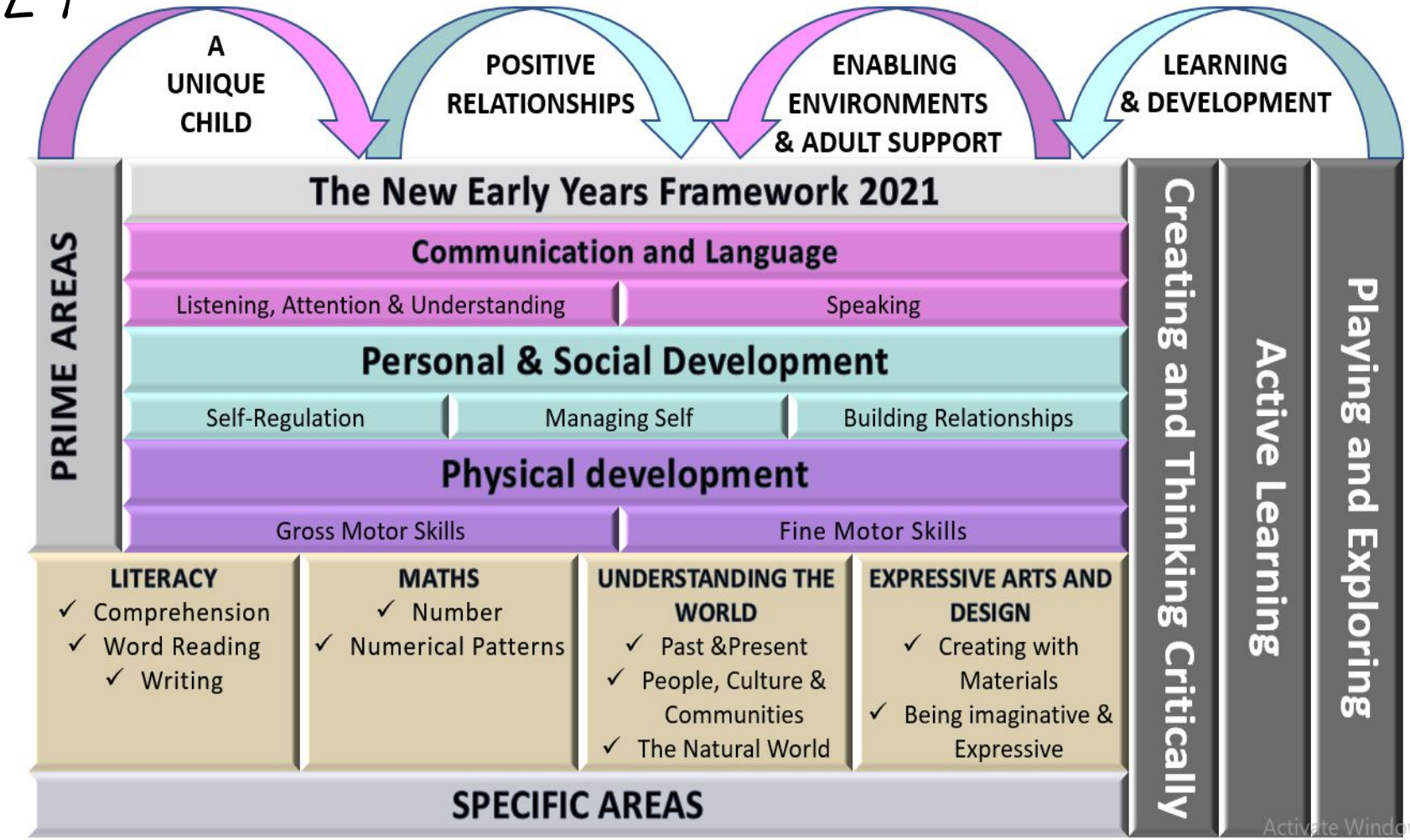
Reception Long Term Plan 26-27

Learning, Loving, Growing
Harbury
C of E Primary School

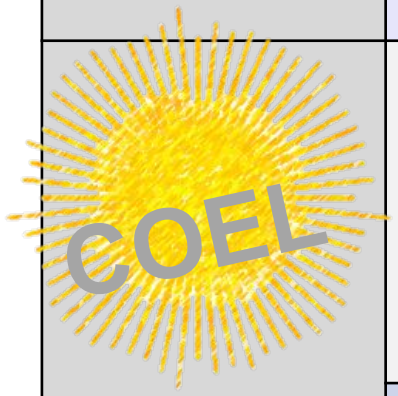


Activate Window

	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 to flow through the provision	Marvellous me! Starting school / My new class New beginnings Making friends How have I changed? My family What am I good at? How do I make others feel? Being kind / Staying safe Our local area Exploring Autumn Harvest time	Once Upon a starry night! Autumn Diwali Bonfire Night Safety Nursery Rhyme Week Remembrance Day The Nativity At the Theatre Christmas Lists Letters to Father Christmas	Let the journey begin! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Farm Visit Seasons Winter	Superheroes to the rescue! People who help us- our local heroes Jobs in the community Signs of Spring Healthy Eating	All things bright and beautiful! Life cycles Metamorphosis- what changes? Growing All about pets Mini Beasts Pond Life observation Animal Arts and crafts Animal patterns Happy Habitats Plants and Flowers Seasons Summer	Prehistoric Pets! Dino Facts! How big were the dinosaurs? What did they eat Where did they live How did they become extinct Volcanoes Lets be explorers A palaeontologists life
Core Texts	Splat the Cat Millie's Marvellous Hat Three Little Pigs The Something	Funny Bones Owl Babies Star in the Jar	The Naughty Bus Bike on Bear Little Red	Zoe and Beans pants on the moon Supertato Juniper Jupiter	Flip Flap Pets The Very Hungry Caterpillar Jack and the Beanstalk The Extraordinary Gardiner	10 Little Dinosaurs Dear Dinosaur The Storm Whale
Complimentary Texts including 'old favourites'	Incredible You The Colour Monster All about families All about friends We are family That's my friend My Daddies You're My Hair Talking is not my thing Rainbow Fish Elmer Leaf Man	Room on the Broom Whatever Next The Rabbit, the Dark and the Biscuit Tin The Owl who was afraid of the dark Stickman Arlo the lion who couldn't sleep Night Monkey/ Day Monkey Olive Owl While you were sleeping Christmas Story / Nativity Rama and Sita	Oi. Get off our train The hundred decker bus Red Lorry Yellow Lorry You choose Fairy tales Mr Gumpy's outing The runaway train The Train Ride Last stop on Market