

RECEPTION LONG TERM PLAN 23-24

## The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

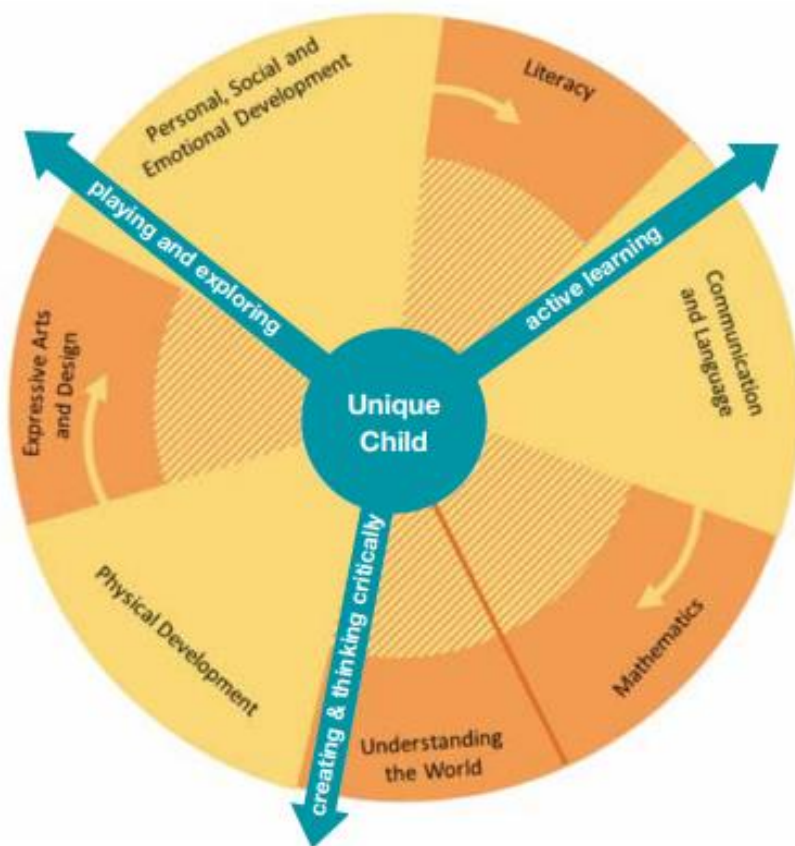
- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific** areas include essential skills and knowledge for children to participate successfully in society.





- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring            Playing with what they know            Being willing to ‘have a go’</p>
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating            Keeping trying            Enjoying achieving what they set out to do</p>
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas            Making links            Choosing ways to do things</p>

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
<i>NB: These themes may be adapted at various points to allow for children's interests</i>	Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at?  Diwali	Festivals Autumn – visits to the Halloween Bonfire night celebrations The Nativity SCARF – anti-bullying	Role-play of different occupations. Chinese new year.	Helicopter stories Retelling stories through acting/writing, Rhymes and songs.	The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle	What lives in our pond? Life cycles Where we are in the world Farm animals/trip
HIGH QUALITY TEXTS	<b>The Colour Monster</b> <b>The Family Book</b> <b>It's okay to be different</b>	<b>the Nativity Story</b> <b>Stick man</b> <b>The Gruffalo</b>	<b>Super Daisy</b> <b>Super worm</b> <b>Ten little superheroes</b> <b>Supertato</b>	<b>Amelia Earhart (Little People, Big Dreams)</b> <b>Lost and found</b> <b>Red lorry yellow lorry</b> <b>Journey - Arron becker</b> <b>Big Picture Atlas</b>	<b>The tiny seed</b> <b>Oliver's vegetables</b> <b>Growing vegetable soup</b> <b>From seed to sunflower</b> <b>Roots stems leaves and flowers</b>	<b>Animal babies</b> <b>Handa's surprise</b> <b>Percy</b> <b>The lion inside</b>
ENRICHMENT	Diwali – making 'Diva's and Rangoli patterns	Autumn Trail walk Remembrance Day Nativity Designing bauble for Mirfield switch on	Occupation visits Library visit	Easter Eid	Eid Garden centre visits Fruit picking from trees on grounds	Farm visit - Living eggs Life cycle of a caterpillar
PARENTAL ENGAGEMENT	Phonics workshops Reception open day	Nativity Parents evening		Parents evening	Teddy bears picnic	Easter

