

RECEPTION LONG TERM PLAN 22-23

Mission

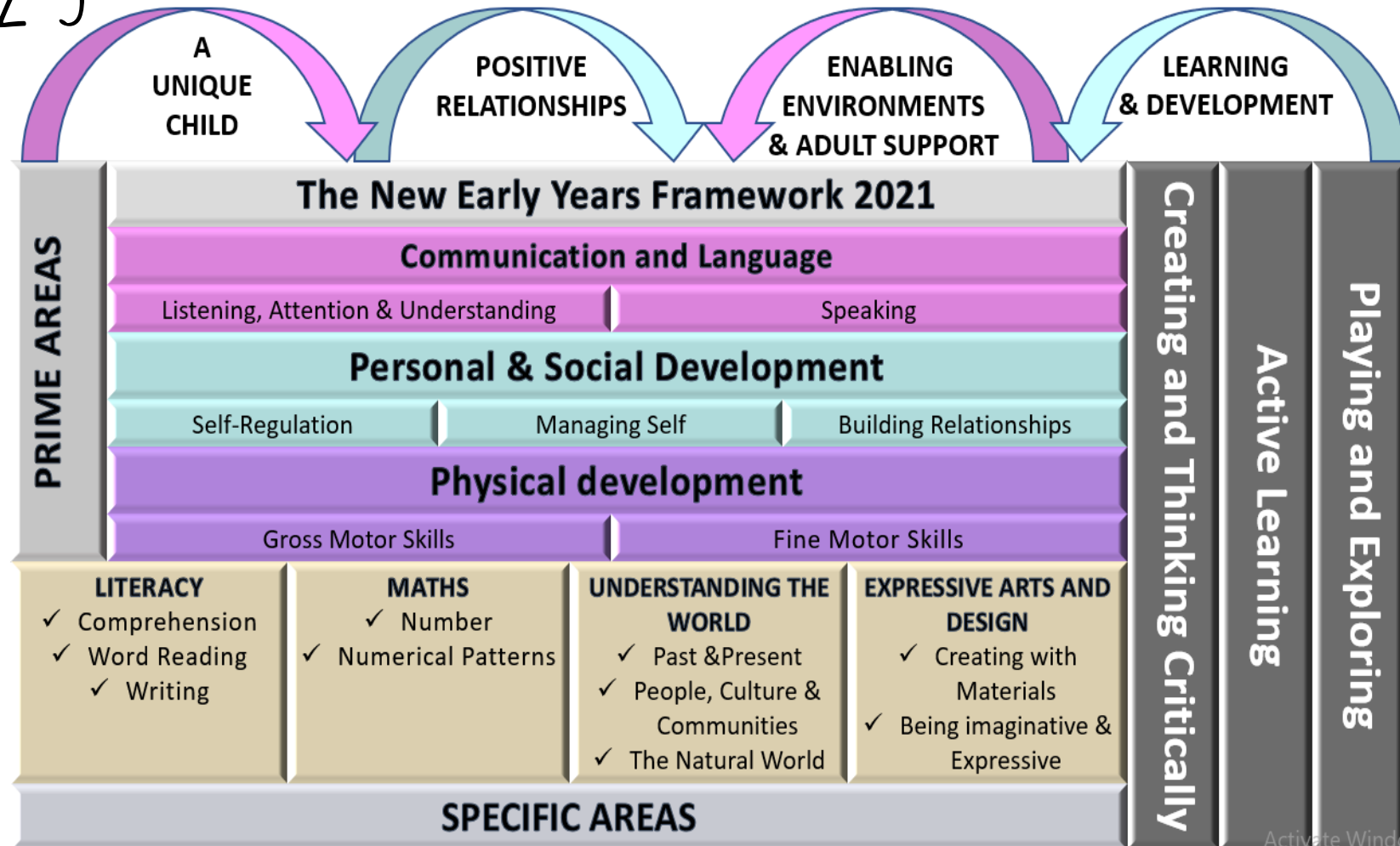
Love one another as I have loved you



Share God's love with one another
Follow Our your dreams
Excel in citizenship



Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective





RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MY STORY!	CELEBRATIONS	WINTER WONDERLAND	NEW LIFE	AMAZING ANIMALS	OUR WORLD
 	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates.</p>					