Street My big book of transport. Were going on a Bear Hunt	Super daisy and the Peril of Planet Pea Superhero Like You Superworm How to catch a star Max the Brave How to Save a Superhero Hamster Heroes Real Superheroes Superbat Traction Man Superheroes don't get scared	Spinderella Bug Collector Snail Trail Mad about Minibeasts The tiny seed Oliver's Vegetables A stroll through the seasons Some Pets Rumble in the Jungle Giraffes Can't Dance Dear Zoo	Dinosaur Roar Hocus Pocus Diplodocus Captain Flinn and the pirate dinosaur Tyrannosaurus drip Am I Yours? Rainbow Saurus The Dinosaur Games My Pet T Rex How to look after your dinosaur

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'Wow' moments	Autumn Walk Welly Walk Walk around our local area Harvest Time Pyjama Day Favourite song showcase Harvest Festival Black History Month International Day of Peace	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Owl Cam/Visit Remembrance day Stories by the Fireside World Space Week Children in Need Anti- Bullying Week Christmas Jumper/ Lunch Joining the whole school for celebration assembly Our first visit to Church Our first 'Great Outdoor Experience' Theatre trip	Road Safety visit LENT National Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Growth Mindset month Tractor Visit (size) Bring your wheels to school The travelling bus!	Everyday Hero visits Easter time Chinese New Year Nature Scavenger Hunt Mother's Day Eater Egg Hunt Library visit (linked to RE) Dogs for Blind Visit World Oral Health Day World Book Day Poet Visit Science Week	Butterfly Garden- Caterpillars Tadpoles observation Bug hotels Animal Cam/ Virtual Zoo Bird Watching The Minibeast Ball Minibeast Sculptures	Dino excavation Prehistoric Picnic Dino Day Dinosaur visit Large scale Dino model World Dino Explorers Where in the world where the dinosaurs Carousel Transition Day- Moving on our hopes and dreams for Year 1 Sports Day Picnic School Trip to Ryton Pools

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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.



Over Arching Principles

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.

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. At Harbury school we take into account each child's individual need.