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
CHARACTERISTICS OF EFFECTIVE LEARNING	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - 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>					
OVERARCHING PRINCIPLES	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
<p><b>OUR VALUES</b></p>  <p><b>Growth</b></p>  <p><b>Respect</b></p>  <p><b>Opportunity</b></p>  <p><b>Wellbeing</b></p>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● Say how they feel using words other than happy and sad</li> <li>● Say what makes a good friend</li> <li>● Talk about what causes conflict</li> <li>● Tell someone how they can resolve a conflict</li> </ul>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebration</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● Say what makes me special.</li> <li>● Say one good thing about themselves, and one good thing about someone else.</li> <li>● Understand that we are the same and we are different, to be both is OK.</li> <li>● Say what the British Values are.</li> </ul>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● say how I keep myself safe</li> <li>● tell you what to do if I am bullied</li> <li>● talk about comfortable and uncomfortable feelings</li> </ul>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● talk about the school rules</li> <li>● talk about the links between rights, rules and responsibilities</li> <li>● tell you about the rights of the child</li> </ul>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● tell you about how I change as I grow</li> </ul>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● tell you how I keep my body and mind healthy</li> <li>● tell you what my aspirations are and how I will achieve them</li> <li>● tell you about my progress and achievements</li> </ul>
<p><b>Our S.C.A.R.F. curriculum</b> Our S.C.A.R.F. develops specific knowledge and learning attitudes and the development of children's internal resources. It develops aspirations from an early age. It develops the ability to think for themselves. It challenges misconceptions and stereotypes. It ensures children have a 'window' into the lives of others. It develops skills to be healthy and safe individuals. It develops and teach British Values and ensures pupils have the opportunity to participate in school life and contribute to 'pupil voice. Through our teaching of the life curriculum children will be well prepared for life in modern Britain. Children will be more successful in their learning because of the development of their internal resources. Children will be confident and enthusiastic learners: they will want to do well. Children will have a growth mind-set. Children will develop a sense of morality and empathy. Children will be able to argue their point of view with respect.</p>						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME & MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p><i>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, EYFS productions.</i></p> <p><b>DAILY STORY TIME USING HIGH QUALITY TEXTS</b> CHILDREN IN RECEPTION ACCESS <i>‘Tales toolkit’ to boost their literacy skills.</i> <i>Fairytales to be accessed in provision.</i></p>	<p><b>Welcome to EYFS</b> 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: Word aware Words of the week Model talk routines through the day.</p>	<p><b>Tell me a story!</b> Develop vocabulary:  Words of the week 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.</p>	<p><b>Tell me why!</b> Develop vocabulary:  Words of the week Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Explain to me!</b> <b>Words of the week explore vocab</b> <b>Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week</b> <b>I can notice changes in a nursery rhyme</b> <b>I can listen to and engage in and talk about selected non-fiction</b> <b>I can articulate my ideas and thoughts into well-formed sentences</b> <b>I ask questions to find out more</b></p>	<p><b>Tell me about differences?</b> Words of the week: 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 I can talk about the experiences I have had at different points in the school year</p>	<p><b>Can you recount an event?</b> Words of the week: 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 I can describe events in <b>some detail: farm trip, frog life cycle</b></p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><b>SCARF: Me and My Relationships</b> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p><b>SCARF: Valuing Difference</b> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><b>SCARF: Keeping myself safe</b> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>SMART rules</p>	<p><b>SCARF: Rights and responsibilities</b> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p>	<p><b>SCARF: Growing and changing</b> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Me and my body, girls and boys</p> <p>Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <p>Transition into Year 1 Year 1 readiness</p>	<p><b>SCARF: Being my best</b> Bouncing back when things go Writing: resilience Yes, I can: confidence and resilience Healthy eating (2 weeks) Move your body A good night's sleep</p> <p>Importance of exercise</p>
<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</b></p>						



