A FARM?</b>  | <b>I WONDER WHAT A MINIBEAST IS?</b>   | <b>I WONDER WHAT A ROCK POOL IS?</b>   |
| WRITING  | <p><b>Texts as a Stimulus:</b><br/>The Enormous Turnip (Wishing 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><b>Texts as a Stimulus:</b><br/>The Three Billy Goats Gruff (Conquering the monster tale)<br/>Changing the characters</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p> <p>Instructions for making gingerbread men.</p> <p>Creating own story maps,</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> | <p><b>Texts as a Stimulus:</b><br/>How to Catch a Star (Wishing tale) - Changing the solution</p> <p>Creating own story maps.</p> <p>Writing CVC words,</p> <p>Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> | <p><b>Texts as a Stimulus:</b><br/>What the Ladybird Heard (Journey tale) - Changing the ending<br/>Instruction writing</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><b>Texts as a Stimulus:</b><br/>I love bugs (Poetry) - Changing the characters<br/>Fact writing about minibeasts</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><b>Texts as a Stimulus:</b><br/>Billy's Bucket (Finding tale) - Changing the setting</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Write three sentences – B, M &amp; 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.*

# Reception Long Term Plan 2022-23

|   | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
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| MATHEMATICS   | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |   |  |  |  |  |
| <p><b>White Rose maths scheme</b></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><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>• Opportunities for settling in</li> <li>• Introducing the areas of provision</li> <li>• Getting to know the children</li> <li>• Key times of the day and class routines.</li> <li>• Exploring continuous provision inside and out. Where do things belong, positional language.</li> </ul> <p><b>Phase 1 — Just like me</b></p> <ul style="list-style-type: none"> <li>• Matching and Sorting</li> <li>• Comparing size, mass, amounts, capacity</li> <li>• Exploring patterns</li> </ul>   | <p><b>Phase 2 — It's me 1,2,3</b></p> <ul style="list-style-type: none"> <li>• Representing 1,2,3</li> <li>• Composition of 1,2,3</li> <li>• Comparing 1,2,3</li> <li>• Circles and triangles</li> <li>• Positional Language</li> </ul> <p><b>Phase 3 — Light and Dark</b></p> <ul style="list-style-type: none"> <li>• Representing numbers to 5</li> <li>• Composition of 4,5</li> <li>• Shapes with 4 sides/ Time</li> </ul> | <p><b>Phase 4 — Alive in 5</b></p> <ul style="list-style-type: none"> <li>• Introducing 0</li> <li>• Comparison to 5</li> <li>• Comparison to 5</li> <li>• Composition to 5</li> <li>• Comparing mass (2</li> <li>• Compare capacity</li> </ul> <p><b>Phase 5 — Growing 6,7,8</b></p> <ul style="list-style-type: none"> <li>• 6,7,8</li> <li>• Making pairs</li> <li>• Combining two groups</li> <li>• Length and height</li> <li>• Time</li> </ul> | <p><b>Phase 6 — Building 9 + 10</b></p> <ul style="list-style-type: none"> <li>• 9 + 10</li> <li>• Comparing numbers to 10</li> <li>• Number bonds to 10</li> <li>• 3d shapes</li> <li>• Pattern</li> </ul> <p><b>Spring consolidation</b></p> | <p><b>Phase 7 — To 20 and beyond</b></p> <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> <li>• Spatial reasoning</li> </ul> <p><b>Phase 8 — First, Then, Now</b></p> <ul style="list-style-type: none"> <li>• Adding more</li> <li>• Taking away</li> <li>• Spatial reasoning</li> </ul> | <p><b>Phase 9 — Finding my pattern</b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing and grouping</li> <li>• Even and odd</li> <li>• Spatial reasoning</li> </ul> <p><b>Phase 10 — On the move</b></p> <ul style="list-style-type: none"> <li>• Deepening understanding problem solving</li> <li>• Patterns and relationships</li> <li>• Spatial reasoning</li> </ul> |

