



# RECEPTION LONG TERM PLAN 24-25



AUTUMN 1



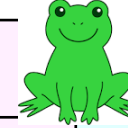
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## GENERAL THEMES

*NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS*

### ALL ABOUT ME! / AUTUMN

Starting school / my new class / New Beginnings  
Rules & Routines  
My family / My home  
PSHE focus: relationships/feelings  
Autumn changing season  
Harvest  
Diwali

### CELEBRATIONS!

Bonfire night celebrations  
The Nativity  
Christmas Lists  
Letters to Father Christmas  
Christmas around the world  
PSHE focus:  
Building relationships: Special relationships

### AROUND THE WORLD! / WINTER

Antarctica  
New Year Resolutions  
Chinese New Year  
Valentine's Day  
Compare and contrast  
Polar regions  
Compare different environments around the world – animals, food  
Compare & contrast – how have I changed?

### GROWING!

Pancake Day  
Lent  
Easter Story  
Easter Garden  
Growing & Changing  
Spring/Seasonal Changes  
Observations of plants  
Plants & Flowers  
Where do we live in the UK / world?

### AMAZING ANIMALS!

What do we need to grow?  
Humans/animals/plants  
Caring for living things  
Life cycles – frog/butterfly/plant  
Minibeast habitats

### LOOKING AFTER OUR WORLD!

Where in the world shall we go?  
Send me a postcard!  
Seasides in the past  
Compare: Now and then!  
Reduce, Reuse & Recycle  
Hot places/Global warming  
Looking after our environment  
Sun safety  
Our senses

## HIGH QUALITY TEXTS

*SEE SEPARATE READING LIST FOR VOCABULARY*

The Colour Monster  
Families Families Families  
The Cave  
Goldilocks and The Three Bears  
We're Going on a Bear Hunt  
What's in the Witch's Kitchen

Not Now Bernard  
The Three Little Pigs  
Penguin  
The Gingerbread Man  
The Christmas Story

Would You Rather  
Pirate Pete  
Three Billy Goats Gruff  
The Magic Porridge Pot

Rosie's Walk  
The Hairy Toe  
A Dark, Dark Tale  
Room on a Broom

Jack and The Beanstalk  
Hansel and Gretel  
The Tiger Who Came to Tea  
Chicken Licken.

Where the Wild Things Are  
The Giant Jam Sandwich  
The Fox and the Hen

## 'WOW' MOMENTS / ENRICHMENT

Pep the Poet  
Messy Play Day  
Autumn Walk  
Remembrance Day  
Diwali  
Harvest Festival  
Apple Crumble making  
Digging up our potatoes

Children in Need  
Remembrance day  
Dental visit  
Classroom elf  
Decorating gingerbread  
Christmas Time  
Nativity/Santa visit/Pantomime

Ice experiments  
Chinese New Year  
Winter walk  
Valentines day  
Number day  
Food tasting

Comic Relief  
Spring walk  
Mother's Day  
World Book Day  
Easter bonnet parade  
Planting

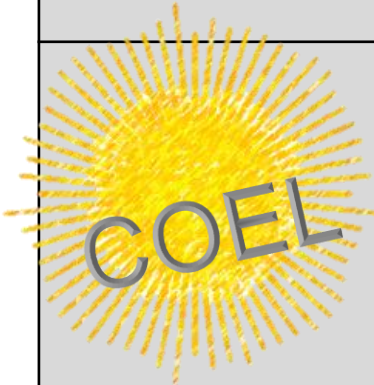
Sunflower seeds  
Pets from home  
Church visit  
UNICEF  
Zoo trip

Map work - Find the Treasure  
Father's Day  
Summer fair  
Teddy Bear picnic  
Beach Day



# EYFS LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	COMPARE/CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!



### Characteristics of Effective Learning

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

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

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

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

### OUR EYFS VISION AT ALL SAINTS RANTON

We will make a positive difference to every child's life. We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential.