THE POWER OF PLAY: *At Harbury School,* the power of play takes on a particularly vital role in a child's early education. Play is the vehicle through which young children explore, learn, and develop essential skills. It encourages creativity, problem-solving, and curiosity. Through imaginative and social play, children build the foundations for communication, collaboration, and emotional intelligence. Play allows them to make sense of the world around them and build on their existing knowledge. Moreover, it nurtures their motor skills, fosters independence, and instils a love for learning. Our Early Years team provide creative, themed experiences both indoor and outdoor ensuring that the power of play is not just a pastime, but a crucial educational tool that sets the stage for a lifetime of discovery and growth.

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Our Values Assemblies / Sharing Circle time. Collective worship	**Love and Respect**	**Love and Generosity**	**Collaboration and Hope**	**Perseverance and Forgiveness**	**Thankfulness and Friendship**	**Trust and Compassion**
Assessment opportunities	Discuss nursery information with the team School baseline data on entry Phonics Assessments National Baseline data Begin Insight	On going assessments Baseline analysis Phase Meetings Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments Cluster Moderation EYFS MAT Meeting Insight Data	GLD Projections Mid term trust moderation EYFS team meetings Phase meetings and internal moderations Mid Year parent discussion Phonics assessment	Pupil progress meetings Phase Meetings Parents evening info EYFS team meetings EYFS MAT meeting Insight Data	Cluster moderation Trust moderation EYFS team meetings Phase Meetings	Pupil progress meetings Phase Meetings Parents evening info EYFS team meetings EYFS Mat Meeting Team and MAT Moderation Carousel Observations Insight Data Foundation Stage Profile
Parental Involvement	Staggered start dates Dojo communication Phonics and reading meetings Stay and Learn workshops Home / School Agreement Open classrooms Family afternoon on 1st full day	Nativity Parents Evening Reading log support RWI Demonstration Celebration Assembly Maths Workshop	Writing Workshop Celebration Assembly Family Readers	Parents Evening Celebration Assembly Family Readers	Math's Mornings - stay and solve sessions Look how far we have come! Celebration Assembly Class Assembly Family Readers Maths workshop	Parent's Picnic Sports Day Performance Poetry Transition days Celebration Assembly Open classrooms Family Readers



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Communication and Language We celebrate all languages at Harbury school and strive to develop a language rich environment	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.**					
C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions. Daily story time / Book Vote	**Speaking and listening** Settling in activities Making friends Children talking about experiences that are familiar to them Circle time games 'Good week/bad week' Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines through the day. Visual timetables during snack time	**Making connections** Settling back in activities Listen to knew vocabulary Discussions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Enjoy books that will develop their vocabulary.	**Exploring new words** Using language well Ask how and why questions… Discovering learning interests Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	**Developing language** Using Story maps as a stimulus Describe events in detail Understand how to listen carefully and why listening is important. Use picture cue cards to talk as prompts Sustained focus when listening to a story Asking questions	**Expanding vocabulary** Settling back in activities 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	**Time to share** Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures to encourage discussion



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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.**					
Managing Self Self - Regulation **Children develop their personal, social and emotional skills throughout the year through circle times, social stories, sharing portfolio work, Jigsaw sessions. Growth Mindset activities and Good Week Bad Week**	**New Beginnings** Seeing themselves as valuable individuals Being me in my world- Jigsaw Class rules and routines Class charter Supporting children to build relationships Controlling own feelings and behaviours Being able to concentrate on a task Being able to ignore distractions Thinking before acting My Happy Mind	**Exploring Emotions.** How to deal with different emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they feel about a problem or an emotion and how they dealt with it. My Happy Mind	**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 Random acts of kindness My Happy Mind	**Building Relationships** What makes a good friend? Healthy me Looking After our Planet Give children strategies for staying calm in the face of frustration. Talking through why we take turns, Wait politely Tidy up time My Happy Mind	**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. Looking after pets Taking care of each other Being aware of our friends needs My Happy Mind	**See how I have grown!** 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. My Happy Mind
*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.*				*Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.*		



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Jigsaw	***Being Me in My World*** Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Covering Self-Identity, Understanding Feelings, Being in a Classroom, Being Gentle, Rights and responsibilities Protective Behaviours	***Celebrating Differences*** Similarities and differences Knowing how to speak to someone for help. Making new friends. Celebrating the differences in everyone. Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself Protective Behaviours	***Dreams and Goals*** Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges Identifying and overcoming obstacles, Feelings of success Challenges, Perseverance, Goal-setting, Overcoming obstacles Seeking help, Jobs, Achieving goals	***Healthy Me*** Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness, Exercising Bodies, Physical activity, Healthy food, Sleep, Keeping Clean and Safe	***Relationships*** Belonging to a family, Making friends/being a good friend, Physical contact Preferences, People who help us Qualities as a friend and person, Self acknowledgement Being a good friend to myself, Celebrating special relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	***Changing Me*** Life cycles –animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology) Linking growing and learning, Coping with change Transition Bodies Respecting my body Growing up, Growth and change, Fun and fears, Celebrations