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

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| UNDERSTANDING THE WORLD   | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |   |   |  |  |   |
| Science<br>History<br>Geography   | <ul style="list-style-type: none"> <li>• Making soup</li> <li>• European day of languages—exploring where we are from and maps (Digimaps)</li> <li>• Children talking about events in their own life –things that have happened and things that will happen in the future</li> <li>• Looking at seasons— Autumn</li> </ul>  | <ul style="list-style-type: none"> <li>• Observing farm animals</li> <li>• Remembrance day— talking about the past</li> <li>• Seasons—Winter</li> <li>• Melting and freezing</li> </ul> | <ul style="list-style-type: none"> <li>• Seasons—Spring</li> <li>• Space</li> <li>• Nocturnal animals</li> <li>• Jobs</li> <li>• Holocaust memorial</li> <li>• Pancake day</li> </ul> | <ul style="list-style-type: none"> <li>• Farming</li> <li>• Maps</li> <li>• Similarities and differences in plants</li> </ul>                            | <ul style="list-style-type: none"> <li>• Minibeasts and habitats</li> <li>• Similarities and differences in animals</li> <li>• St Georges Day</li> <li>• VE day</li> <li>• Queen’s birthday</li> <li>• Seasons—Summer</li> </ul> | <ul style="list-style-type: none"> <li>• Comparing environments</li> <li>• Similarities and differences in places</li> <li>• Observing animals and habitats</li> <li>• Holidays</li> <li>• GRT History month</li> </ul> |
| 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><b>Where do we belong?</b></p> <p><b>Special celebrations</b><br/>Harvest festival</p>   | <p><b>What times are special and why?</b></p> <p><b>Special celebrations</b><br/>Diwali<br/>Hannukah<br/>Christmas</p>  | <p><b>What is special about the world?</b></p> <p><b>Special celebrations</b><br/>Chinese New Year<br/>Shrove Tuesday / Ash Wednesday<br/>St David’s Day</p>                          | <p><b>Which people are special and why?</b></p> <p><b>Special celebrations</b><br/>Holi<br/>Palm Sunday<br/>Easter<br/>Vaisakhi<br/>Start of Ramadan</p> | <p><b>Which places are special and why?</b></p> <p><b>Special celebrations</b><br/>Eid</p>   | <p><b>What stories are special and why?</b></p> <p><b>Special celebrations</b><br/>Summer Solstice<br/>Eid</p>  |

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

# Reception Long Term Plan 2022-23

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

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|----------------------------|--|---|---|--|---|---|
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|                            | <ul style="list-style-type: none"> <li>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>Use and begin to control a range of media.</li> <li>Draw on different surfaces and coloured paper.</li> <li>Recognise and name the primary colours being used.</li> <li>Mix and match colours to different artefacts and objects—Learning how to mix powder paint.</li> <li>Start to produce different patterns and textures from observations, imagination and illustrations.</li> <li>Produce lines of different thickness and tone using a pencil—drawing facial features</li> <li>Children begin to explore textures and how these can be changed.—Independent play dough station.</li> <li>Children explore emergent joining skills using glue sticks to combine materials.</li> <li>Cut shapes using scissors and other modelling tools.</li> <li>Develop simple patterns by using objects.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to develop and explore all previously taught skills.</li> <li>Continues to explore colour and how colours can be changed.</li> <li>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.—Firework pictures</li> <li>Creates patterns and meaningful pictures when printing.</li> <li>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.—Bridge for the 3 Billy Goats</li> <li>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>Handles and manipulates materials such as threads, cottons, wool, raffia, grass—Christmas stockings</li> </ul> | <ul style="list-style-type: none"> <li>Children continue to develop previously taught skills.</li> <li>Children explore mid/higher level joining skills by hole punching, using split pins and treasury tags, taping and using pegs—Deconstructive role-play joining with pegs and material.</li> <li>Children develop understanding of brackets and hinges.—Junk modelling aliens</li> <li>Children create and recreates patterns.</li> <li>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials—Deconstructive role-play making materials to support role-play.</li> </ul> | <ul style="list-style-type: none"> <li>Children continue to develop previously taught skills during independent play.</li> <li>Exploring textures and pattern on animal skin.</li> <li>Show increasing knowledge of uses of tools, materials and techniques.</li> <li>Children create with intention and share their processes—Mother's day art work.</li> </ul> | <ul style="list-style-type: none"> <li>Children continue to develop previously taught skills during independent play.</li> <li>Children select additional tools or materials to improve or change their work.</li> <li>Children use props to support role play.</li> <li>Share their creations, explaining the processes they have used—recreating Artist's work—Matisse—The snail</li> </ul> | <ul style="list-style-type: none"> <li>ELG- Creating with materials</li> <li>Safely use and explore a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the processes they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Children create with intention and share their processes—Father's day art work</li> </ul> |



# 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><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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> |