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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES – RE AND VIRTUES (BASED ON THE JESUIT PUPIL PROFILES)</p>	<p>DOMESTIC CHURCH BELONGING- MY STORY, MY FAMILY</p>	<p>ADVENT/ CHRISTMAS MY STORY, MY FAMILY</p>	<p>LOCAL CHURCH/EUCHARIST LOCAL COMMUNITY</p>	<p>LENT/EASTER LOCAL COMMUNITY</p>	<p>PENTECOST RECONCILIATION UNIVERSAL CHURCH</p>	<p>UNIVERSAL CHURCH</p>
<p>DAILY COLLECTIVE WORSHIP</p> <p>'COME AND SEE' 'TENTEN RESOURCES'</p> <p>Each theme is approximately 4 weeks long, where children learn to explore the topic, revealing the bible or Jesus' teaching and then a time to respond, rejoice and renew.</p> <p>Other religions will follow 'Look, Discover and Respect.' These will be covered for 1- 2 weeks</p> <p>During the year the children will learn about how other celebrate eg. Diwali, Chinese New year</p>	<p>RE Topics- Myself- God knows and loves everyone Welcome- Baptism; a welcome to God's family</p> <p>Virtues- Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.</p> <p>RSE- Module 1 EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p>	<p>RE Topics- Judaism- Hanukkah Birthday- Looking forward to Jesus' birthday</p> <p>Virtues- Faith-filled in their beliefs and hopeful for the future.</p> <p>RSE- Module 1 Unit 1- Religious Understanding</p> <p>Unit2- Me, My Body, My Health</p>	<p>RE Topics- Celebrating- People celebrate in Church Gathering- The Parish family gathers to celebrate Eucharist</p> <p>Virtues- Eloquent and Truthful Pupils in a Jesuit school are growing to be eloquent and truthful in what they say of themselves, the relations between people, and the world</p> <p>RSE- Module 2 EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and</p>	<p>RE Topics- Growing- Looking forward to Easter</p> <p>Virtues- Learned and Wise Pupils in a Jesuit school are growing to be learned, finding God in all things; and wise in the ways they use their learning for the common good</p> <p>Virtues-</p> <p>RSE- Module 2 Unit 1 Religious Understanding</p> <p>Unit 2 Personal Relationships</p> <p>Unit 3 Keeping Safe</p>	<p>RE Topics- Good news- Passing on the Good news of Jesus Friends Friends of Jesus</p> <p>Virtues- Curious and Active Pupils in a Jesuit school are growing to be curious about everything; and active in their engagement with the world, changing what they can for the better.</p> <p>RSE Module 3 Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:</p>	<p>RE Topics- Our World- God's wonderful world Islam- Special Objects</p> <p>Intentional and Prophetic Pupils in a Jesuit school are growing to be intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.</p> <p>RSE Module 3 Unit 1 Religious Understanding</p> <p>Unit 2 Living in the wider world</p> <p>RSE Module 1 Unit 3- Emotional Well- being</p> <p>Unit 4- Life cycles</p>



