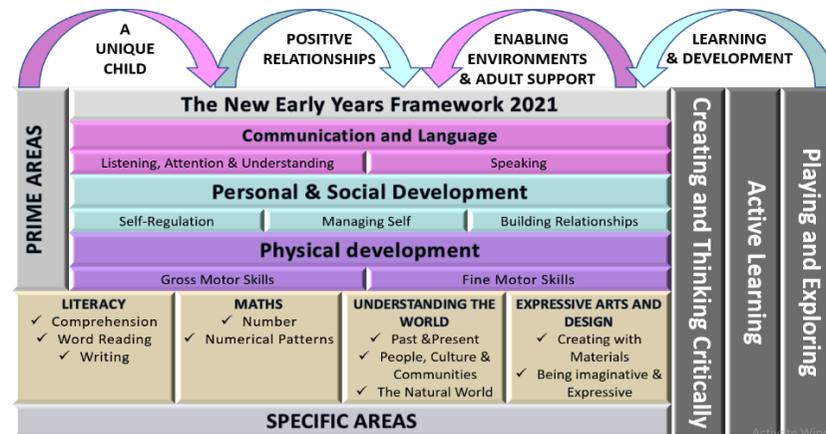




St Hugh of Lincoln R.C Primary School

EYFS Curriculum Long Term Plan 23-24 (Year B) EYFS Lead: Mrs R Doherty



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>MAIN THEMES BUT NOT LIMITED TO...</p> <p>CELEBRATIONS AND DIFFERENT CULTURES AND RELIGIONS WILL BE CELEBRATED THROUGHOUT THE YEAR.</p> <p>*These Religions will also be covered during whole school 'Multi Faith' weeks. Dates TBC.</p>	<p>IT'S GOOD TO BE ME!</p> <p>AUTUMN</p> <p>RE – Myself -Welcome -Hinduism* -Sikhism*</p>	<p>NOT ALL SUPERHEROES WEAR CAPES!</p> <p>CHRISTMAS HALLOWEEN, BONFIRE NIGHT, DIWALI</p> <p>RE – Birthday -Judiasm*</p> <p>Ten :Ten – Life to the full Module 1 - Created and loved by God</p>	<p>TERRIFIC TALES!</p> <p>WINTER CHINESE NEW YEAR, PANCAKE DAY, VALENTINE'S DAY (RE CELEBRATIONS)</p> <p>RE-Celebrating -Gathering</p> <p>Ten :Ten – Life to the full Module 1 - Created and loved by God</p>	<p>COME OUTSIDE! GROWTH YEAR A MINIBEASTS YEAR B</p> <p>SPRING/EASTER ST DAVID'S DAY, ST PATRICK'S DAY</p> <p>RE – Growing -Good News</p> <p>Ten :Ten – Life to the full Module 2 - Created to love others</p>	<p>AMAZING ANIMALS! FARM YEAR A ZOO YEAR B</p> <p>ONCE UPON A TIME! EID, ST GEORGE'S DAY</p> <p>RE – Friends -Islam*</p> <p>Ten :Ten – Life to the full Module 2 - Created to love others</p>	<p>TICKET TO RIDE! JOURNEYS YEAR A HOLIDAYS/SEASIDE YEAR B</p> <p>SUMMER</p> <p>RE- Our World</p> <p>Ten :Ten – Life to the full Module 3 - Created to live in Community</p>
<p>HIGH QUALITY TEXTS JUST SOME EXAMPLES FOR EACH THEME...</p> <p>PLEASE SEE FULL EYFS BOOK LIST FOR ALL NURSERY AND RECEPTION BOOKS</p> <p>Poetry Basket 1 (Nursery)</p> <p>Poetry Basket 2 (Reception)</p> <p>Poems and Nursery rhymes linked to all themes</p>	<p>Reception – Pete the cat rocking in my school shoes -We're all wonders -Ruby's worry -Funny Bones -Look inside your Body -Oliver's Vegetables -Autumn -Stanley's Stick -Owl Babies -It's a no money day</p> <p>Nursery -First Day at Bug School -Hair Love -Super Duper You</p>	<p>Reception -Heroes who help us from around the world -You Choose -Why Should I brush my teeth? -George saves the world by lunchtime -A Superpower like mine -A Superfamily like ours -Oh Christmas tree -Snowball -The Nativity Story</p> <p>Nursery -A Superhero like you</p>	<p>Reception – Little Cloud -The Magic Bed -The Tiger who came to tea -Winter -One Snowy Night -Robin's Winter Tale -Welcome to our World -The World Came to my house today -My name is not refugee -Here we are</p> <p>Nursery -Whatever Next! -Aliens Love Underpants -Michael Recycle -Snow Bear stories -Winter non fiction</p>	<p>Reception - The Enormous Turnip -Jasper's Beanstalk -Jack and the Beanstalk -Christopher's Caterpillars -Things with wings -Spring -The Easter Story -Be more Bernard (Bunny book) -Hattie Peck -Egg to Chicken</p> <p>Nursery -How Things Grow -Eddie's Garden -10 Seeds -What the Ladybird Heard -The Giant Jam Sandwich</p>	<p>Reception -The Little Red Hen -Rosie's Walk -The Pig's Knickers -Giraffes can't dance -The Creature Choir -The Three Little Pigs -The Gingerbread Man -The 3 Billy Goats Gruff -The Frog Prince</p> <p>Nursery -Farmer Duck -A Squash and a Squeeze -Dear Zoo -Rumble in the Jungle</p>	<p>Reception -Journey (Becker) -The Train Ride -The Lighthouse Keeper's Lunch -Billy's Bucket -Summer (Scott) -Bee and me -Billy's Sunflower</p> <p>Nursery -Lost and Found -Snail Trail -Oi get off my train -What the Ladybird heard at the Seaside -Clean Up</p>