Our intent is to give children time to develop their thinking and learning through their own interests in an enabling environment supported by skilled staff. This means that the children are highly motivated to learn. They are supported to develop key aspects such as reasoning, evaluation, creativity, enquiry, problem solving and information processing. This will help both now in their own explorations and application of knowledge but also throughout their education. Our intent is that our teaching enables us to meet the children's individual needs and interests at any point in time.



OVER  
ARCHING  
PRINCIPLES



# EYFS LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OUR WORSHIP THEMES	Community	Hope	Joy	Dignity	Peace	Wisdom
<p>OUR SCHOOL VISION</p> <p>At All Saints, we embrace Jesus' parable of the 'Prodigal son' as a representation of our vision of:</p> <p><b>BEGINNING, BECOMING, BELONGING, BELIEVING</b></p> <p>We strive to flourish together as we <b>BEGIN</b> our journey towards <b>BECOMING</b> wise, hopeful, dignified and peaceful individuals. We <b>BELIEVE</b> that Jesus' parable of the 'Prodigal Son' represents our vision. We know that our children must make their own decisions and learn from them. We are always here to help our children and they know that they are surrounded by love. They <b>BELONG</b> to our school community and God's family, who forgives them and shares in their joy.</p>						



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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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language groups, drawing club.	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Expand vocabulary: Drawing club Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p><b>Tell me a story!</b> What are your passions / goals / dreams? Tell me a story - retelling stories we have covered Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, and songs.</p>	<p><b>Explain to me!</b> Tell me a story - retelling stories Articulate understanding (can talk about previous learning) I can listen to and engage in and talk about selected stories I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more  I show understanding from what others have said and can respond appropriately</p>	<p><b>Can you recount an event?</b> I can learn and recite, stories, prayers, rhymes poems and songs I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: planting, life cycle</p>	<p><b>Tell me about differences?</b> I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (class timeline)</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS						



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<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language groups, drawing club.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS</p>	<p>Rhyme of the week Settling in activities Making friends Show an interest in the lives of other people</p> <ul style="list-style-type: none"> <li>- I can respond to my name and change my activity when encouraged</li> <li>- I can use everyday words to talk about people I know</li> <li>- I can follow simple instructions with visuals</li> <li>- I can listen and respond to adults and peers</li> </ul> <p><b>Key vocab:</b> colours, nursery areas, adult names, rules &amp; routines</p>	<p>Rhyme of the week</p> <ul style="list-style-type: none"> <li>- I can follow two-step simple instructions with visuals</li> <li>- I can concentrate for slightly longer periods</li> <li>- I can join in with a small group</li> <li>- I can remember and join in with stories and rhymes</li> </ul> <p><b>Key vocab:</b> celebrations, describing words, food/ingredients</p>	<p>Rhyme of the week Sign of the week Settling in activities</p> <ul style="list-style-type: none"> <li>- I can speak in 2/3/4 word sentences</li> <li>- I can understand more simple questions and answer appropriately</li> <li>- I can express desires, feelings and needs</li> <li>- I can begin to hold two-way conversations with adults and peers</li> </ul> <p><b>Key vocab:</b> seasonal language, revisit colour, light &amp; dark</p>	<p>Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> <li>- I can begin to understand and ask why and how questions</li> <li>- I can remember and use new words</li> <li>- I can engage in imaginary role-play sometimes building stories around objects and toys</li> </ul> <p><b>Key vocab:</b> Seasonal changes, planting/growing,</p>	<p>Rhyme of the week Settling in activities</p> <ul style="list-style-type: none"> <li>- I can explain my own thinking/ideas</li> <li>- I can describe the story settings and characters</li> <li>- I can join in with the repeated lines and refrains</li> <li>- I can use language as a powerful means of widening contacts and sharing feelings</li> </ul> <p><b>Key vocab:</b> life cycle, seasonal changes, animals and habitats</p>	<p>Rhyme of the week</p> <ul style="list-style-type: none"> <li>- I can communicate effectively with my peers and adults</li> <li>- I can follow three-step simple instructions, sometimes without visuals</li> <li>- I can anticipate key events in stories</li> <li>- I can take turns in small groups</li> <li>- I can ask simple questions and wait for a response</li> </ul> <p><b>Key vocab:</b> emotions, positional language/prepositions. revisit colour.</p>



