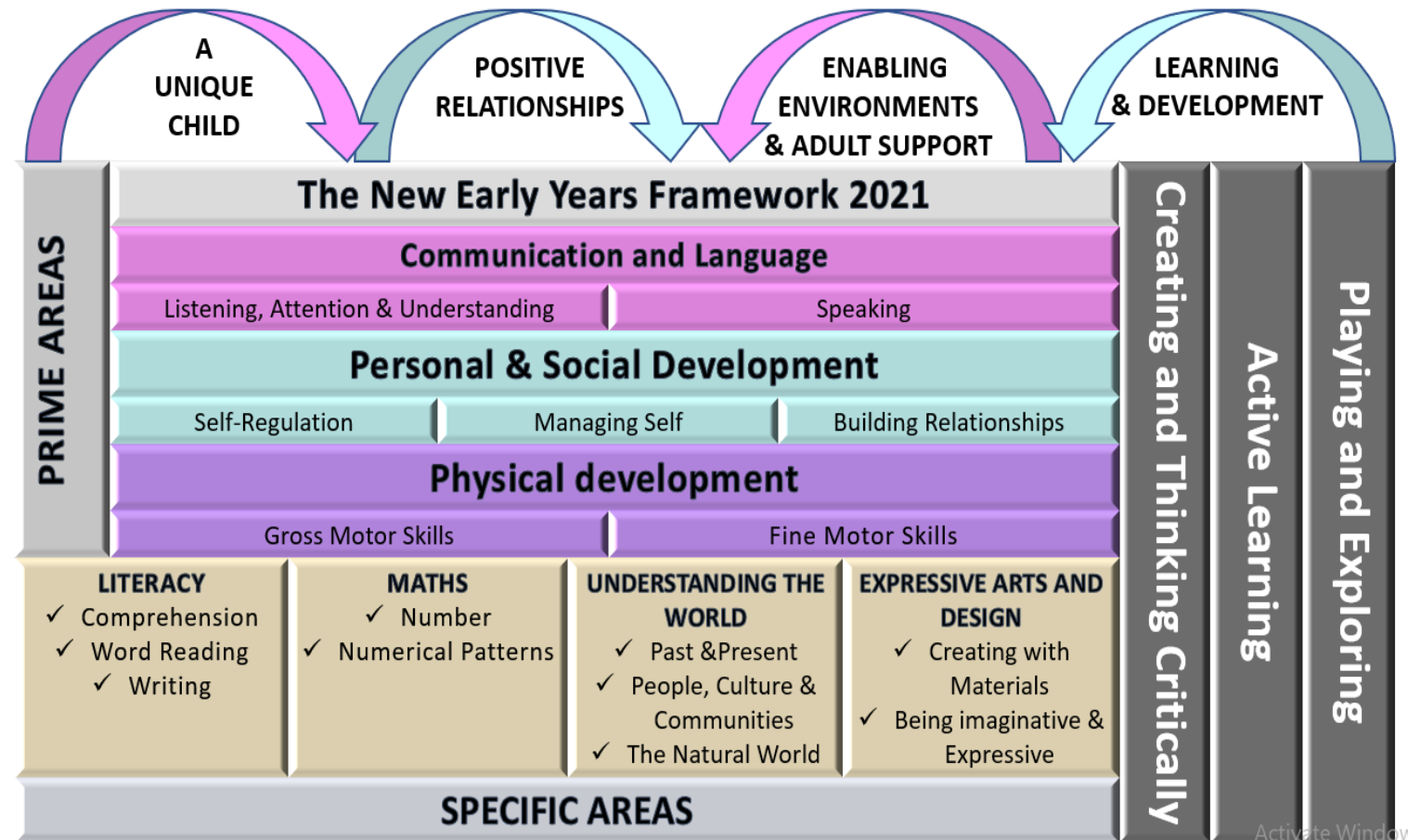


RECEPTION LONG TERM PLAN 23-24

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

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Nova, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKE US MARVELOUS?			HOW DO THINGS CHANGE OVER TIME?		
ENQUIRIES THROUGH THEME	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
CHARACTERISTICS OF EFFECTIVE LEARNING <						

