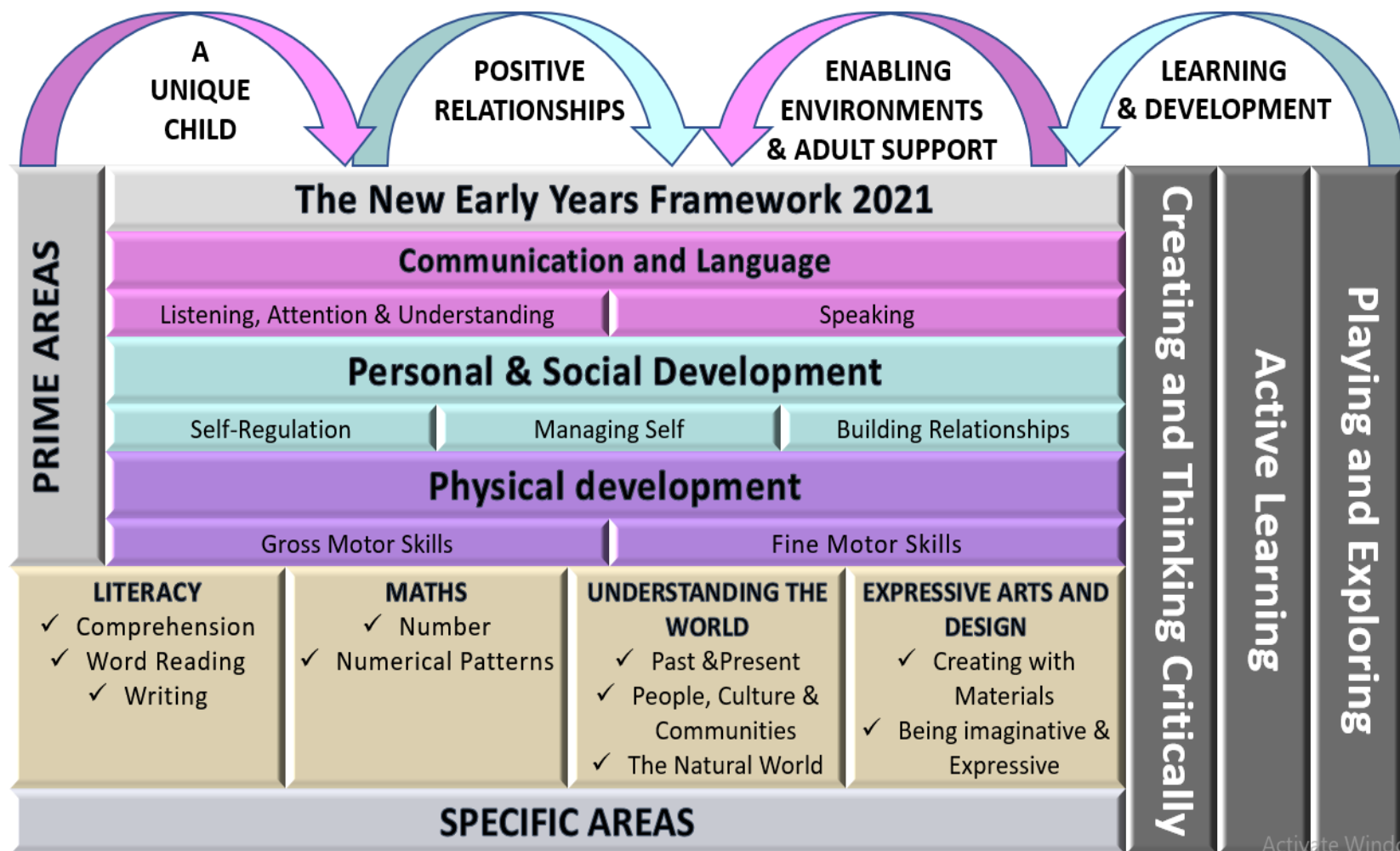


EYFS LONG TERM PLAN



"We will provide children with a range of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Sir John Offley we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times. Communication is important to us and we greatly value the relationship that we develop with parents throughout the children's time in our EYFS"





EYFS - Pedagogy

Sir John Offley method and practise.