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><u>Self-regulation: My feelings</u></p> <p>Identifying my feelings Express my feelings Coping strategies Describing feelings Exploring facial expressions Creating a calm corner</p> <p>Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <p><b>Big Question: Why are some stories Special?</b></p>	<p><u>Building relationships: special relations</u></p> <p>My family Special people Sharing I am unique My interests Similarities and differences</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on Oral hygiene: teeth cleaning Handwashing</p> <p><b>Big Question: What does Christmas mean to you?</b></p>	<p><u>Managing self: Taking on challenges</u></p> <p>Why do we have rules? Building towers Team den building Grounding Team races Circus skills</p> <p><b>Big Question: Who is special to me &amp; why?</b></p>	<p><u>Self regulation: Listening and following instructions</u></p> <p>Simon says Listening to a story Pass the whisper Obstacle races Blindfold walk Treasure hunt</p> <p><b>Big Question: Is Easter just one day?</b></p>	<p><u>Building relationships: My family and friends</u></p> <p>Festivals Sharing What makes a good friend? Being a good friend Teamwork Celebrating friendship</p> <p><b>Big Question: What is special about our world?</b></p>	<p><u>Managing self: My wellbeing</u></p> <p>What is exercise? Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily A rainbow of food</p> <p><b>Big Question: Who can you trust?</b></p> <p>Transition into Year 1 Year 1 readiness</p>
	<p><b>Early learning Goals:</b> 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> <p>* 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 *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>					



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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 SELF REGULATION MAKING RELATIONSHIPS	<p><b>Me and My Relationships</b> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) Know that some actions and words can hurt others feelings. Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> <li>- I can separate from my main carer with support</li> <li>- I can distract myself when I am upset</li> <li>- I know about oral hygiene</li> </ul>	<p><b>Happy Healthy Me</b> I’m special you’re special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on Oral hygiene: teeth cleaning Handwashing</p> <ul style="list-style-type: none"> <li>- I can express my own feelings</li> <li>- I am aware of mu own feelings and am beginning to understand that some actions and words can hurt other’s feelings</li> <li>- I can demonstrate friendly behavior and form good relationships with adults and peers</li> </ul>	<p><b>Me and My Relationships</b> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Healthy eating</p> <ul style="list-style-type: none"> <li>- I am beginning to understand about foods that are healthy and unhealthy</li> <li>- I can express my own preferences and interests</li> <li>- I can respond to a few appropriate boundaries</li> </ul>	<p><b>Me and my safety</b> What’s safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <ul style="list-style-type: none"> <li>- I can separate from my main carer with support</li> <li>- I can distract myself when I am upset</li> <li>- I can use an adult as a secure base</li> <li>- I can begin to accept the needs of others and can take turns and share resources</li> <li>- I can show confidence in asking adults for help</li> </ul>	<p>Transition into Reception Reception readiness</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, 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 Taking shoes off and putting them on	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 / zips 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	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<b>BEE ACTIVE: Multiskills</b> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	<b>BEE ACTIVE: Games</b> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	<b>BEE ACTIVE: : Dance</b> Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	<b>BEE ACTIVE: Gymnastics</b> Balance Core muscle strength Jumping and landing Awareness of space	<b>BEE ACTIVE: Team games</b> Follow the rules of a game Use a racket I can join in with a game	<b>BEE ACTIVE: Athletics</b> Running skills Agility Sports day
GROSS MOTOR	<b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. <b>Development Matters:</b> 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, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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.					
COSMIC KIDS						