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL ENQUIRIES NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Looking at how we are special, Families, Homes, School, Community, things we can do, things we want to learn. What do we celebrate, what is a celebration, Celebrations around the world, emotions, Celebrating similarities and differences Traditional tails, myths, twisted tales, fantasy creatures and characters			Space, Aliens, Planets, Rockets, Astronauts, Earth, Sustainability, Environment, seasons, Habitats. Growing People, Plants, Environment, seasons, Habitats How time has changed things, Dinosaurs, cavemen, 1900-2000, the future, toys, people, transport, technology, clothes.		
Through out the year we will take part in as many celebrations as possible at the correct time of year. We shall try and immerse the children in as many cultures as we can as well as exposing them to first hand real life experiences.						
POSSIBLE TEXTS AND 'OLD FAVOURITES'	You Choose, Goldilocks and the three bears., Just like my mum/ dad, My amazing dad, Paper dolls, Giraffes cant dance, Mum tell me about Diwali, Lanterns and fire crackers, My first Ramadan.		The Little Knight,, Traditional Fairy tales/ twisted versions; The Three Little Pigs Little Red Riding Hood, Snow White and the Seven Dwarfs, Jack and the beanstalk, Here We Are, Alien's love underpants, Here come the aliens		Bugs, Superworm, Bumpus Jumpus Dinosaur Rumpus, Dave's Cave, Journey Through Transport, Billy's Bucket, Information texts: dinosaurs, toys, transport, clothes.	
POSSIBLE 'WOW' MOMENTS / ENRICHMENT OPPORTUNITIES	Detective dog day, Porridge Making, Goldilocks performance, Nativity, performance, Shape hunts, Diwai day, Apple bobbing, Making poppies		Visit from a giant, Shopping trip, Making houses, Making gingerbread, Pancake making, World book day Incubator visit Planetarium trip Making rockets		Planting, cavemen day, St Fagan's trip, Looking at old toys. Making fossils, creating fact files, Transition to year one.	

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL ENQUIRIES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. Quality conversations 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 opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Communication and Language <i>is developed throughout the year, through high quality interactions, daily story and circle time, group discussions, sharing circles, PSHE times, singing, speech and language interventions and Pie Corbett T4W actions.</i>					
LISTENING, ATTENTION AND UNDERSTANDING	Rhyming and alliteration Listening walks Listening games and skills Listening and responding to stories Following instructions Expressing needs and feelings Phase 1/2 phonics	Understand how to listen carefully and why listening is important. Listening and responding to stories Retelling stories Story language Phase 2/3 phonics	Learning rhymes, stories and songs Asking how and why questions Story language Listening and responding to stories Phase 3 phonics	Learning rhymes, stories and songs Asking how and why questions Story language Listening and responding to stories Phase 3 phonics	Learning rhymes, stories and songs Show and tell Story language- retelling stories Weekend news Phase 4 phonics Pie Corbett T4W	Learning rhymes, stories and songs Show and tell Story language- retelling stories Weekend news Phase 4 phonics Pie Corbett T4W
SPEAKING						
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 . <i>PSED is developed throughout all areas of the curriculum and through weekly PSHE sessions following the SCARF framework (Safety, Caring, Achievement, Resilience and Friendship).</i>					
MANAGING SELF	About me What makes me special Me and my special people Who can help me? My feelings What’s safe to go onto my body Safe indoors and outdoors People who keep me safe	I’m special, you’re special Same and different Same and different families Same and different homes I am caring Kind and caring	Express my feeling appropriately Talk about right and wrong. See other people perspectives Listening to my feelings Keeping safe Online	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money Empathy for others.	Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night’s sleep Seasons Life stages (humans, plants, animals) Where do babies come from? Getting bigger Me and my body	Who will I be? Understanding change What do I want to be when I grow up. Dealing with change.
SELF - REGULATION						
BUILDING RELATIONSHIPS						