	-Honey Biscuits -All are Welcome	-You Choose -Busy People Series -Christmas/Nativity Books		-The Very Hungry Caterpillar	-Goldilocks and the three bears	
EXPERIENCES <i>Throughout the year we invite Parents in to talk about their Religions during Multi faith weeks and we also encourage families who have non religious celebrations/traditions to share these experiences with us also.</i>	-EYFS Autumn walk to Lostock Park -Whole School Harvest/Foodbank -Vegetable Soup and Baking for the Homeless (Rec) Baking Honey biscuits (N) -Hand washing (Sch Nurse – Rec) -Food tasting linked to celebrations around the world -Gardening -Grandparents day -MCFC Trip - TBC -Salford Museum and Art Gallery Trip (Rec) (New – TBC)	-EYFS Visits from Priest/ Police/Fire/Medics etc -Dental talk – oral health (EYFS) -Reception walk (local area) and visit to Urmston library -Nursery Winter walk to Post box -Baking Gingerbread Men (Rec) Shortbread (N) -Christmas Nativity -Food tasting linked to celebrations around the world -Tinkering -Parent talk on Diwali	-Reception Winter walk (local area) and visit to Urmston library -Dance Show -Cooking snacks from around the world -Food tasting linked to celebrations around the world -Tinkering - Woodwork -Parent talk on Chinese New Year	-Eggs/Chicks alternate year to Caterpillars/Butterflies -Gardening the edible garden. -Planting. -Reception Spring walk (local area) and visit to Urmston library -Nursery Spring walk to local shops -Making Pancakes (EYFS) -Food tasting linked to celebrations around the world -Woodwork	-EYFS Assembly -Farm or Zoo trip -Cooking Savoury Snacks -Food tasting linked to celebrations around the world -Gardening -Woodwork -Talk from Parent on Islam Eid celebrations. -Forest School	-Sports Day -Nursery Rhyme Project -EYFS Picnic in the park/Teddy Bear’s Picnic – Summer walk -Reception Summer walk (local area) and visit to Urmston library (Time allowing) -Making fruit kebabs (Rec) Making Sandwiches (N) -Food tasting linked to celebrations around the world -Gardening -Woodwork -Forest School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
COEL OVER ARCHING PRINCIPLES	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	IT’S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
Possible ideas/lines of enquiry... These mini ideas/themes may change or be replaced depending on child interest/fascination	All about me, my family, Grandparents, special experiences and family celebrations, Diversity, toys	My heroes/ Superheroes, Sustainability, People who help us, special experiences and family celebrations,	Comparing Winter/Autumn – investigating frost, ice and water, special experiences and family celebrations	Comparing Spring to Autumn and Winter, growth and planting, Environment, mini beasts, special experiences and family celebrations,	Animals from around the world, how we care for animals. Sustainability. Traditional Tales – Woodwork - which material is best for building	Where in the world have you been? Place. Seaside now and then, Globes, Maps, special experiences and family celebrations,

	now and then (toy museum), changes in the environment – our local setting, home to school maps, changes in seasons.	changes in the seasons, local area.	changes in the seasons, local area.	changes in the seasons, local area.	bridge/houses/castles ? (Three Billy Goats Gruff/Three Little Pigs/Castles for Fairy Tales) special experiences and family celebrations, changes in seasons, local area.	changes in the seasons, local area.
Character Muscles: Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening / communicating, Friendship.						

DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS				
BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
RUBY'S WORRY LOOK UP SO MUCH BILLY AND THE BEAST TODAY I'M STRONG CHARLIE CHOOSES HANDA'S SURPRISE HANDA'S HEN	IT'S OK TO BE DIFFERENT WE ALL BELONG ALL ARE WELCOME HATS OF FAITH MY SKIN YOUR SKIN	WE'RE ALL WONDERS PERFECTLY NORMAN ALL ARE WELCOME THROUGH THE EYES OF ME	ITS OK TO BE DIFFERENT ALL ARE WELCOME WHAT HAPPENED TO YOU? CAN BEARS SKI? THE PATCH ONE IN 1000	MY PIRATE MUMS THE GIRL WITH TWO DADS ALL KINDS OF FAMILIES

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<i>IT'S GOOD TO BE ME!</i> AUTUMN	<i>NOT ALL SUPERHEROES WEAR CAPES!</i> CHRISTMAS	<i>TERRIFIC TALES!</i> WINTER	<i>COME OUTSIDE!</i> SPRING/EASTER	<i>AMAZING ANIMALS!</i> ONCE UPON A TIME!	<i>TICKET TO RIDE!</i> SUMMER
Nursery Maths – also see separate Maths planning document	Colours Matching Sorting	Number 1 Number 2 Pattern	Number 3 Number 4 Number 5	Number 6 Height and Length Mass Capacity	More/Fewer 1 more 1 less 2D Shape 3D Shape	Number composition Night and Day Positional Language

Nursery Phonics

Children in our Nursery are taught Phase 1 'Monster Phonics'. They move through Aspects 1-6, learning and consolidating the associated skills. Aspect 7 runs alongside these throughout the year with children having lots of opportunity to develop their oral blending and segmenting skills in readiness for reading and writing.

Aspect 1 Environmental Sounds **Aspect 2** Instrumental Sounds **Aspect 3** Body Percussion **Aspect 4** Rhythm and Rhyme **Aspect 5** Alliteration

Aspect 6 Voice Sounds **Aspect 7** Oral blending and Segmenting

Children will use 'Monster Phonics' for letter formation in line with Reception and KS1

Nursery						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
<p>Communication and Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PHSE times, stories, singing, rhymes. EYFS productions, Wellcomm, TASS and Trafford Speech and Language interventions.</p>	<p>Welcome to EYFS</p> <p>Settling in activities Making friends/learning names Beginning to talk in small/large group Confidence to talk 1-1 Beginning to follow simple instructions Storytime – listening skills (listening/attention Rhymes) Model talk -morning welcome, snack -time, playing/sharing together/please, thank you. Stories, rhymes and songs Wellcomm, TASS</p>	<p>Tell Me a Story!</p> <p>Settling in activities Developing vocabulary Linking words together Retelling simple stories – 1-1 small group activities Developing confidence to join in and speak to adults. Listening/focus developing – stories, rhymes, songs. Beginning to make links in conversations and join in. Encourage use of vocabulary heard in stories by modelling and interactions. Respond to questions/instructions directed to them. Developing sentences- linking words together.</p>	<p>Tell Me Why!</p> <p>Developing Vocabulary. Joining in with/using new vocabulary in play, stories and rhymes. Able to answer simple questions to check their understanding of activities and what has been said. Describing events/activities that they have been involved in – parties, swimming, news from home? Beginning to listen to longer stories. Developing understanding of 2 key word instructions. Wellcomm, TASS and S&L interventions</p>	<p>Explain to Me!</p> <p>Developing vocabulary. Joining in with/ using new vocabulary in play from books and rhymes. Talk about a simple life cycle (caterpillar, chick, plants) Beginning to answer ‘why’ questions in terms of investigations etc. Developing understanding of 2-3 word instructions Able to answer simple questions to check their understanding of activities and what has been said. Developing ability to respond appropriately to questions.</p>	<p>Can you recount an event?</p> <p>Developing vocabulary Use new vocabulary in conversation and play. Join in/initiate songs and rhymes Begin to predict what might happen next in a story Describe events that they have taken part in – local trips/class activities/celebrations Wellcomm, TASS and S&L interventions</p>	<p>Tell me about differences</p> <p>Develop and use new vocabulary Begin to predict what might happen next in a story Describe events that they have taken part in – local trips/class activities/celebrations Begin to speak in longer sentences, 4-6 words Understand and respond to 2/3 key word sentences. Understanding ‘why’ questions. Develop conversation skills – listen and respond. Use connectives to extend sentences in conversations.</p>