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GENERAL THEMES THESE WILL BE ADAPTED TO MEET CHILDREN'S INTERESTS	<p>MY STORY!</p> 	<p>CELEBRATIONS! WHIZZ AND SPARKLE!</p> 	<p>WINTER WONDERLAND!</p> 	<p>NEW LIFE!</p> 	<p>AMAZING ANIMALS!</p> 	<p>OUR WORLD!</p> 
POSSIBLE TEXTS AND 'OLD FAVOURITES'	<p>Starting School Books Starting School with Alkli Colour Monsters Bumble Bear Books linked to bees Leaf Man, Owl Babies and stick Man</p>	<p>Room on a broom, Diwali Story, Christmas Story Gingerbread Man Going on a Bear Hunt Traditional Tales Road safety Books Hanukkah NF Books</p>	<p>The Bear and the Snow Cloud Penguin Stories Artic and Antarctica Information Books Chinese New Year</p>	<p>The Little Red Hen Chicken Licken Chick stories and Information books</p>	<p>Dear Zoo Information books on animals The Snail and the Whale The Ugly Duckling Dinosaur</p>	<p>Handa's Surprise Too Much Talk Stories about the Oceans and the seaside NF books about the world</p>
'WOW' MOMENTS / ENRICHMENT WEEKS	<p>Harvest Mass Autumn WALK Remembrance Day Birthdays</p>	<p>Guy Fawkes / Bonfire Night Diwali Hannukah Remembrance day Road Safety Week Christmas Time / Nativity Visit To Father Christmas Visit to pantomime</p>	<p>Chinese New Year LENT Valentine's Day Internet Safety Day</p>	<p>Planting seeds Easter time Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Egg Hunt Spring Concert</p>	<p>Class trip</p>	<p>Father's Day Heathy Eating Week Grandparents Day</p>



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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>WHOLE EYES FOCUS- C&L IS DEVELOPED THROUGH THE YEAR THROUGH HIGH QUALITY INTERACTIONS, ASSEMBLIES, COLLECTIVE WORSHIP, RSE, RE, STORIES, SINGING, CIRCLE TIME, P4C, EXPERIENCES AND TRIPS, IMMERSION ROOM, DAILY GROUP OR CLASS DISCUSSIONS AND WEEKLY INTERVENTIONS INCLUDING THE NELI PROGRAMME.</p> <p>DAILY STORY TIME CHILDREN TO VOTE EACH DAY FOR THE STORY</p>	<p>Welcome to EY Settling activities Making friends Children talk about experiences that are familiar to them. Discuss what they would like to be when they grow up. Through RE and RSE discuss how they are special, precious and unique and that they are given different talents and skills by God. Talk about routines, rules and expectations. Weekly Nursery rhyme or poem, looking at rhyme and alliteration, Enjoy some Traditional tales.</p>	<p>Tell me a story Through stories, songs, role play and discussions children will look at a range of celebrations eg. Baptism, bonfire night, Diwali, birthdays and Christmas. They will start to retell stories using story maps, props and role play. They will develop their listening skills and learn why it is important to listen. They will start to take part in discussions. They will start to follow instructions. They will start to build their vocabulary</p>	<p>Tell me why? To look at how the seasons have changed. To look at the different weather. To look at maps and globes and look at the difference of the Arctic and the Antarctic. To explore animals that live in these regions. To develop interest in the Non- Fiction books.</p>	<p>What's changing? Children to look at non-fiction books about growing and life cycles. Children to learn vocabulary specific to plants and seeds and how they grow. Children to learn about the life cycle of chicks and how to care for the chicks when they hatch. To explore the life cycles of a frog and butterfly</p>	<p>Talk it through To ask how and why questions... Retell stories using story language. Sustained focus when listening to a story. To look at a range of fiction and non- fiction stories.</p>	<p>Time to Share Explore the world through stories, maps, and the globe. Look at different cultures and religions, the way they dress, food they eat, their music, dance etc. Invite parents to speak about their cultures. Discuss ways to look after and care for the world. (RE Link) Reduce, reuse recycle</p>