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PHYSICAL DEVELOPMENT	<p>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>.</p>					
FINE MOTOR	<ul style="list-style-type: none"> <li>- I can hold a pencil (fisted/digital pronate grip) to make marks</li> <li>- I am beginning to do up my own large buttons</li> <li>- I can turn the pages in a book</li> </ul>	<ul style="list-style-type: none"> <li>- I can fit the pieces of a puzzle together</li> <li>- I can pick up tiny objects using a fine pincer grasp</li> <li>- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</li> </ul>	<ul style="list-style-type: none"> <li>- I can use tweezers</li> <li>- I can use tools effectively in playdough (eg: cutters/rollers)</li> <li>- I can take off and put on my own shoes (not laces)</li> <li>I am beginning to do up my own zip</li> </ul>	<ul style="list-style-type: none"> <li>- I can show increasing control over tools like pencils and crayons.</li> <li>- I can use tools for mark making with control.</li> <li>- I can grip using five fingers or preferably two fingers and thumb for control.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a 4 finger grip to hold my pencil</li> <li>- I can use pincers, tweezers and threading equipment with increasing control and confidence</li> </ul>	<ul style="list-style-type: none"> <li>- I can use scissors effectively to cut straight lines in paper</li> <li>- I am beginning to use 3 fingers (tripod grip) to hold my pencil</li> </ul>
GROSS MOTOR	<p><b>BEE ACTIVE: Multiskills</b></p> <ul style="list-style-type: none"> <li>Balance</li> <li>Different ways of moving</li> <li>Negotiate space</li> <li>Travelling with confidence</li> <li>Refining fundamental skills</li> </ul>	<p><b>BEE ACTIVE: Games</b></p> <ul style="list-style-type: none"> <li>Ball skills: throwing, catching, kicking</li> <li>Using different sized balls</li> <li>Follow the rules of a game</li> </ul>	<p><b>BEE ACTIVE: : Dance</b></p> <ul style="list-style-type: none"> <li>Move energetically</li> <li>Copy basic actions</li> <li>Move to music</li> <li>Negotiate space</li> <li>I can perform teacher led warm ups</li> </ul>	<p><b>BEE ACTIVE: Gymnastics</b></p> <ul style="list-style-type: none"> <li>Balance</li> <li>Core muscle strength</li> <li>Jumping and landing</li> <li>Awareness of space</li> </ul>	<p><b>BEE ACTIVE: Team games</b></p> <ul style="list-style-type: none"> <li>Follow the rules of a game</li> <li>Use a racket</li> <li>I can join in with a game</li> </ul>	<p><b>BEE ACTIVE: Athletics</b></p> <ul style="list-style-type: none"> <li>Running skills</li> <li>Agility</li> <li>Sports day</li> </ul>
COSMIC KIDS	<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p><b>Development Matters:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	COMPARE CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!
LITERACY	<p>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)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
WORD READING	<p><b>Phonic Sounds Phase 2: Monster Phonics</b> (see phonics progression plan)</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p><b>Phonic Sounds Phase 2: Monster Phonics</b> (see phonics progression plan)</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word</p> <p>I can read some Phase 2 words including some tricky words</p>	<p><b>Phonic Sounds Phase 3: Monster Phonics</b></p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p><b>Phonic Sounds Phase 3: Monster Phonics</b></p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p><b>Phonic Sounds Phase 3&amp;4: Monster Phonics</b></p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p><b>Phonic Sounds Phase 2,3&amp;4: Monster Phonics</b></p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
<p>Children will be working in year groups for Bug Club phonics. Scaffolding &amp; support will be provided for those that need it.</p>						



# NURSERY LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	COMPARE CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!
LITERACY	<p>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)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<ul style="list-style-type: none"> <li>- I can fill in missing words from well-known rhymes</li> <li>- I can show a preference for a book or a song or a rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify myself in a story and show enjoyment for stories about familiar people</li> <li>- I can hold a book, turn the pages and indicate an understanding of pictures and print.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to be aware of the way stories are structured.</li> <li>- I show interest in illustrations and print in books and print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe main story settings, events and principal characters.</li> <li>- I can make suggestions about what might happen next in a story</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about events and characters in a book</li> <li>- I can suggest how a story might end</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe main story settings, events and principal characters.</li> <li>- I can tell a story to friends</li> </ul>
WORD READING	<ul style="list-style-type: none"> <li>- I can join in with rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</li> <li>- I can notice and repeat sounds</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand that print has meaning</li> <li>- I can hold a book the right way up and turn pages by myself</li> </ul>	<ul style="list-style-type: none"> <li>- I know that print can have different purposes</li> <li>- I know the names of the different parts of a book</li> </ul>	<ul style="list-style-type: none"> <li>- I know that we read English text from left to right and from top to bottom</li> <li>- I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.</li> </ul>	<ul style="list-style-type: none"> <li>- I can spot and suggest rhymes</li> <li>- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul>
<p>Children will be working in year groups for Bug Club phonics. Scaffolding &amp; support will be provided for those that need it.</p>						



# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	COMPARE CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!
WRITING	<p><b>Texts as a Stimulus:</b>            The Cave            Goldilocks and The Three Bears            We're Going on a Bear Hunt            What's in the Witch's Kitchen</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.            Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images.            Names Labels.            Writing for a purpose in role play            PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Not Now Bernard            The Three Little Pigs            Penguin            The Gingerbread Man</p> <p>Non-fiction text:            The Christmas Story</p> <p>Name writing, labelling, drawing club writing, story scribing. Retelling stories, letter writing ( to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the.            Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Would You Rather            Pirate Pete            Three Billy Goats Gruff            The Magic Porridge Pot</p> <p>Non-fiction text:            Antarctica</p> <p>Rhyming words/sentences            Instructions            Captions            Writing recipes, lists.            PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Rosie's Walk            The Hairy Toe            A Dark, Dark Tale            Room on a Broom</p> <p>Non-fiction text:            Easter Story</p> <p>Creating own stories, writing captions and labels, writing simple sentences. Writing short sentences to accompany Labels and captions – life cycles            Character descriptions.            Order the Easter story</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Jack and The Beanstalk            Hansel and Gretel            The Tiger Who Came to Tea            Chicken Licken.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p><b>Texts as a Stimulus:</b>            Where the Wild Things Are            The Giant Jam Sandwich            The Fox and the Hen</p> <p>Non-fiction text:            Blue Planet David            Attenborough</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories.            Character descriptions</p>
DRAWING CLUB USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS						



# NURSERY LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	COMPARE CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!
WRITING	<ul style="list-style-type: none"> <li>- I can randomly scribble on the page, sometimes with both hands.</li> <li>- I can begin to balance when sitting.</li> <li>- I can make connections between my actions and the marks being made.</li> </ul>	<ul style="list-style-type: none"> <li>- I can control the marks on the page.</li> <li>- I can use a range of tools to make marks and show an interest in my own marks and others marks.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make connections between my actions and the marks being made.</li> <li>- I ascribe meaning to my marks</li> </ul>	<ul style="list-style-type: none"> <li>- I can distinguish between the different marks I make.</li> <li>- I can tell an adult what my marks mean</li> <li>- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</li> <li>- I can copy shapes, letter and pictures</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify sounds from my own name in other words.</li> <li>- I can write some or all of my name.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>- I can write some letters accurately</li> </ul>
<p>DRAWING CLUB USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p>						



# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	COMPARE/CONTRAST	GROWING	AMAZING ANIMALS	LOOKING AFTER OUR WORLD
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<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>Count objects, actions, and sounds. Subitise</b></p> <p>Matching, sorting, comparing amounts.</p> <p>Comparing size, mass &amp; capacity</p> <p>Exploring pattern</p>	<p>Representing and comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and triangles &amp; Spatial awareness</p> <p>The number 4/ The number 5</p> <p>One more one less</p> <p>Comparing shapes</p> <p>Night and day (routines/time)</p>	<p>Zero and comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Mass and capacity</p> <p>Learning about 6,7 and 8</p> <p>Pairs and combining groups to 10</p> <p>Length and height</p>	<p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10 (2 weeks)</p> <p>3D shape</p> <p>Consolidation (respond to what they need more support with)</p>	<p>Building numbers beyond 10</p> <p>Counting patterns/spatial reasoning</p> <p>Composition of numbers above 10</p> <p>Adding more x2 weeks</p> <p>Taking away x2 weeks</p>	<p>Doubles</p> <p>Sharing and grouping</p> <p>Odd and Even</p> <p>Spatial reasoning</p> <p>Deepening understanding x2 weeks</p> <p>Patterns</p> <p>Consolidation</p>