		Wellcomm, TASS and S&L interventions.		Sequencing events in familiar stories. Beginning to express an opinion using short sentences. Wellcomm, TASS and S&L interventions		
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Nursery						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
<p>PSED</p> <p>MANAGING SELF</p> <p>SELF REGULATION MAKING</p> <p>RELATIONSHIPS</p> <p>New for academic year 23-24 in EYFS – Think Equal Programme</p>	<p>Me and my relationships</p> <p>Starting nursery I am me – I am special.</p> <p>Emotional language I can say how I feel.</p> <p>My family My class family My new friends Playing together Playing fairly - Kind hands (sharing) I can name some parts of my body. I am confident to explore my nursery. I can use the toilet.</p> <p><i>Daisy's Dragons Colour Monster Emotion Books Starting Nursery Books Family based books</i></p>	<p>Valuing difference</p> <p>I am me – I am unique.</p> <p>I can come into nursery happily</p> <p>Emotional language Developing Friendships</p> <p>Playing/sharing fairly I am confident to meet new people in my nursery.</p> <p>I know that all families are different but there are things that we do the same – celebrations (e.g. birthdays)</p> <p>I can use my words when I have a disagreement (I know where to go for support if necessary)</p> <p>I can help to make some simple class rules.</p> <p>I can use the toilet independently.</p>	<p>Keeping myself safe</p> <p>I can identify feelings like happy sad and angry.</p> <p>I can follow rules to keep myself safe. Safe indoors and outdoors.</p> <p>I can feel proud when I achieve something new.</p> <p>I can begin to listen to my feelings and get support if I need it.</p> <p>I can follow simple class rules.</p> <p>I can use the toilet independently</p>	<p>Rights and responsibilities</p> <p>I am a member of my class family, I can follow rules to keep myself and others safe.</p> <p>I can use my words when I disagree with my friends.</p> <p>I can be a good friend I can look after the plants and creatures that we have in nursery.</p> <p>I can help to look after my classroom. I can listen to my friend and share ideas</p> <p>I can look after my coat and bags. I can use the toilet independently and wash my hands.</p>	<p>Being my best</p> <p>I am becoming confident when I try new activities. I am proud when I see what I can do now.</p> <p>I can accept praise I know when I need to rest.</p> <p>I know when I need to get a drink. I know how to look after small creatures – butterflies, spiders etc</p> <p>I enjoy dance and exercising to keep me healthy</p>	<p>Growing and changing</p> <p>I can talk about my feelings and the feelings of others. I can play with others fairly.</p> <p>I can talk about how I have changed. I can talk about the life stages of animals in a simple way.</p> <p>I can talk about moving into Reception with confidence.</p> <p>I can remember and talk about some of the things we have done in nursery.</p> <p>I can tell you how I can stay healthy, food, sun safety etc. I can use the toilet independently and wash my hands</p>

Nursery						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
<p>Physical Development Fine motor Continuously check the development of children's handwriting skills – the development of the pincer grip. Support their development of scissor skills. Daily opportunities for fine motor activities.</p> <p>Gross Motor Climbing tree, crates etc. bikes and scooters, dancing, movement games, P.E.</p>	<p>Development of mark making- paint, felt tip pens, black writing pens, coloured pencils, crayons, chalks, sticks in sand. Digging, scooping, pouring – sand/water. Sensory trays Paint – circular/vertical movements – large sheets of paper. On flat and vertical surface Sound bottles – pasta, rice, stickers. Threading large beads, buttons. Play-dough and tools. Pritt sticks, glue spreaders. Making snips with scissors. Assess if children have chosen their dominant hand. Construction kits –</p>	<p>Development of mark making- paint, felt tip pens, black writing pens, coloured pencils, crayons, chalks, sticks in sand. Digging, scooping, pouring – sand/water. Sensory trays Paint – circular/vertical movements – large sheets of paper. On flat and vertical surface. Threading large beads, buttons. Play-dough and tools. Pritt sticks, glue spreaders. sellotape Making snips with scissors. Assess if children have chosen their dominant hand. Construction kits – duplo, interstar, mobilo etc,</p>	<p>Development of mark making-using different tools. Digging, scooping, pouring carefully – sand/water. Sensory trays Paint – circular/vertical movements – large sheets of paper -n flat and vertical surface Threading large beads, buttons. Play-dough and tools. Pritt sticks, glue spreaders. sellotape Starting to cut with scissors. dominant hand?. Construction kits – duplo, interstar, mobilo , lego etc, Toileting/handwashing with support. Support at lunch time with cutting food, opening packets etc. able to use a fork (spoon if</p>	<p>Development of mark making-using different tools. Digging, scooping, pouring carefully – sand/water. Sensory trays Paint – circular/vertical movements – large sheets of paper. On flat and vertical surface Threading large beads, buttons. Play-dough and tools. Pritt sticks, glue spreaders. Starting to cut with scissors. dominant hand? Construction kits – duplo, interstar, mobilo Lego etc, Toileting/handwashing with support. Support at lunch time with cutting food, opening packets etc. able to</p>	<p>Development of mark making-using different tools. Digging, scooping, pouring carefully – sand/water. Sensory trays Paint – smaller pieces of paper On flat and vertical surface Threading large beads, buttons. Play-dough and tools. Pritt sticks, glue spreaders. Cutting with scissors. dominant hand?. Construction kits Toileting/handwashing with support. Support at lunch time with cutting food, opening packets etc. able to use a fork (spoon if necessary) and drink from a cup. Paper tearing/folding.</p>	<p>Development of mark making-using different tools. Digging, scooping, pouring carefully – sand/water. Sensory trays Paint – smaller sheets of paper. On flat and vertical surface Threading large beads, buttons. Play-dough and tools. Pritt sticks, glue spreaders. cutting with scissors. dominant hand?. Construction kits , Toileting/handwashing more independently.. Support at lunch time with cutting food, opening packets etc. able to use a fork (spoon if necessary) and drink from a cup. Paper tearing/folding.</p>