Our shared understanding of how we help children learn.

'With God all things are possible'

Work hard, have fun, make history!

If children have fun it develops a lasting memory.



Our aim is to develop a firm foundation with strong, positive relationships with children, parents, carers and other adults involved in the children's learning and development.

A	E	I	O	U
Adult and child led learning.	Environments indoors and outdoors.	Interactions Quality conversations Extend children's thinking.	Observation based assessment Inform planning.	Understanding child development.

It takes 6 human years for a child to learn their body.

Children need to develop brain to body through neuroscience activities.

Challenges we face

- Basic language = Speech.
- Poor reading = Lack of language / stimulus.
- Device heavy = Lack of stimulus.
- Motor control = Gross and fine movements - not going out to play!

All these challenges affect stability, motor control and early talk.

A child can't sit on a chair if they haven't got core stability.

For a child to write they need to have developed attention, balance and co-ordination

Dough Disco

Fine muscle control

Done daily
Actions are progressive from Nursery through to Reception.

Understanding child development

We need to know the characteristics of effective learners & what research tells us about how children learn best.

Squiggle while you wiggle.

Gross motor control

Progressive letter formation which helps develop core stability.



Movement based maths

Gross motor control

Supports lasting memory - looking up and to the left and using movements.

Plan / Do / Review

Using talk

Encouraging children to speak in sentences to plan what they will do and review / share experiences through talk. Later in year in reception they will do written reviews.

Time to talk

Talking / Vocabulary

Opportunities to talk - Helicopter stories, circle times, word wall, Story for story. Can't write a sentence unless you can say one. Can't write words unless you have heard them used.

Draw a person

Assessment completed every 8 weeks.

To show progress - If a child only draws a head and no body - They need gross motor activities to learn about those parts of the body. e.g. If they are not drawing feet - need to look at feet. They draw what their brain is connected to. Confidence can be seen through the size of the person they are drawing. We are aiming for a person with lots of detail - Fingers, toes etc. = They are ready to write.

Plan through texts

Language

Using weekly books to plan activities and experiences - Giving writing a purpose and experiencing a wealth of stories.



RECEPTION LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

ALL ABOUT ME!

What makes me, me?

Starting school / my new class / New Beginnings
Staying healthy / Food / Human body
How have I changed?
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe

TERRIFIC TALES!

Does every story have a happy ending?

Traditional Tales
Familiar tales

The Nativity
Christmas Lists
Letters to Father Christmas

AMAZING ANIMALS!

Do I fly, walk, crawl or slither?

Animals around the world
Climates / Hibernation
Down on the Farm
Mini Beasts
Night and day animals
Animal patterns
Happy Habitats

GROWTH!

What happens to a seed?

Plants & Flowers
Weather / seasons
Forest School
Planting seeds
Make a sculpture: Andy Goldsworthy
Reduce, Reuse & Recycle

JOURNEYS!

What do we have in our community?

Around the Town
How do I get there?
Where in the world have you been?
Where do we live in the UK / world?
Vehicles past and Present
Design your own transport!

CHANGES!

What changes?

Under the sea
Off on holiday / clothes
Where in the world shall we go?
Tadpoles / caterpillars
Compare: Now and then - Toys.
Colour mixing - Kandinsky.