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
--	----------	----------	----------	----------	----------	----------

GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
----------------	-----------------	-----------------	--------	-----------	---------------	-----------------

**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**.

<p><b>FINE MOTOR</b></p> <p><i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p> <p><b>Daily opportunities for Fine Motor Activities</b></p> <p><b>GROSS MOTOR</b></p> <p>P.E</p> <p><b>Daily opportunities for gross motor in the outdoor provision</b></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 Teach and model correct letter formation.</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.</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 Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Teach and model correct letter formation.</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, such as Duplo or Lego</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 Teach and model correct letter formation.</p>
	<p><b>NEXT LEVEL SPORTS: Multi skills</b></p> <p>Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills</p>	<p><b>NEXT LEVEL SPORTS: Games</b></p> <p>Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game</p>	<p><b>NEXT LEVEL SPORTS: Dance</b></p> <p>Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups</p>	<p><b>NEXT LEVEL SPORTS: Gymnastics</b></p> <p>Balance Core muscle strength Jumping and landing Awareness of space</p>	<p><b>NEXT LEVEL SPORTS: Athletics</b></p> <p>Running skills Agility Sports day</p>	<p><b>NEXT LEVEL SPORTS: Cricket</b></p> <p>Follow the rules of a game Use a racket I can join in with a game</p>

**CONTINUOUS PROVISION;** Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines .Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
LITERACY	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING <i>Children will visit the library weekly and have a daily story time. Children in Reception access 'Poetry Basket' &amp; 'Tales toolkit' to boost their literacy skills.</i>	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
WORD READING <i>Phonics will be delivered using the E.L.S. scheme. Children will access whole class daily phonics lessons.</i>	<p><b>Phonic Sounds: ELS</b> Whole class</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p><b>Phonic Sounds: ELS</b> 1-1 interventions</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read c.v.c. and c.v.c. words</p> <p>I am beginning to match spoken word to written word across 2-3 lines of print</p> <p>I can read some Phase 2 words including some harder to read words words</p>	<p><b>Phonic Sounds: ELS</b> 1-1 interventions</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p><b>Phonic Sounds: ELS</b> 1-1 interventions</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p><b>Phonic Sounds: ELS</b> 1-1 interventions</p> <p>I can read decodable and harder to read words.</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p><b>Phonic Sounds: ELS</b> 1-1 interventions</p> <p>I can read decodable and harder to read words.</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>Transition work with Year 1 staff</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
WRITING	<p><b>Texts as a Stimulus:</b>  <b>The Colour Monster</b>  <b>The Family Book</b>  <b>It's okay to be different</b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels.</p> <p>Writing for a purpose in role play</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>  <b>The Nativity Story</b>  <b>Stick man</b>  <b>The Gruffalo</b></p> <p>Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing harder to read words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>  <b>Super Daisy</b>  <b>Super worm</b>  <b>Ten little superheroes</b>  <b>Supertato</b></p> <p>Exciting adjectives 'Wow words'</p> <p>Rhyming words/sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists.</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>  <b>Amelia Earhart (Little People, Big Dreams)</b>  <b>Lost and found</b>  <b>Red lorry yellow lorry</b>  <b>Journey - Arron becker</b>  <b>Big Picture Atlas</b></p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions – life cycles</p> <p>Character descriptions. Order the Easter story</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>  <b>The tiny seed</b>  <b>Oliver's vegetables</b>  <b>Growing vegetable soup</b>  <b>From seed to sunflower</b>  <b>Roots stems leaves and flowers</b></p> <p>Non fiction Story writing, writing sentences using a range of harder to read 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 description.</p>	<p><b>Texts as a Stimulus:</b>  <b>Animal babies</b>  <b>Handa's surprise</b>  <b>Percy</b>  <b>The lion inside</b></p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>
<p><i>'Writing for a purpose'</i></p> <p><i>Texts may change due to children's interests</i></p> <p><i>Nursery rhymes and traditional tales will be explored throughout the year:</i></p> <p><b>The 3 billy goats gruff</b>  <b>The gingerbread man</b>  <b>Jack and the beanstalk</b>  <b>Goldilocks and the 3 bears</b></p>						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME & MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
MATHS <i>In reception we use the 'White Rose' Maths scheme to inform our teaching and is adapted to the needs of the children within class as appropriate.</i>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	X3 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns WR maths	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time) WR maths	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height WR maths	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with) WR maths	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks WR maths	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation WR maths

GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
<p>UNDERSTANDING THE WORLD RE / FESTIVALS</p> <p><i>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</i></p> <p><i>They will begin to understand and value the differences of individuals and groups within their own community.</i></p> <p><i>Children will have opportunity to develop their emerging moral and cultural awareness.</i></p>	<p><i>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.</i></p>					
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>I can show an interest in different occupations and ways of life</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I can talk about why things happen.</li> <li>I can recognise and describe special times or events for family or friends</li> <li>I can draw a simple map</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Celebrate Chinese New year</li> <li>Recognising that people have different beliefs</li> <li>Respecting difference Talk about lives of people around us</li> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>Knowing there are different countries in the world (China)</li> <li>I have explored google earth</li> <li>I understand the effects of changing seasons on the world around me</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences between countries/environments/Africa/Animals using Handa's Hen</li> <li>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?</li> <li>I can describe special events (Easter)</li> <li>Growth &amp; Change: chick life cycle</li> <li>Environment: care can concern: chicks</li> </ul>	<ul style="list-style-type: none"> <li>Growth &amp; Change: frog life cycle</li> <li>I can show care and concern for living things in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> <li>I can tell you what a plant needs to grow (growing the beanstalk)</li> <li>I can understand the key features of the life cycle of a plant and animal</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast past and present</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>I can draw information from a simple map</li> <li>I can talk about ways in which I can look after the environment</li> </ul>
	<p><b>Which people are special and why?</b>  <b>Being special: where do we belong?</b>          Belonging to their family          Being part of Warley Road , Weavers  <b>Which stories are special and why?</b>          Diwali</p>	<p><b>What times are special and why?</b>  <b>Which stories are special and why?</b>          Christmas</p>	<p><b>What times are special and why?</b>          Chinese new year</p>	<p><b>What times are special and why?</b>  <b>Which stories are special and why?</b>          Easter  <b>What places are special and why?</b>          Church at Easter</p>	<p><b>What is special about our world?</b>          Awe and wonder: growth and change of animals</p>	<p><b>What is special about our world?</b>  <b>What is special about our world?</b>          Summer Solstice</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD	LET'S CELEBRATE	HEROES	TRANSPORT	IN THE GARDEN	AMAZING ANIMALS
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs</p> <p>beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of harvest vegetables</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Drama conventions through literacy</p>	<p>Use different textures and materials to make firework pictures and natural art</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can mix colours</p> <p>Drama conventions through literacy</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Artwork themed around Animal prints</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>I can combine media to make a collage</p> <p>Andy Goldsworthy natural art</p> <p>Drama conventions through literacy</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Drama conventions through literacy</p>	<p>Collage-farm animals / Making houses. Pastel drawings, Life cycles,</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>I can use various construction materials: making a goat for the Billy Goats Gruff</p> <p>Drama conventions through literacy</p>

## 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 work / interests and passions.*

# 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><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 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><b>ELG: Speaking</b></p> <p>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.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>ELG: Number</b></p> <p>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><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. 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><b>ELG: People, Culture and Communities</b></p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. 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>