<p>equipment – balls, hoops etc. Tumbletots songs</p>	<p>duplo, interstar, mobilo etc Toileting/handwashing with support. Support at lunch time with cutting food, opening packets etc. able to use a fork (spoon if necessary) and drink from a cup.</p> <p>Use of crates and planks, bikes, climbing tree, mud kitchen. Footballs, hoops, bean bags etc. Practice throwing and catching. Safe movement/running around the playground and garden. Introduce the Tumbletots songs. Movement songs – heads, shoulders, knees and toes etc. Large construction sets, community blocks.</p>	<p>Toileting/handwashing with support. Support at lunch time with cutting food, opening packets etc. able to use a fork (spoon if necessary) and drink from a cup. Paper tearing/folding. Picking stickers from their backing. Using different materials. Paint splattering Tweezers, pom poms. Introduce finer paint brushes Tracing activities, writing patterns, Cutting lines. To be more independent with regards to coats and bags with support with buttons and zips</p> <p>Use of crates and planks, bikes, climbing tree, mud kitchen. Footballs, hoops, bean bags etc. Practice throwing and catching. Safe movement/running around the playground and garden. Introduce the Tumbletots songs. Movement songs – heads, shoulders, knees and toes etc. Large construction sets, community blocks.</p>	<p>necessary) and drink from a cup. Paper tearing/folding. Picking stickers from their backing. Using different materials. Paint splattering Tweezers, pom poms. Introduce finer paint brushes Tracing activities, writing patterns, Cutting lines. To be more independent with regards to coats and bags with support with buttons and zips</p> <p>Use of crates and planks, bikes, climbing tree, mud kitchen. Footballs, hoops, bean bags etc. Practice throwing and catching. Safe movement/running around the playground and garden. Introduce the Tumbletots songs.</p>	<p>use a fork (spoon if necessary) and drink from a cup. Paper tearing/folding. Picking stickers from their backing. Using different materials. Paint splattering Tweezers, pom poms. Introduce finer paint brushes Tracing activities, writing patterns, Cutting lines. To be more independent with regards to coats and bags with support with buttons and zips Sewing (running stitch – using a real needle) Developing independence with wiping</p> <p>Use of crates and planks, bikes, climbing tree, mud kitchen. Footballs, hoops, bean bags etc. Practice throwing and catching. Safe movement/running around the</p>	<p>Picking stickers from their backing. Using different materials. Paint splattering Tweezers, pom poms. Introduce finer paint brushes Tracing activities, writing patterns, Cutting lines. To be more independent with regards to coats and bags with support with buttons and zips For some to carry their own lunch tray Developing independence with wiping</p> <p>Use of crates and planks, bikes, climbing tree, mud kitchen. Footballs, hoops, bean bags etc. Practice throwing and catching. Safe movement/running around the playground and garden. Introduce the Tumbletots songs.</p>	<p>Picking stickers from their backing. Using different materials. Paint splattering Tweezers, pom poms. Introduce finer paint brushes Tracing activities, writing patterns, Cutting lines. To be more independent with regards to coats and bags with support with buttons and zips Carry own tray Put on Coats, do zips independently. Put own shoes on (support with laces) Toileting more independent including wiping</p> <p>Use of crates and planks, bikes, climbing tree, mud kitchen. Footballs, hoops, bean bags etc. Practice throwing and catching. Safe movement/running around the</p>
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		<p>Running, hopping, jumping games Stop/start games Dance (for Christmas production) Partner games Party games Use of games/ writing tools on the interactive whiteboard.</p>	<p>Movement songs – heads, shoulders, knees and toes etc. Large construction sets, community blocks. Running, hopping, jumping games Stop/start games Balance games Dance (for Christmas production) Partner games Party games Use of games/ writing tools on the interactive whiteboard. Attempting coats and shoes with support</p>	<p>playground and garden. Introduce the Tumbletots songs. Movement songs – heads, shoulders, knees and toes etc. Large construction sets, community blocks. Running, hopping, jumping, balance games Stop/start games Dance (for Christmas production) Partner games Party games Use of games/ writing tools on the interactive whiteboard. Attempting coats and shoes with support Den building chairs, blankets etc Den building Forest school For some to carry their own lunch tray</p>	<p>Movement songs – heads, shoulders, knees and toes etc. Large construction sets, community blocks. Running, hopping, jumping, balance games Stop/start games Dance (for Christmas production) Partner games Party games Use of games/ writing tools on the interactive whiteboard. Attempting coats and shoes with support Den building chairs, blankets etc Den building Forest school For some to carry their own lunch tray</p>	<p>playground and garden. Introduce the Tumbletots songs. Movement songs – heads, shoulders, knees and toes etc. Large construction sets, community blocks. Running, hopping, jumping, balance games Stop/start games Dance (for Christmas production) Partner games Party games Use of games/ writing tools on the interactive whiteboard. Attempting coats and shoes with support Den building chairs, blankets etc Den building Outside – carrying on from Forest School Carry their own lunch tray</p>
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LONG TERM PLAN 23-24 RECEPTION						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.	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.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Pie Corbett T4W actions, EYFS productions, Wellcomm, TASS and Trafford Speech and Language interventions.	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories: talk for writing 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. Learn rhymes, poems and songs: Rhyme of the week Wellcomm/TASS/S&L interventions	Tell me why! Develop vocabulary Using language well Asks 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 (e.g.Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs: Rhyme of the week	Explain to me! Explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more. Wellcomm/TASS/S&L interventions	Can you recount an event? Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction texts Using the iPad to take a photograph I can describe events in some detail: farm/zoo trip, egg/chick and butterfly life cycles Wellcomm/TASS/S&L interventions	Tell me about differences? Explore Vocab 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 (journeys or seashores) I can talk about the experiences I have had at different points in the school year (end of year video) Wellcomm/TASS/S&L interventions