POSSIBLE TEXTS AND 'OLD FAVOURITES'

Owl Babies
Goodnight moon
The Colour Monster
The Rainbow Fish
Funny Bones
The Big Book of Families
Pete the Cat
I want my potty
Leafman
The cave

The Jolly Postman
Three little pigs
The Ugly Duckling
On the way home
There's a bear on my chair.
Christmas Story / Nativity
One snowy night

The Great Pet sale
Farmer Duck
The lion inside
The Emperors Egg
The Snail and the Whale
Bee and me
Tiddler

The Tiny Seed
Oliver's Vegetables
Jack and the Beanstalk
SHHHH!
Handa's Surprise
The pea and the princess
How to grow a dinosaur

The Naughty Bus
Mr. Gumpy's Outing
Oi! Get off my train!
Rosie's Walk
The water princess
Here we are
The Way back Home
Mrs Armitage on wheels

Lighthouse Keeper's Lunch
Six Dinner Sid
Worrrysaurus
Gruffalo
Whatever Next!
Peace at last

'WOW' MOMENTS

Forest Schools
Autumn Trail
Harvest Time

Dress up as a favourite fairy tale / nursery rhyme character.
Christmas / Nativity

Zoo / Farm visit
Let's go on Safari - An animal a day!
Finding animals prints

Planting seeds
Visit to a garden centre.
Nature Scavenger Hunt
Easter Egg Hunt
Cooking day - School kitchen

Walk around Madeley
Post a letter
Visiting a café - 'Homers'
Visiting the chip shop
Visit from the postman
Visit from a paramedic

Visit to the beach
Treasure Hunting
Pirate Day
Ice - Cream at the park
Tadpoles
Caterpillars
Baby photo wall

SPECIAL EVENTS VISITS



EYFS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
OUR SCHOOL VALUES LOVE FORGIVENESS ASPIRATION <small>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</small>	<u>Mutual respect</u> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	<u>Mutual Tolerance</u> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<u>Rule of law</u> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<u>Individual liberty</u> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<u>Democracy</u> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<u>Recap all British Values</u> 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. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
RE	Special Places and Festivals.	The birth of Jesus UC - Incarnation Remembrance	Relationships, promises and church wedding celebrations.	Easter celebrations UC - Salvation	Caring for creation UC - God	Helping others
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data National Baseline data by end of term EYFS Trackers Draw a person	Baseline analysis On going assessments Pupil progress meetings Parents evening info Midterm Assessments EYFS Trackers Draw a person	EYFS team meetings EYFS Trackers Draw a person	Pupil progress meetings Parents evening info EYFS team meetings EYFS Trackers Draw a person Midterm Assessments	Cluster moderation EYFS team meetings EYFS Trackers Draw a person	Pupil progress meetings EYFS team meetings EYFS Trackers Draw a person
PARENTAL INVOLVEMENT	Transition Meetings Harvest Assembly Home / School Agreement WOW moments Phonics workshop Newsletters	WOW moments Newsletters Google classroom Nativity Parents Evening Open morning Christmas Lunch	WOW moments Newsletters Google classroom	WOW moments Newsletters Google classroom Parents Evening Easter Service Mother's Day Lunch	WOW moments Newsletters Google classroom Parents Evening	WOW moments Newsletters Google classroom Reports Father's Day Lunch




RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
COMMUNICATION AND LANGUAGE	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>Intent</p> <p>Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p>LISTENING, ATTENTION AND UNDERSTANDING</p> <p>SPEAKING</p>	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>Rhyming and alliteration</p> <p>Familiar Print</p> <p>Sharing facts about me!</p> <p>How are we feeling -</p> <p>Sharing how they feel in different situations.</p>	<p>Tell me a story!</p> <p>Develop vocabulary</p> <p>Tell me a story - retelling stories</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Tell me why!</p> <p>Ask's how and why questions...</p> <p>Retell a story with story language</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Talk it through!</p> <p>Describe events in detail - time connectives.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object:</p> <p>"What colour is it?</p> <p>Where would you find it?</p> <p>Sustained focus when listening to a story.</p>	<p>What happened?</p> <p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> <p>Story invention - talk it!</p>	<p>Time to share!</p> <p>Show and tell</p> <p>Weekend news</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p>
Implementation	<ul style="list-style-type: none"> Quality interactions - modelling talk throughout the day - E.g. 'Good morning, how are you?' Plan, Do and Review - Orally planning and reviewing learning. Circle times Helicopter stories Sharing stories in a range of ways - Storytime, Story for Story, Guided reading, 1:1 Reading. Word wall for new and exciting vocabulary. Lots of language rich books. Learn rhymes, poems and songs. Look at books containing photographs and pictures, for example, places in different weather conditions and seasons. 					