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL ENQUIRIES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	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 Name writing Dough disco	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper 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. Name writing Dough disco	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Dough disco	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Cutting with scissors Dough disco	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Dough disco	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Dough disco
DAILY OPPORTUNITIES FOR FINE AND GROSS MOTOR ACTIVITIES	Cooperation games i.e. parachute games. Climbing – outdoor equipment Exploring different ways of moving Changing for PE / Help individual children to develop good personal hygiene. Squiggle while you wiggle	Cooperation games i.e. parachute games. Climbing – outdoor equipment Exploring different ways of moving Changing for PE / Help individual children to develop good personal hygiene. Squiggle while you wiggle	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music
GROSS MOTOR	PE Unit: Introduction to PE/ Fundamentals Running, moving safely, jumping, throwing, catching Communication, co-operation, taking turns, supporting and encouraging others Honesty and fair play, managing emotions	PE Unit: Introduction to PE/ Fundamentals Running, moving safely, jumping, throwing, catching Communication, co-operation, taking turns, supporting and encouraging others Honesty and fair play, managing emotions	PE Unit: Dance/ Multi-skills Travelling, copying and performing action, co-ordination, respect, co-operating with others, confidence, working independently	PE Unit: Dance/ Multi-skills Travelling, copying and performing action, co-ordination, respect, co-operating with others, confidence, working independently	PE Unit: Athletics/ Gymnastics Shapes, balances, jumps, rocking, rolling, travelling, taking turns, co-operation, communication, confidence	PE Unit: Athletics/ Gymnastics Shapes, balances, jumps, rocking, rolling, travelling, taking turns, co-operation, communication, confidence

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL ENQUIRIES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
WRITING TFW USED AS STIMULUS ACROSS THE YEAR	Detective dog, Hospital dog, Paw patrol,, I love my mum, I love my dad Phonics ,Inventing our own stories – verbally, Dipal’s Diwali, Nativity, Guy Fawkes story, Hetty’s Hanukkah, Let’s celebrate, Dear Santa, Zog Zog & the Flying Doctors The Little Knight There’s No Such Thing As Dragons Twisted Tale: The True Story of the Three Little Pigs by a Wolf Twisted Tales: Little Red Riding Hood Twisted Tale: Jack & the Beanstalk T4W: How to get rid of a giant writing Twisted Tale: Snow White & the Seven Dwarfs Gingerbread Man The Princess and the Wizard Sugarlump and the Unicorn Mr Wolf’s Pancakes The Singing Mermaid The Smartest Giant in Town The Princess and the Giant Charlie Cook’s Favourite Book			Space non fiction, Here We Are’ Oliver Jeffers ‘Beegu’, Alien’s love underpants, Planet Fact files, Rameena’s Ramadan’ , Superworm, Norman the Slug with the Silly Shell , Mad About Minibeasts, Life Cycle Books, Oliver’s Vegetables, In the Garden, Cautious Caterpillar, Jaspers Beanstalk, Big Book of Dinosaurs, Bumpus Jumpus Dinosaur Rumpus ,Dinosaurs and all that Rubbish, Dave’s Cave, Journey Through Transport, "Clothes and Fashion", "Travel and Transport", "Food and Eating" and "Houses and Homes", Mr Wolf’s Week, Whats the Time Mr Wolf?, Billy’s Bucket, Eco Environment Books.Somebody Swallowed Stanley George Saves the World before Lunchtime,.		
TEXTS AND POSSIBLE FOCUS <i>(May vary depending on children’s interests)</i> <i>Children to write sentences when they have sufficient knowledge of letter-sound correspondences.</i>	Goldilocks T4W Inventing our own stories – verbally T4W Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Name writing. Labels and captions.	Marvellous me T4W, Inventing our own stories – verbally T4W Name writing, labelling using initial sounds, story mapping. Writing lists. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story. Write a caption. Invitations	The Three Little Pigs T4W Inventing our own stories – recording features T4W Writing some of the tricky words such as I, a the to into, is. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board	Bumpus Jumpus Dinosaur Rumpus T4W Inventing our own stories – recording features T4W Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Fact files	Norman the Slug T4W Inventing our own stories – writing opening T4W Retell the story in own words Write new version 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.	Magic Teacher swap T4W Inventing our own stories – writing opening T4W 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. Recipes. Character descriptions

RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL ENQUIRIES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. TFW actions to retell stories. Retelling of stories. new stories. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Editing of story maps and orally retelling T4W actions to retell stories.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group- Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions, make predictions, beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
WORD READING	Phonic Sounds: Phase 1/ Phase 2 Reading: Initial sounds, oral blending, CV/ CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: Phase 2/Phase 3 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.. Show children how to touch each finger as they say each sound. Teach common HFW. Spotting diagraphs in words	Phonic Sounds: Phase 3 Reading: Blending CVC/ CVCC/CCVC words, recognising some familiar HFW, Spotting diagraphs in words	Phonic Sounds: Phase 3 Reading: Blending CVC/ CVCC/CCVC words, recognising some familiar HFW, Spotting diagraphs in words	Phonic Sounds: Phase 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Phonic Sounds: Phase 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
MATHS	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.					
WE FOLLOW THE NCTEM SCHEME THAT SUPPORTS WHITE ROSE.	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: <ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers <ul style="list-style-type: none">• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds• compare sets of objects by matching• begin to develop the language of 'whole' when talking about objects which have parts		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: <ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers• understand that two equal groups can be called a 'double' and connect this to finger patterns• sort odd and even numbers according to their 'shape'• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern• order numbers and play track games• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: <ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2• begin to generalise about 'one more than' and 'one less than' numbers within 10• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek	

Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.