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Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Fine Motor Daily opportunities for Fine Motor Activities	Daily finger gym, threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Hold pencil/paint brush beyond whole hand grasp Pencil Grip **Children will begin to use a tripod grip when using mark making tools.**	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 Teach and model correct letter formation. **Children will accurately draw lines, circles and shapes to draw pictures.**	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. Cutting with Scissors **Children will handle scissors, pencil and glue effectively.**	Threading, cutting, weaving, playdough Fine Motor activities. Hold pencil effectively with a comfortable grip Forms recognisable letters most correctly formed **Children will use cutlery appropriately.**	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 **Children will hold scissors correctly and cut out small shapes.**	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego **Children will form letters correctly using a tripod grip.**
Gross Motor sessions with the sports coach Get Set PE	Cooperation games Climbing – outdoor fixed equipment Climbing wall Different ways of moving to be explored with children Indoor climbing frame Bikes, trikes and scooters. Brushing leaves outdoors Large scale outdoor art Introduction to PE The Great outdoors outdoor learning Daily Mile **Children will learn to move safely in a space.**	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, prams and carts are all good options Gymnastics The Great outdoors outdoor learning Daily Mile **Children will explore different ways to travel using equipment.**	Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Balance The Great outdoors outdoor learning Daily Mile **Children will be able to control a ball in different ways.** **Children will balance on a variety of equipment and climb.**	Balance- children moving with confidence Develop fundamental skills The Great outdoors outdoor learning Daily Mile . **Children will jump and land safely from a height.**	Obstacle activities children moving over, under, through and around equipment Dance / moving to music Games The Great outdoors outdoor learning Daily Mile **Children will move safely with confidence and imagination, communicating ideas through movement.**	Races / team games involving gross motor movements Athletics Sports Day Ball skills The Great outdoors outdoor learning Daily Mile **Children will be able to play by the rules and develop coordination.**



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Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Development Matters Guidance	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Continuous Provision Children improve their gross and fine motor skills daily by engaging in different finger gym activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, handwriting warm up exercises	***Through access to continuous Provision the children will:*** • 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 spoon. • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • develop overall body-strength, balance, co-ordination, and agility. • develop the foundations of a handwriting style which is fast, accurate and efficient.					

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Literacy **Comprehension** **Developing a passion for reading**	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Recognise environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary. Stories from other cultures Book Vote	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Story Maps. Orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books Stories from other cultures Book Vote	Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Stories from other cultures Book Vote	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Stories from other cultures Book Vote	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Developing stories in role play areas Stories from other cultures Book Vote	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions 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. Stories from other cultures Book Vote
Word Reading Children will be working in different groups for Read Write Inc. – They will learn set 1 sounds and Set 2 Sounds, Green word, red words, sound blending books, ditty sheets and the introduction of Red Ditty Books. The children will then progress onto green books	**Phonic Sounds:** RWI Set 1 whole class **Reading:** Initial sounds, oral blending, word time, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Feedback to parents in reading logs	**Phonic Sounds:** RWI various groups **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting special friends in words. Show children how to pinch the sounds in words. Begin to read red words Begin sound blending books and ditties in groups	**Phonic Sounds:** RWI various groups **Reading:** Rhyming strings, identifying characters and settings. Consolidate Set 1 sounds Introduce Fred in your head Fred fingers Introduce some set 2 sounds	**Phonic Sounds:** RWI various groups **Reading:** Story structure-beginning, middle, end. Inventing and retelling stories to an audience, non-fiction books. Fred fingers Reading a range of red words Developing ‘Fred in your head’ Set 2 sounds	**Phonic Sounds:** RWI various groups: **Reading:** Non-fiction texts, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Reading a range of red words Developing fluency	**Phonic Sounds:** RWI various groups **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