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
SELF - REGULATION MANAGING SELF BUILDING RELATIONSHIPS <u>Intent</u>	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me - Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios .	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
<u>Implementation</u>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none">✓ Controlling own feelings and behaviours✓ Applying personalised strategies to return to a state of calm✓ Being able to curb impulsive behaviours✓ 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.			<ul style="list-style-type: none">• Time to talk• Circle times• Using Plan / Do / Review to support children in articulating their plans and reviewing what they have done.• Global education links.		



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
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.					
<u>Intent</u>	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
<u>Implementation</u>						
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area; dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows and prams / carts.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
FINE MOTOR <small>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
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. Having a favourite story/rhyme.</p> <p>Intent</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>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images / apps.</p> <p>Pie Corbett Actions to retell the story - Story Maps.</p> <p>Sequence story - use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making .</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to phonics scheme.</p> <p>Make the books available for children to share at school and at home.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</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>Role play area - book characters .</p>	<p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>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>Retelling of stories. Editing of story maps and orally retelling new stories.</p>
	<ul style="list-style-type: none"> Book talk - talk about the books you read - extend to talk about characters and events. Encourage children to predict events. Daily story time. Visit the library. Helicopter stories. Story for story. Word tree - Share new vocabulary. 		<ul style="list-style-type: none"> Model text orientation, pointing from left to right / top to bottom. Talk about features of books e.g. author, illustrator, blurb, title and font cover. Storytime discussions - encourage children to ask and answer questions. 		<ul style="list-style-type: none"> Provide a good range of quality texts in the reading area and around the environment. Talk for writing. Sequencing stories. Highlight new / exciting vocabulary. 	



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
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).					
WORD READING	Recognise own name. Read individual letter sounds and recognise corresponding graphemes Reading: Phase 2 - initial sounds, oral blending CVC sounds. Reciting know stories. Listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Phase 2 - Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration. Knows that print is read from left to right. Spotting simple digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Clap out syllables in words.	Phonic Sounds: Phase 3 Know print carries meaning - L - R / T - B. Knows the difference between a letter and a word. Blends sounds to read VC and CVC words. Begins to read some HFW's. Begins to recognise digraphs. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds phase 3. Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Begin to read a simple sentence. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	Phonic Sounds: Phase 4 Differentiated groups: Reading: Non-fiction texts. Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. Retell a familiar story in the correct sequence.	Phonic Sounds: Phase 4 Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Adapt familiar stories to add their own ideas - Create their own stories. Re-read their own sentences aloud to an adult / peer. End of term assessments Transition work with Year 1 staff
	Intent		Implementation		Implementation	
	<ul style="list-style-type: none"> Daily phonics - direct teaching. Name cards around the setting. Self registration. Support signs / labels with visual to support early reading. Alphabet frieze. Sound cards / mats / rings. Access to digital books. Regular reading to an adult. 		<ul style="list-style-type: none"> Daily phonics - direct teaching. Modelling reading and writing. Play rhyming games. Introduce digraphs as 'special friends'. Make own labels and pictures for the environment. Play reading games such as lotto and treasure hunt. 		<ul style="list-style-type: none"> Play games to rehearse and consolidate high frequency words e.g. hunts, lotto, quick read. Include literacy artefacts in the environment e.g. signs, instructions and labels. Share written work with an adult, reading it aloud. Share successful reading experiences with parents. 	