# NURSERY LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	COMPARE/CONTRAST	GROWING	AMAZING ANIMALS	LOOKING AFTER OUR WORLD
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<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>					
	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names past 5               <ul style="list-style-type: none"> <li>- I can have conversations about numbers</li> <li>- I can say when two small groups have the same number</li> </ul> </li> <li>- I can sort objects using one simple criteria</li> <li>- I can share play toys with a friend when asked</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> <li>- I can bring one or two objects to and adult when asked</li> <li>- I can extend a simple ABABAB pattern</li> <li>- I can experiment with my own symbols, marks and numerals</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a simple ABABAB pattern</li> <li>- I can use number names to ten</li> <li>- I am beginning to could small quantities accurately               <ul style="list-style-type: none"> <li>- I can show understanding of simple comparisons - more</li> </ul> </li> <li>- I can give one more object when asked</li> <li>- I can identify the shape of everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> <li>- I can correct a simple pattern               <ul style="list-style-type: none"> <li>- I can show understanding of simple comparisons - less</li> </ul> </li> <li>- I can take one object away when asked</li> <li>- I can use informal language such as ‘stripy’ ‘pointy’ when sorting objects</li> <li>- I know that the last number reached when counting objects is how many in total</li> <li>- I have fast recognition of three objects</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> </ul>



# RECEPTION LONG TERM PLAN 24-25

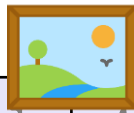
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	COMPARE CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>I can show an interest in different occupations and ways of life</li> <li>Set up 'Our class timeline display'</li> <li>I can talk about things I have observed such as animals</li> <li>I show care for living things (pets)</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Christmas story I can compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I can talk about why things happen.</li> <li>I can recognise and describe special times or events for family or friends</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Celebrate Chinese New year</li> <li>Recognising that people have different beliefs</li> <li>Respecting difference Talk about lives of people around us</li> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>Knowing there are different countries in the world (China)</li> <li>Google earth</li> <li>I understand the effects of changing seasons on the world around me</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Similarities and differences between countries/environments – African schools</li> <li>Maps of our journey to school/looking features of local environment, maps of local area comparing places how are they similar/different?</li> <li>I can describe special events (Easter)</li> <li>Growth &amp; Change</li> <li>Environment: care can concern</li> <li>I can tell you what a plant needs to grow</li> <li>I can understand the key features of of a plant and animal</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Growth &amp; Change: life cycle in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Seasides long ago –compare and contrast past and present</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>I can draw information from a simple map</li> <li>I can talk about ways in which I can look after the environment</li> <li>Pirate maps (maps of school to find treasure)</li> </ul> <p>REFELCTION TIME DAILY</p>
	<p><b>- I enjoy joining in with family customs and routines</b></p> <p><b>Which people are special and why?</b> Being special: where do we belong? Belonging to their family Being part of the All Saints Ranton family <b>Which stories are special and why?</b> Diwali</p>	<p><b>- I can remember and talk about significant events in my own experience</b></p> <p><b>What times are special and why?</b></p> <p>Birthdays</p> <p>Christmas</p> <p>Hanukkah</p>	<p><b>- In pretend play I can imitate everyday actions and events from my own family and cultural background</b></p> <p><b>What times are special and why?</b></p> <p>Chinese new year</p>	<p><b>I can recognise similarities and differences</b></p> <p><b>Which stories are special and why?</b> Easter</p> <p><b>What places are special and why?</b> Church at Easter</p>	<p><b>I know that I have similarities and differences that connect me to and distinguish me from others</b></p> <p><b>What is special about our world?</b> Growth and change of animals</p>	<p><b>I can develop my sense of responsibility and membership of a community</b></p> <p><b>What is special about our world?</b></p> <p>- Summer Solace</p>