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Writing **Linked to texts** Children to write sentences when they have sufficient knowledge of letter-sound correspondences.	**Texts as a Stimulus:** Millie's Marvellous Hat Home Sweet Home The 3 Little Pigs The Something Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages Writing opportunities in all areas Name writing opportunities	**Texts as a Stimulus:** Funny Bones Owl Babies Star in a Jar Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story Write sounds in words Daily Handwriting sessions Intervention groups to support fine motor and formation	**Texts as a Stimulus** The Naughty Bus Bike on Bear Little Red Writing some of the red words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Daily Handwriting sessions	**Texts as a Stimulus:** Zoe and Beans pants on the moon Supertato Juniper Jupiter Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions Character descriptions. Extend a sentence. Daily Handwriting sessions	**Texts as a Stimulus:** Flip Flap Pets The Very Hungry Caterpillar Jack and the Beanstalk The Extraordinary Gardener Writing recipes, lists. 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. Daily Handwriting sessions	**Texts as a Stimulus:** 10 Little Dinosaurs Dear Dinosaur The storm whale 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 description Daily Handwriting sessions



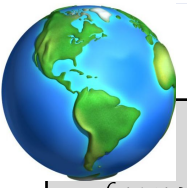
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General Themes	Marvellous me!	Once upon a starry night!	Let the journey begin!	Superheroes to the rescue!	All things bright and beautiful!	Prehistoric pets!
Maths The reception year provides the foundation for mathematical skills the children will build upon in Year one. White Rose Maths Mastering Number	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.					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. **Pattern and early number** Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment.	WRM ***Phase 2: It's me 1, 2, 3!*** Subitise Representing 1, 2 & 3 Composition of 1, 2 & 3, Comparing 1, 2, & 3 Circles and triangles, Positional language ***Phase 3: Light and Dark*** Representing numbers to 5 Composition of 4 & 5, One more and less Shapes with 4 sides,	WRM ***Phase 4: Alive in 5!*** Introducing Zero Comparison to 5 Composition to 5 Compare Mass Compare Capacity ***Phase 5 Growing 6, 7, 8*** Making Pairs Combining 2 Groups Length & Height Time	WRM ***Phase 6: Building 9 and 10*** 9 and 10 Comparing Representing 9 and 10 1 more/less Numbers to 10 Bonds to 10 3-D Shapes Pattern WRM: Spring consolidation	WRM ***Phase 7: To 20 and beyond!*** Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning WRM: Phase 8 First, then, now Adding More Taking Away Spatial Reasoning Numberblocks Series 3	WRM ***Phase 9: Find my Pattern*** Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build Numberblocks Series 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me!	Once upon a starry night!	Let the journey begin!	Superheroes to the rescue!	All things bright and beautiful!	Pre historic pets!
Maths The reception year provides the foundation for mathematical skills the children will build upon in Year one.	***Ongoing Mathematical Skill Development throughout the Year*** Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					
	Early Mathematical Experiences WRM ***Getting to know you – Baseline*** WRM ***Phase 1:*** ***Just like me!*** Matching and Sorting Comparing size, mass and capacity, Comparing amounts Exploring patterns **Mastering Number**	**Mastering Number**	**Mastering Number**	**Mastering Number**	**Mastering Number**	**Mastering Number**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me!	Once upon a starry night!	Let the journey begin!	Superheroes to the rescue!	All things bright and beautiful!	Prehistoric pets!
Understanding the world RE / Festivals Our RE Curriculum enables our children to develop their knowledge and skills to prepare them for life in a modern, diverse Britain. They will begin to understand and value the differences of individuals and groups within their own community. Children will have the opportunity to develop their emerging moral and cultural awareness.	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.					
	• Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. • Talk about their homes and what there is to do near their homes? • Children will draw, paint or construct their homes. • 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. • Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. • Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.	• Can talk about what they have done with their families during Christmas' in the past. • Show photos of how Christmas used to be celebrated in the past. • Use world maps to show children where some stories are based. • Share different cultures versions of famous fairy tales. • To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	• 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. • Look at the difference between transport in this country and other countries. Encourage the children to make simple comparisons. • Use bee-bots on simple maps. Encourage the children to use navigational language. • Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? • Can children differentiate between land and water. • Take children to places of worship and places of local importance to the community.	• Introduce children to the wonders of Space • Explore planets • Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. • 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. • Can children make comments on the weather, culture, clothing, housing. • Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. • Introduce children to different occupations.	• Listen to stories and place events in chronological order. • What can we do to take care of animals? • Comparing animals in different environments and habitats • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants • Building a bug hotel • Change in living things – Changes in the leaves, weather, seasons, • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	• To understand how dinosaurs became extinct • Learn what a palaeontologist is • Discover and explore fossils • Introduction to Mary Anning • Dino escape!- freezing dinosaurs in ice • Explore the past • How can we take care of a baby dinosaur- considering environment and habitat. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