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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF - REGULATION DAILY TIME TO TALK TIME TO PLAY CREATING A SAFE ENVIRONMENT TO LEARN IN CLASS EXPECTATIONS AND RULES, TURN TAKING DEVELOPING FRIENDSHIPS HEALTHY SNACK AND DRINKING WATER DAILY MEDITATION WEEKLY RSE LINKS LEARN- I CAN'T DO IT YET BUT SOON I CAN!	<p>Settling into school Bumble Bear story and Maths Just like me! Introduce routines, visual timetable to help children to settle. Baseline through observations to identify specific needs. Exploring the school buildings and grounds Support to use toilets and wash hands. Learning names of staff and of class. Recognising name, finding peg and drawer Developing friends through games, play ad stories eg. Ruby's Worry, Owl Babies,</p> <p>RE topic- Myself- learning that they are unique, precious have talents given by God. RE topic- Welcome- how we can make others welcome. RE-Birthday topic- party games</p> <p>Social skill Intervention groups if required</p> <p>St Theresa of Lisieux - Little Way Week- to help us do little things well.</p> <p>Colour Monsters- Books introduce feelings- children encourage to register how they feel each day when arrive.</p>	<p>Continue support to follow class routines and expectations Circle time - learning to listen to others and take turns Godly Play sessions Oral hygiene- Dentist visit, how to look after our teeth activities and stories Oliver' Fruits- sorting healthy and unhealthy foods, RSE Links</p> <p>RE- links to family being part of a community Looking at other religions to learn to respect others- Judaism and Hindu Teaching Playground games Road Safety Week- how to look after ourselves and keep safe</p>	<p>Continue support to follow class routines and expectations Children to be introduced to P4C- to learn the importance of listening to others, taking turns and valuing other children's contributions. To respond to other children's ideas Mental Health Awareness Week- activities and stories E- Safety Week- how to keep ourselves safe Music- Percussion- taking turns to use instruments RE- Gathering and Celebration Topics- discuss how important it is to do things together</p> <p>Smile book- reminding children how to care for their teeth- school nurse visit Oral hygiene- speaker hygienist</p>	<p>Continue support to follow class routines and expectations</p> <p>Godly Play sessions Learning responsibility and how to care for others in particular animals eg chicks and tadpoles Experiencing having to wait eg eggs hatching, frogspawn, caterpillars.</p> <p>RE Links- Good News- children will learn the importance of sharing their good news. To look at the school and see the wonderful things we have to be thankful for and how we should love and care for one another.</p>	<p>Continue support to follow class routines and expectations</p> <p>Healthy Eating- fruits and vegetables Healthy Eating Week</p> <p>Develop partner work through Maths games linked to White Rose Maths Planning</p> <p>RE Links-Friends- 'to love one another' Look at what makes a good friend, how to say sorry, How to sort conflicts, Play lots of group games together seeing if we can follow the rules, friendship cards, sorting good and bad friends.</p>	<p>Continue support to follow class routines and expectations</p> <p>Godly Play Sessions</p> <p>Children organising their own games and sorting out conflicts</p> <p>Sport's Day/ Team games- learning to take part to do our best. To understand we can't always win and celebrate those who do.</p>



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PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR	Write Dance Squiggle while you wiggle Disco dough Pen Pals exercises Threading/puzzles Scissor skills-straight lines Mark making/letter formation/ printing Pencil grip	Write Dance Squiggle while you wiggle Disco dough Threading/Arts and crafts Scissor skills Mark making/drawing/clay Pencil grip	Write Dance Squiggle while you wiggle Disco dough Threading/arts and crafts Scissor skills Mark making/drawing/painting Pencil grip	Write Dance Squiggle while you wiggle Disco dough Threading/arts and crafts Scissor skills Mark making/ plant drawing/ hens Pencil grip	Write Dance Squiggle while you wiggle Disco dough Threading/arts and crafts Scissor skills Mark making/writing/painting/ junk modelling/ animal drawings Pencil grip	Write Dance Squiggle while you wiggle Disco dough Threading/arts and crafts Scissor skills Mark making/ writing Pencil grip
GROSS MOTOR	Real PE - The birthday Bike Fun station 10 - Co-ordination, floor movement patterns Importance of warming up and cooling down. Listening to instructions, developing new skills.	Real PE - Journey to the blue planet Fun station 6 - Dynamic Balance to agility Real PE - Monkey Business Fun station 2 Static Balance seated	Real PE - Pirate Pranks Fun station 1 -Static Balance one leg standing Real PE -Casper the very clever cat Fun station 3 Static Balance floor work	Real PE - Sammy squirrel & his rolling nuts Fun station 11 - ball chasing Real PE -Thembe walks the tightrope Fun station 4 Static Balance small base	Real PE - John & Jasmine learn to juggle Fun station 8 - Co-ordination with equipment Sports day preparation-Running, obstacle, egg and spoon	Real PE - Ringo to the rescue Fun station 12 - Reaction to response Real PE - Tilly the trains big day Fun station 5 - Dynamic balance