# NURSERY LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	COMPARE CONTRAST!	GROWING!	AMAZING ANIMALS!	LOOKING AFTER OUR WORLD!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p><b>- I enjoy joining in with family customs and routines</b></p> <p>Being special: where do we belong? Belonging to their family</p> <p>Being part of the All Saints Ranton family</p> <p><b>Which stories are special and why?</b> Diwali</p>	<p><b>- I can remember and talk about significant events in my own experience</b></p> <p>- What times are special and why?</p> <p>Birthdays</p> <p>Christmas</p> <p>Hanukkah</p> <p><b>Which stories are special and why?</b></p> <p>Nativity</p>	<p><b>- In pretend play I can imitate everyday actions and events from my own family and cultural background</b></p> <p>What times are special and why?</p> <p>Chinese new year</p>	<p><b>I can recognise similarities and differences</b></p> <p>Which stories are special and why? Easter</p> <p>What places are special and why? Church at Easter</p>	<p><b>I know that I have similarities and differences that connect me to and distinguish me from others</b></p> <p>What is special about our world? Growth and change of animals</p>	<p><b>I can develop my sense of responsibility and membership of a community</b></p> <p>What is special about our world?</p> <p>- Sumer Solace</p>
	<p><b>- I am interested in photographs of myself and familiar people and objects</b></p> <p><b>- I am curious about people and show interest in stories about myself and my family</b></p> <p>- I can talk about what I was like when I was a baby</p>	<p><b>- I show interest in different occupations (Eg: fire fighters/nurse/police officers)</b></p> <p>- I enjoy celebrating my birthday and that of others</p> <p>- I can make observations about my immediate environment</p> <p>- I can, in pretend play, imitate everyday actions and events from own</p>	<p><b>- I can begin to make sense of my own life-story and family’s history</b></p> <p>- I can identify where things belong in my environment where my bottle/coat/painting goes</p>	<p><b>- I can talk about environments in stories</b></p> <p>- I can talk about places I have visited (e.g.: the park/ASDA)</p> <p>- I can follow positional language instructions</p> <p>- I am beginning to notice changes in my environment</p>	<p><b>- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</b></p> <p>- I can talk about places in and around school</p>	<p><b>- I can use simple positional language</b></p> <p>- I am beginning to talk about and describe changes in my environment</p>



# RECEPTION LONG TERM PLAN 24-25

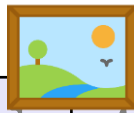


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE 1 PICTURE!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> <li>- I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li>- I can use various construction materials</li> <li>- I can manipulate play dough (roll, knead)</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</li> <li>- I can recognise and name colours.</li> </ul>	<ul style="list-style-type: none"> <li>- I can join different materials and explore different textures.</li> <li>- I can draw identifiable pictures</li> <li>- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about what I am creating</li> <li>- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul>	<ul style="list-style-type: none"> <li>- I can draw a person with identifiable features</li> <li>- I can develop my own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>- I have been exposed to a different range of artists</li> <li>- I can show interest and describe the texture of things</li> </ul>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, modelling, following music patterns with instruments, singing songs.*

*lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform.*





# NURSERY LONG TERM PLAN 24-25



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE 1 PICTURE!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs</p> <p>beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>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.</p> <p>Play pitch matching games, humming or singing</p> <p>Family drawing</p> <p>Feelings: acting out emotions</p> <p>Acting out stories</p>	<p>Use different textures and materials to make firework pictures</p> <p>Firework dances.</p> <p>Christmas decorations, Christmas cards, divas, Christmas songs/poems</p> <p>Props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p>	<p>I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, Chinese music and composition</p> <p>I can recognise, create and describe pattern.</p>	<p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage</p> <p>Natural art, observational drawings</p>	<p>Collage</p> <p>Drawing Life cycles,</p> <p>Observational drawings</p> <p>Provide children with a range of materials for children to construct with.</p> <p>papier mache - working in pairs</p> <p>I can use various construction materials: making a bridge for the Billy Goats Gruff</p>	<p>Water pictures, collage, shading by adding black or white, Colour mixing outdoor painting</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a snail</p>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, modelling, following music patterns with instruments, singing songs.*








*lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform.*





# RECEPTION LONG TERM PLAN 24-25

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

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