RE	**How can people show they belong together?**	**Understanding Christianity** Why do Christians perform Nativity plays at Christmas**?** **Incarnation**	**Who are the people in sacred (special) stories and why might they still be important today?**	**Understanding Christianity** Why do Christians put a cross in an Easter Garden? **Salvation**	**How do people know how to treat other people?**	**Understanding Christianity** Why is the word GOD Important to Christians? **God/ Creation**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me!	Once upon a starry night!	Let the journey begin!	Superheroes to the rescue!	All things bright and beautiful!	Prehistoric pets!
Understanding the world EYFS areas of development linked to National Curriculum Subjects	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.					
	History: ***Past and Present*** Children will know about their own life story and how they have changed. ***Geography:*** ***People, Culture and Communities*** Children will know about features of the immediate environment. ***Science:*** ***The Natural World*** Children will understand the terms 'same' and 'different'. ***RE:*** ***People, Culture and Communities*** Children will know how people belong together	***History:*** ***Past and Present*** Children will know some similarities and differences between things in the past and now. ***Geography:*** ***People, Culture and Communities*** Children will know that there are many countries around the world. ***Science:*** ***The Natural World*** Children will explore and ask questions about the natural world around them. ***RE:*** ***People, Culture and Communities*** Children will know what Christians say God is like. Children will know why Christians perform nativity plays.	***History:*** ***Past and Present*** Children will talk about the different types of vehicles of people around them and in the past ***Geography:*** ***People, Culture and Communities*** Children will know that people around the world have different religions. ***Science:*** ***The Natural World*** Children will talk about features of the environment they are in and learn about the different environments. ***RE:*** ***People, Culture and Communities*** Children will know what the church is and why the local church is linked to our school. Children will discover stories about Jesus.	***History:*** ***Past and Present*** Children will talk about past and present events in their lives and what has been read to them. ***Geography:*** ***People, Culture and Communities*** Children will know about people who help us within the community. ***Science:*** ***The Natural World*** Children will make observations about plants discussing similarities and differences. (Also in Summer 1) ***RE:*** ***People, Culture and Communities*** Children will know why people say sorry. Children will know why Christians put three crosses in an Easter garden. Children will know how Easter Day is different to Good Friday. Children will know why Christians are happy on Easter.	***History:*** ***Past and Present*** Children will know about the past through settings and characters. ***Geography:*** ***People, Culture and Communities*** Children will know that people in other countries may speak different languages. ***Science:*** ***The Natural World*** Children will make observations about animals and plants discussing similarities and differences. ***RE:*** ***People, Culture and Communities*** Children will know how to treat and respect each other. Children will know that many people worship in different places.	***History:*** ***Past and Present*** Children will know about the past through settings, characters and events. ***Geography:*** ***People, Culture and Communities*** Children will know that simple symbols are used to identify features on a map. ***Science:*** ***The Natural World*** Children will know some important processes and changes in the natural world, including states of matter. ***RE:*** ***People, Culture and Communities*** Children will know that Creation teaches Christian's about God.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me!	Once upon a starry night!	Let the journey begin!	Superheroes to the rescue!	All things bright and beautiful!	Prehistoric pets!
Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.* 	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	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. 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. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.	Use different textures and materials to make a variety of resources Owl Collage Listen to music and make their own dances. model making Mehndi/Rangoli pattern/divas Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Celebrations and The Nativity Making lanterns, Chinese music	Transport themed art Design and make rockets thinking about form and function. Express their ideas of transport using a range of large and small building materials. Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Make different textures; make patterns using different colours Large scale model making	Mixed Media Art- creating the planets. Designing and creating parachutes then testing them. Cherry Blossom Art Creating a super alter ego- Lift the flap Design and make a superhero cape. Follow recipe and make veggie soup Create super veggie characters.	Animal prints Designing homes for hibernating animals. Symmetrical butterflies Creating clay sculptures Creating animal masks. Collage-farm animals Pastel drawings Life cycles, Flowers-Sun flowers Mother's Day crafts Home Corner role play	Use reclaimed materials to create dinosaur nests Large scale dino model! Salt dough fossils Small world prop creations The Dino Stomp! Creating dinosaur sound effects to accompany a story Swamp exploration Role play adventure in the Dino Den! Home Corner- Moving Home!! Link to Transition to Year 1

Reception Long Term Plan 25-26

Early Learning Goals – for the END OF THE YEAR















Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

Personal, social, emotional development

ELG: Self-Regulation

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.

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

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.

ELG: Numerical Patterns

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.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the Wo

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

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.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

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.