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES, MARK MAKING, PAINTING, WRITING AND DRAWING

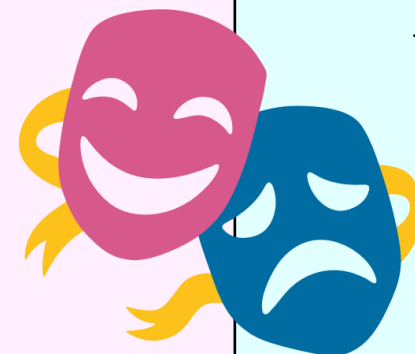
WEEKLY PE LESSON
ADVENTURE PLAYGROUND
LITTLE FOREST SCHOOL



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EXPRESSIVE ARTS AND DESIGN	<p>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.</p>					
<p><i>Daily Opportunities for-</i></p> <p><i>mark making, drawing, painting, within provision</i></p> <p><i>Creating box of materials and collage for children to select.</i></p> <p><i>Construction and building areas.</i></p> <p><i>Music wall in Welly area and in role play area</i></p> <p><i>Write dance, Squiggle while you wiggle or disco dough</i></p> <p><i>Daily singing- Collective Worship, Number songs etc</i></p>	<p>Join in with songs, action songs. Exploring sounds and how they can be made. Tapping out rhythms.</p> <p>Beginning to mix colours. Self Portraits. Mark making using a range of medium.</p> <p>Join in with role play games and use props</p> <p>Build models using construction equipment, Making props for plays.</p> <p>Junk Models- take photos of creations and record them explaining what they did.</p> <p>Make a Leaf man using natural resources</p> <p>Printing- Autumn leaves</p> <p>Owl babies' collage and making nests out of natural materials</p> <p>Acting out Baptism</p> <p>Using play dough to create models.</p> <p>Bee pictures/collage, bees songs and waggle dance</p>	<p>Joining in songs, rhymes building on previous term.</p> <p>Dressing up- creating magic potions, making wands.</p> <p>Exploring music and rhythm through dance, links o Diwali.</p> <p>Using puppets to tell stories eg. Diwali. Creating Rangoli patterns using different mediums</p> <p>Firework pictures. Making 2d or 3 d rockets using shapes.</p> <p>Poppy paintings for Remembrance.</p> <p>Role play areas- act out narratives eg. Santa's Grotto wrapping presents using Sellotape.</p> <p>Making birthday and Christmas cards .Christmas decorations and songs. Nativity Play- songs, dancing and acting. Using play dough to make birthday cakes.</p> <p>Hanukah activities cards, songs and role play</p> <p>Designing Road Safety posters.</p>	<p>Learning a poem and song to perform for the Spring concert.</p> <p>Chinese New Year 1st February- making lanterns, painting Chinese numbers</p> <p>Chinese dragon dance., Listen to Chinese drumming.</p> <p>Winter and night pictures. Making snowflakes and snowmen using scissors and assembling equipment. Arctic and Antarctic Animal drawings and paintings</p> <p>Designing winter clothes</p> <p>Music- Oak Academy- Journeys.</p> <p>Write Dance and squiggle while you wiggle, Disco dough</p> <p>World Book day activities</p> <p>Making ice garden structures</p> <p>Chicks and hens collage, paintings and drawings</p>	<p>Performance at Spring concert</p> <p>Drawings of plants and fruits</p> <p>Chicks and hens collage, paintings and drawings.</p> <p>Mother's Day activities and cards.</p> <p>Easter activities, eggs, baskets, cards and making Easter gardens.</p>	<p>Animal songs and rhymes. Drawing of animals, painting pictures of animals to be used in role play area. Making animal masks encouraging children to select tools to assemble. Collage work on animals.</p> <p>To collect resources to make a rainforest in a jar.</p> <p>Symmetrical butterflies</p> <p>Building animal homes using a range of materials to build and assemble.</p> <p>Learning a poem and song to perform for the grandparents' concert.</p> <p>Salt dough designs</p> <p>Father's day Cards</p>	<p>African drumming and dancing. Sand pictures and rainbow fish collages.</p> <p>Seaside pictures, Paintings and drawings of the world. Water colour paintings</p> <p>Role Play areas eg- safari, rainforest, seaside, Africa add props and stories to encourage children to explore and act out own narratives.</p> <p>Creating own dances, songs and music</p>





AUTUMN 1



AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

MY STORY!