RECEPTION LONG TERM PLAN 21-22








	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<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.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.Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.Introduce children to different occupations and how they use transport to help them in their jobs.Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.Talking about occupations and how to identify strangers that can help them when they are in need.Can children talk about their homes and what there is to do near their homes?Look out for children drawing/painting or constructing their homes.Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.	<ul style="list-style-type: none">Can talk about what they have done with their families during Christmas’ in the past.Show photos of how Christmas used to be celebrated in the past.Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.Share traditional stories and discuss people they are based on.Share different cultures versions of famous fairy tales.Talk about celebrations they take part ofLearn about celebrations around the worldCompare and find similarities and differences in celebrations that happen.Talking about occupations and how to identify strangers that can help them when they are in need.	<ul style="list-style-type: none">Listening to stories and placing events in chronological order.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 seeTo introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their livesTalk about the best materials to use to build a home.Talk about homes from around the world.Talk about climates and how homes need to be different in different places.Talk about months of the year, days of the week.Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.After close observation, draw pictures of the natural world, including animals and plants	<ul style="list-style-type: none">Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.Use the BeeBotsIntroduce children to significant figures who have been to space and begin to understand that these events happened before they were bornCan children differentiate between land and waterIntroduce the children to NASA and AmericaShare non-fiction texts that offer an insight into contrasting environments. What can we do here to take care of animals in the jungle?Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts.Nocturnal Animals Making sense of different environments and habitats	<ul style="list-style-type: none">Change in living things – Changes in the leaves, weather, seasons,Can children make comments on the weather, culture, clothing, housingExplore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.Building a ‘Bug Hotel’Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.Look for children incorporating their understanding of the seasons and weather in their playEnvironments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?.Use Handa’s Surprise/ Olivers vegetables to explore a different country.Encourage the children to make simple comparisons.Use bee-bots on simple maps. Encourage the children to use navigational language. .Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?Can children differentiate between land and water.Explore what plants need to survive.What do humans need to be HealthyCleaning teeth.	<ul style="list-style-type: none">Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.Look at the difference between transport in this country and one other country.Encourage the children to make simple comparisonsUse bee-bots on simple maps. Encourage the children to use navigational languageShare 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.To understand where dinosaurs are now and begin to understand that they were alive a very long time agoTo understand that the world had physical changed over time.Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.

RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME/ FAMILIES/ PEOPLE WHO HELP US/ CELEBRATIONS/DIFFERENT CULTURES/ STORIES/ CREATURES			SPACE/ TOYS/ TRANSPORT/ CLOTHES/ MINIBEASTS/ GROWING TIME/ DINOSAUR/S CAVEMEN /ICE AGE/ FUTURE		
EXPRESSIVE ARTS AND DESIGN	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas. Listen to music and make their own dances in response., Salt doe divas, Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems, The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories, Exploration of other countries – dressing up in different costumes, Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Castles, shields, Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats, Making lanterns, Chinese writing, puppet making, Chinese music and composition, Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.			Make different textures; make patterns using different colours, Design and make rockets. Design and make objects they may need in space, thinking about form and function, Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers, Mother’s Day crafts Easter crafts Home Corner role play , Retelling familiar stories Creating outer of space pictures, Junk modelling, houses, bridges boats and transport, Children will explore ways to protect the growing of plants by designing scarecrows, Provide children with a range of materials for children to construct with, Observational drawings, Printing with fruit and vegetables, creating repeating patterns, making fruit salads, designing a lunchbox for the lighthouse keeper, Hana’s surprise songs and music, Puppet shows: Provide a wide range of props for play which encourage imagination, Father’s Day Crafts , Making fossils, Cavemen paintings, Drawing different modes of transport, Creating their own t-Shirt.		

RECEPTION 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</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>