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
<p>WRITING</p> <p>Intent</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> <p>Implementation</p>	<p>Texts as a Stimulus - Book a week.</p> <p>Nursery Rhymes</p> <p>Label characters</p> <p>Making marks and giving meaning to them.</p> <p>Wanted poster to find leaf man.</p>	<p>Texts as a Stimulus - Book a week.</p> <p>Sequence a story</p> <p>Write a speech bubble.</p> <p>Christmas list.</p>	<p>Texts as a Stimulus - Book a week.</p> <p>Write CVC words.</p> <p>Begin to write a simple sentence writing using high frequency words.</p>	<p>Texts as a Stimulus - Book a week.</p> <p>Retell parts of a story / repeated refrains / speech bubbles.</p> <p>Write a simple caption.</p>	<p>Texts as a Stimulus - Book a week.</p> <p>Retell a story in own words / reverse the story.</p> <p>Write new version of the story.</p>	<p>Texts as a Stimulus - Book a week.</p> <p>Non fiction - Writing facts.</p> <p>Write a postcard.</p> <p>Recount</p>
	<p>Create a Message centre!</p> <p>Provide a range of different materials and implements to encourage writing in all areas of the inside and outside areas.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds. Use initial sounds to label characters / images.</p> <p>Writing their name.</p>	<p>Name writing.</p> <p>Labelling using initial sounds.</p> <p>Retelling stories through role play.</p> <p>Sequencing events in familiar stories such as 'The three pigs'.</p> <p>Write a word.</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p>	<p>Creating own story maps.</p> <p>Writing captions and labels.</p> <p>Writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Character descriptions.</p> <p>Write 2 sentences.</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>Retell a story in sequence.</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>Character description .</p> <p>Write three sentences - B, M & E.</p>



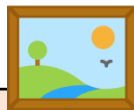
RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
MATHS Intent NUMBER NUMERICAL PATTERNS	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.					
	<u>Number</u> Match and sort Compare amounts Subitising	<u>Number</u> Subitising. Representing 1,2&3 Comparing 1,2&3 Composition of 1,2&3 Representing numbers to 5. One more and less.	<u>Number</u> Introducing zero Comparing numbers to 5 Composition of 4&5 6,7&8 Making pairs Combining two groups	<u>Number</u> 9&10 Comparing numbers to 10 Number bonds to 10	<u>Number</u> Building numbers beyond 10 Counting patterns beyond 10. Adding more Taking away	<u>Number</u> Doubling Sharing & grouping Even and Odd Deepening understanding patterns and relationships.
	<u>Measure, shape and spatial thinking.</u> Class routines - Key times of day. Where do things belong - positional language. Compare size, mass& capacity. Exploring pattern.	<u>Measure, shape and spatial thinking.</u> Circles and triangles Positional language Shapes with 4 sides Time	<u>Measure, shape and spatial thinking.</u> Compare Mass Compare capacity	<u>Measure, shape and spatial thinking.</u> 3D shape Pattern	<u>Measure, shape and spatial thinking.</u> Spatial reasoning Match, Rotate, manipulate. Compose and decompose.	<u>Measure, shape and spatial thinking.</u> Spatial reasoning Visualise and build Mapping
	<ul style="list-style-type: none"> Setting up our classroom maths areas inside and outside. Discussing where things belong. Show small quantities in familiar patterns. Use 5 frames. Play games to quickly reveal hiding numbers. 	<ul style="list-style-type: none"> Show small quantities in familiar patterns. Use 10 frames. Build counting into everyday routines such as the register etc. Sing counting songs and number rhymes. Making predictions. 	<ul style="list-style-type: none"> Provide visual models of numbers. Model conceptual subitising. Emphasise parts within the whole. Play games which involve partitioning and recombining. 	<ul style="list-style-type: none"> Provide collections to compare. Distribution stories and games. Visual displays. Provide a range of 3D shapes to explore and build with. 	<ul style="list-style-type: none"> Discuss different ways children might record quantities. Count verbally. Provide number tracks, calendars and 100 squares. Provide pattern and building sets. Explore how shapes can be combined to make new shapes. 	<ul style="list-style-type: none"> Give purpose to counting. Sustained focus on each number to 10. Visual displays. Hiding objects in a box games. Pattern resources and cards to copy / complete.
Implementation						