DAILY STORY TIME USING HIGH QUALITY TEXTS AND HIGH QUALITY TEXTS THROUGHOUT C.P.	Wellcomm/TASS/S&L interventions		Wellcomm/TASS/S&L interventions			
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LONG TERM PLAN 23-24 RECEPTION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
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 MAKING RELATIONSHIPS New for academic year 23-24 in EYFS- Think Equal Programme	<u>Me and My Relationships</u> 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 deal with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.	<u>Valuing Difference</u> I'm special You're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: getting changed for PE/Mud Kitchen etc	<u>Keeping myself safe</u> 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 SMART rules	<u>Rights and responsibilities</u> 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 Caring for our world Healthy eating	<u>Being my best</u> Bouncing back when things go wrong: resilience Yes, I can: confidence and resilience Healthy eating Move your body A good night's sleep Importance of exercise Being kind to living creatures Taking care of animals (chicks/butterflies)	<u>Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness

	<p>Oral hygiene: teeth cleaning linked to the dental nurse. Handwashing</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules – Kind words, kind hands and kind feet</p>			<p>Looking after plants/minibeasts</p>		
	<p><u>Early learning Goals: 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.</u></p> <p><u>* 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</u></p> <p><u>*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</u></p>					

LONG TERM PLAN 23-24 RECEPTION						
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GENERAL THEMES	IT'S GOOD TO BE ME!	NOT ALL SUPERHEROES WEAR CAPES!	TERRIFIC TALES!	COME OUTSIDE!	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE!
	AUTUMN	CHRISTMAS	WINTER	SPRING/EASTER		SUMMER
<p>Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation), use of scissors etc Provide extra help and guidance when needed – <i>'Squiggle Whilst you Wiggle'</i> Programme. Daily opportunities for Fine Motor Activities (All - Dough Disco) Gross motor</p>	<p>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.</p>					
	<p>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</p>	<p>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. Using cutlery.</p>	<p>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</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>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</p>	<p>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 – small construction area Hold a pencil effectively.</p>