CELEBRATIONS!

WINTER
WONDERLAND!

NEW LIFE!

AMAZING ANIMALS!

OUR WORLD!

LITERACY

COMPREHENSION

- DEVELOPING A

PASSION FOR

READING

Children will visit the library weekly and every fortnight have a 'love of reading' session

WORD

READING

BOOK TALK SESSIONS

WORD OF THE DAY

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)

Phonic Sounds: RWI
Set 1 whole class

Reading: Initial sounds, oral blending, CVC sounds, reciting known 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: RWI
Differentiated groups

Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Phonic Sounds: RWI
Differentiated groups /
Ditties

Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ng', 'nk' Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Phonic Sounds: RWI
Differentiated groups

Learn set 2 sounds
ay, ee, igh, ow, oo,

Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

Children should not be required to use other strategies to work out words.

Phonic Sounds: RWI
Differentiated groups:

Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Phonic Sounds: RWI
Differentiated groups

Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

End of term assessments

Transition work with Year 1 staff



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WRITING A RANGE OF TEXTS TO USE AS STIMULUS FANTASTIC FOUNDATIONS ❖ WRITE STUFF ❖ THE CHILDREN WILL USE THE LENS ❖ - RHYME TIME	<p>Drawing Club- Colour Monster Not now Bernard Diwali Pink Panther</p> <p>Opportunities in Continuous Provision</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages</p>	<p>Drawing Club- The Magic Porridge Pot Three Little Pigs Goldilocks Three Billy Goats Gruff The Gingerbread Man</p> <p>Opportunities in Continuous Provision</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story</p>	<p>Drawing Club- Penguin Mr Benn Wacky Races</p> <p>The Magic roundabout The Tiger who came for Tea Chicken Licken</p> <p>Opportunities in Continuous Provision</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Drawing Club- Rosie's Walk (Fantastic foundations) Little Red Hen</p> <p>Opportunities in Continuous Provision</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles</p>	<p>Fantastic Foundations- All Abroad the London Bus Fantastic Foundations- Rainbow Fish</p> <p>Opportunities in Continuous Provision</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Fantastic Foundations Handa's Surprise (Narrative Story)</p> <p>Fantastic Foundations I wanna Iguana (Non- Fiction Persuasive Letter</p> <p>Opportunities in Continuous Provision</p> <p>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</p>



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GENERAL THEMES	ALL ABOUT ME	SUPERHEROES	ANIMALS	TERRIFIC TALES	TRANSPORT	SEASIDE
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
THE MATH'S CURRICULUM IS SUPPORTED BY WHITE ROSE MATHS AND NCTEM- NUMBERBLOCKS DAILY MATHS LESSONS	<p>Getting to know you</p> <p>Opportunities for settling in, Introducing the areas of provision and getting to know the children. Key times of the day, and class routines. Exploring continuous provision inside and out. Where do things belong? Positional Language. (Baseline)</p> <p>Just like me</p> <p>Number- Match and Sort, Compare amounts. Measure, Shape and spatial thinking- Compare size, mass and capacity. Exploring Pattern.</p>	<p>It's me 1,2,3</p> <p>Number- Representing 1,2& 3 Comparing 1,2 &3 Composition of 1,2,3 Measure, Shape and spatial thinking- Circles, triangles and Positional language</p> <p>Light and Dark</p> <p>Number- Representing numbers to 5 One more one less Measure, Shape and spatial thinking- Shapes with 4 sides Time</p>	<p>Alive in 5!</p> <p>Number- Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 Measure, Shape and spatial thinking- Compare mass (2) Compare Capacity (2)</p> <p>Growing 6,7,8,</p> <p>Number- making Pairs Combining 2 groups Measure, Shape and spatial thinking- Length and Height Time</p>	<p>Building 9 and 10</p> <p>Number- 9 and 10 Comparing Numbers to 10 Measure, Shape and spatial thinking- 3D shape Pattern (2)</p> <p>Consolidation</p>	<p>First, then and now</p> <p>Number- Adding More Taking away Measure, Shape and spatial thinking- Spatial reasoning (20) Compose and Decompose</p> <p>Find My Pattern</p> <p>Number- Doubling Sharing and Grouping Even and Odd Measure, Shape and spatial thinking- Spatial Reasoning (3) Visualise and Build</p>	<p>On the Move Number- Deepening Understanding Patterns and relationships Measure, Shape and spatial thinking- Spatial reasoning (4) Mapping</p> <p>To 20 and beyond</p> <p>Number- Building Numbers beyond 10 Counting Patterns beyond 10 Measure, Shape and spatial thinking- Spatial reasoning 9 10 Match, Rotate Manipulate</p>
Daily Maths Lessons, Maths table and resources and activities in Continuous provision						










RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MY STORY!	CELEBRATIONS!	WINTER WONDERLAND!	NEW LIFE!	AMAZING ANIMALS!	OUR WORLD!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>THE CHILDREN WILL VISIT THE SCHOOL LIBRARY AND IMMERSION ROOM WEEKLY</p>	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. 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. (On going- Little Forest School/ Welly Walks) Bee topic. Plant Bee-bombs- Use of bee - Bots to collect pollen from plant and take to the hive. Find out why bees are so important. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Visit to Madley Environmental Centre to explore the woods, natural crafts and activities and see father Christmas. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Goldilocks and the Three bears/ Little Red Riding Hood). Talking about occupations and how to identify strangers that can help them when they are in need. Children to meet and discuss people who might help us. Eg. nurse, doctor, policeman, paramedic, fire fighter, lollipop person, Dentist. Road safety Week- exploring safe walking areas around the school. Looking at road signs Observe the changes in Autumn- Autumn walk. Look at different leaves and seeds eg. conkers. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. Using the globe and maps locate the Artic and Antarctica. Discuss the different animals that would be located in these areas. Use NF books, video clips and Power Points to explore habitats, food and life in different parts of the world. Explore how water changes when frozen and what happens when it is warmed- Solid, liquids Use ice in different ways. EG. Freeze animals and them workout how to remove. Paint with ice, make ice gardens. Look at the winter and observe changes eg snow, ice Look at penguins in detail. Using Blue planet videos and NF books , label the penguin , find out fascinating facts, where they live, life-cycle etc. 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Building a 'Bug Hotel' Collecting water Looking for new life- explore the school grounds and observe changes. Look at what the season Spring brings. Planting seeds and watching the changes. Collect seeds from fruit and vegetables. Sunflower growing competition. Look at what happens for fruit and vegetables when they decay. Looking after plants and vegetable areas. Observe the changes to the frog spawn. Look at the Frog Life -cycle Children will observe eggs in the incubator and count down till they hatch. They will learn about the parts of the chick and technical vocabulary. They will learn the Life -cycle of a hen. 	<ul style="list-style-type: none"> Following children's interests explore animals- eg Dinosaurs, Zoo animals, minibeast etc. Children to locate where these animals would be found, their habitats, foods etc. using videos and NF books, atlas and a globe/ Snails- stories and NF books. Explore how they move, what they eat, where they live. Label the snail. Trip to Madley Environmental Centre to make spells and potions, find animals that live in the trees, make clay insects etc Rainforest Café role Play- Children explore the rainforest through Immersion Room. Children make their own rain forest in a jar. 	<ul style="list-style-type: none"> Use Handa's Surprise to explore Africa. Children to learn how to play Djembe drum and some African dancing. They will experience some African art and look at African animals. Children to listen to some Tinga - Tanga tales. Materials: Floating / Sinking - boat building Metallic / non-metallic objects Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Seaside Role Play area and talk about holidays and places our families come from. Discuss how we can care for the world God made for us. - Recycling, reusing , look at work by CAFOD.



RECEPTION LONG TERM PLAN 22-23

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>