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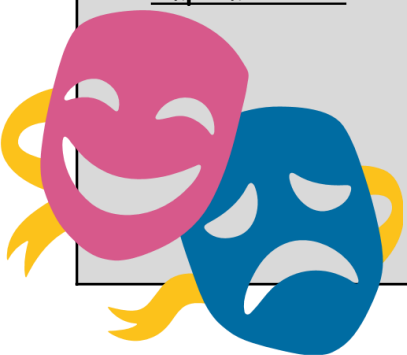
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of 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>Intent</p> <p>PAST AND PRESENT</p> <p>PEOPLE, CULTURE AND COMMUNITIES</p> <p>THE NATURAL WORLD</p> <p>Implementation</p>	<p>Talk about their family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Talk about their community. Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Explore changes over time.</p>
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Talk about where they live - Look at the different homes people live in. What homes do people live in in other countries? Looking at the seasonal changes happening - Autumn. Use the story 'Leafman' to look at colour and leaves.</p> <p>Looking a dental hygiene - How should we look after our teeth? Read a story and explore a large set of teeth and brushes.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Share a range of different stories and tales including different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and begin to differentiate these characters from real people in their lives.</p> <p>Using iPad to video themselves retelling the story of 'The three little pigs' using an interactive story map.</p> <p>Long ago - How time has changed? Using cameras. Can talk about what they have done with their families during Christmas' in the past.</p>	<p>Make observations about animals - What do they need to survive? Look after a pet dog for the day. Compare animals from a jungle to those on a farm. How are they needs different?</p> <p>Nocturnal Animals.</p> <p>Making sense of different environments and habitats.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Looking at the seasonal changes happening - Spring.</p>	<p>Working in our school garden. Preparing the soil - weeding etc. Planting a range of seeds and plants and caring for them. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. A range of scientific experiments - dissecting seeds, growing seeds in bags / glass jars. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p>	<p>Name and describe people who are familiar to them. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Introduce children to different occupations and how they use transport to help them in their jobs. Trip to our local park / chip shop - discuss what we will see on our journey to the park and how we will get there. Use google maps - draw their own. Use Handa's Surprise to explore a different country. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p>	<p>Observe and talk about changes in living things and physical objects - rec-cap on them changing from a baby to a child.</p> <p>Observing caterpillars changing into butterflies and tadpole's into frogs.</p> <p>Looking at TOYS - How have toys changed from the past to the present?</p> <p>What toys did your parents / grandparents have?</p> <p>Take part in a day exploring old toys and a day exploring new toys.</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWTH!	JOURNEYS!	CHANGES!
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>Intent</p> <p>CREATING WITH MATERIALS</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>					
Implementation	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats.</p> <p>Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play - Celebrations. Role Play of The Nativity.</p>	<p>Animal prints / Designing homes for hibernating animals. Collage owls / symmetrical insects.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Using a range of mark making materials to create observational drawings of plants and flowers.</p> <p>Pastel drawings, printing, patterns on Easter eggs.</p> <p>Mother's Day crafts Easter crafts.</p> <p>Artwork themed around Andy Goldsworthy - Working outdoors; using their imagination and exploring pattern.</p>	<p>Design and make vehicles.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Learn a traditional African song and dance and perform it.</p> <p>Encourage children to create their own music.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Looking at the artist Kandinsky - Colour mixing. Painting in the same style - mixing their own colours.</p> <p>Painting symmetrical butterflies.</p> <p>A range of colour mixing exploration activities. Using our painting station.</p> <p>Lighthouse designs.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Father's Day Crafts</p>





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

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>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>