Outdoors – climbing tree, bikes (progression) Cosmic Kids Yoga Lesson etc	PE - MOVEMENT Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	PE - DANCE Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	PE – BALL SKILLS Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	PE - GYMNASTICS Balance Core muscle strength Jumping and landing Awareness of space	PE - GAMES Follow the rules of a game Use a racket I can join in with a game	PE - ATHLETICS Running skills Agility Sports day
	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, climbing – outdoor tree and loose parts (crates and planks). Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and 2 wheeled bikes, scooters, wheelbarrows, prams and carts are all good options</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>					

LONG TERM PLAN 23-24 RECEPTION

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GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
LITERACY COMPREHENSION -DEVELOPING A PASSION FOR READING -SEE SEPARATE BOOK LIST Children will visit the library every half term. High quality texts for storytime and throughout C.P. Reading areas/book nooks indoors and outdoors	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)					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	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) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)

WORD READING	Phonics – Monster Phonics See Reception Progression Map	Phonics – Monster Phonics See Reception Progression Map	Phonics – Monster Phonics See Reception Progression Map	Phonics – Monster Phonics See Reception Progression Map	Phonics – Monster Phonics See Reception Progression Map	Phonics – Monster Phonics See Reception Progression Map
	<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>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 (1 to 1 correspondence) across 2-3 lines of print</p> <p>I can read some Term 1 words including most tricky words</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</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and</p> <p>I check what I read makes sense and sounds right</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 Term 1 words</p> <p>I can read some of Term 2 words</p>	<p>I can read term 2 and some term 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>End of term assessments</p> <p>Transition work with Year 1 staff</p>

LONG TERM PLAN 23-24 RECEPTION

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GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
WRITING SEE SEPARATE PROGRESSION IN WRITING DOCUMENT 'Squiggle Whilst you Wiggle' Programme.	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. Silly soup. Names Labels. Writing for a purpose in role play PHONICS WORDS	Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing Writing tricky words such as I, go, no, to, the. Writing CVC words, Labels and captions using CVC words PHONICS WORDS	Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHONICS WORDS	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story PHONICS WORDS	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. Recount – A trip to the farm /zoo Acrostic poems PHONICS WORDS	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. Innovation of familiar texts, using familiar texts as a model for writing own stories. Character descriptions

LONG TERM PLAN 23-24 RECEPTION

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GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
MATHS (WHITE ROSE MATHS)	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	X2 weeks: Baseline/Getting to know you Matching Sorting Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7 and 8 Length, height and Time	9 and 10 3D shapes Consolidation (respond to what they need more support with or begin Summer Term)	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Visualise, build and map Make connections Consolidation

LONG TERM PLAN 23-24 RECEPTION

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GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
COMPUTING	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>To screenshot using the home and lock buttons</p> <p>Interact with simulation software</p> <p>Use a package to produce a picture on screen</p> <p>Understand that 'output' is the result of a trigger (pressing the play button)</p> <p>Control a programmable toy</p> <p>Talk about how everyday technology is controlled</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video to parents on Tapestry</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Identify how technology is used to share information (Google Maps)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> - explore a website - collect and sort information using ict <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>

LONG TERM PLAN 23-24 RECEPTION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME! (Diversity) AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! (Sustainability) CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! (Environment) SPRING/EASTER	AMAZING ANIMALS! (Sustainability) ONCE UPON A TIME!	TICKET TO RIDE! (Place) SUMMER
<p>UNDERSTANDING THE WORLD RE / FESTIVALS</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 within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>New 23-24 - Think Equal Programme</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> -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 -Show interest in the lives of other people who are familiar to me and their past. -Show interest in toys from the past – Museum. -I can recognise that people have different beliefs and celebrate special times in different ways -Can talk about what they do with their family and 	<ul style="list-style-type: none"> -I can show an interest in different occupations and ways of life -Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes -I can talk about significant events in my own experience -I can talk about why things happen -I can recognise and describe special times or events for family or friends -Seasons walk -Baking/Cooking -Food tasting linked to celebrations around the world -Gardening and Woodwork 	<ul style="list-style-type: none"> -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 -Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. -Celebrate special days in own culture and others -Recognising that people have different beliefs -Respecting difference -Talk about lives of people around us -Talk about experiences at different points in the year (class calendar for each month) -Changing seasons: winter -Ice experiments -Knowing there are different countries in the world (China) -I have explored google earth 	<ul style="list-style-type: none"> -I can describe special events (Easter) -Growth & Change: chick life cycle/butterfly life cycle and minibeasts -Environment: care/ concern: chicks -I can tell you what a plant needs to grow (growing the beanstalk) -I can understand the key features of the life cycle of a plant and animal -I can talk about things I have observed such as animals -Seasons walk -Baking/Cooking -Food tasting linked to celebrations around the world -Gardening and Woodwork REFLECTION TIME DAILY 	<ul style="list-style-type: none"> -I can show care and concern for living things in the environment -I can start to develop an understanding of growth, decay and changes over time -I can talk about some of the things I have observed such as plants, animals, natural and found objects -Similarities and differences between countries/environments/Animals -Seasons walk -Baking/Cooking -Food tasting linked to celebrations around the world -Gardening and Woodwork REFLECTION TIME DAILY 	<ul style="list-style-type: none"> -Materials: Floating Sinking – boat building Metallic / non-metallic objects -Journeys past and present -Seasides long ago – Magic Grandad (BBC) compare and contrast past and present -Share non-fiction texts that offer an insight into contrasting environments. -Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. -I can draw information from a simple map

<p>Throughout the year the children will be receiving and sending parcels containing letters, artwork and photos of learning to our partner EYFS setting in Japan – Sakura Kindergarten</p>	<p>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.</p> <p>-I can draw a simple map</p> <p>-Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>-I show care for living things (pets)</p> <p>-I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>-Seasons walk</p> <p>-Baking/Cooking</p> <p>-Food tasting linked to celebrations</p> <p>Gardening&Woodwork</p> <p>REFLECTION TIME DAILY</p>	<p>REFELCTION TIME DAILY</p>	<p>-I understand the effects of changing seasons on the world around me</p> <p>-Seasons walk</p> <p>-Baking/Cooking</p> <p>-Food tasting linked to celebrations around the world</p> <p>-Gardening and Woodwork</p> <p>REFLECTION TIME DAILY</p>			<p>-I can talk about ways in which I can look after the environment</p> <p>-Seasons walk</p> <p>-Baking/Cooking</p> <p>-Food tasting linked to celebrations around the world</p> <p>-Gardening and Woodwork</p> <p>REFELCTION TIME DAILY</p>
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LONG TERM PLAN 23-24 RECEPTION

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GENERAL THEMES	IT'S GOOD TO BE ME! AUTUMN	NOT ALL SUPERHEROES WEAR CAPES! CHRISTMAS	TERRIFIC TALES! WINTER	COME OUTSIDE! SPRING/EASTER	AMAZING ANIMALS! ONCE UPON A TIME!	TICKET TO RIDE! SUMMER
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. Work will be displayed in the classroom 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	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 (Mrs Ali, parents and older children) 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 Build stories around toys (small world) use available props to support role play Build models using construction equipment. 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. Play pitch matching games, humming or singing Drawing: Marvellous Marks To draw a self-portrait (enclosing lines): draw definite features To do an observational drawing of a pet Drama conventions through literacy Dance Music lesson – Me!	Painting and mixed media: Paint my world Pollock - firework pictures Listen to music and make their own dances in response. Seasonal crafts Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue	Craft and Design: Let's get crafty I can produce a piece of artwork using an artist's style as a stimulus I can explore how colour can be changed I can talk about a famous artist - Pollock/Monet. Making lanterns, Chinese writing, puppet making, Chinese music and composition I can recognise, create and describe pattern: tiger skin Drama conventions through literacy	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts – Monet inspired Encourage children to create their own music. Exploration of other countries – dressing up in different costumes Seasonal/Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants I can combine media to make a collage (collage chick)	Sculpture and 3D: Creation Station Collage-farm animals / Making houses. Pastel drawings, Life cycles, Flowers-Sun flowers (Van Gogh) Provide children with a range of materials for children to construct with. I can use various construction materials: making a bridge for the Billy Goats Gruff Drama conventions through literacy Dance Music lesson – Big Bear Funk! Transient Art Woodwork	Junk modelling, houses, bridges boats and transport. Colour mixing – underwater pictures. Father's Day Crafts Making models from recycled materials: link to keeping our sea clean Joint Art Project with Nursery Year A Matisse Year B Alma Thomas Drama conventions through literacy Dance Music lesson – Reflect, Rewind and Replay Transient Art Woodwork

work / interests and passions.	Transient Art Woodwork Trip to Salford Museum and Art Gallery - TBC	Role Play of the Nativity Making a stick man using natural objects. Transient Art. Music: Christmas Songs Music lesson – My Stories Drama conventions through literacy Dance Music lesson Transient Art Woodwork	Dance Music lesson – Everyone! Transient Art Woodwork	Drama conventions through literacy Dance Music lesson – Our World Transient Art Woodwork		
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LONG TERM PLAN 23-24

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding 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</p> <p>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.</p>	<p>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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>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.</p> <p>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,</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</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>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.</p>	<p>Begin to show accuracy and care when drawing.</p>	<p>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.</p>	<p>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.</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. 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.</p>	
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