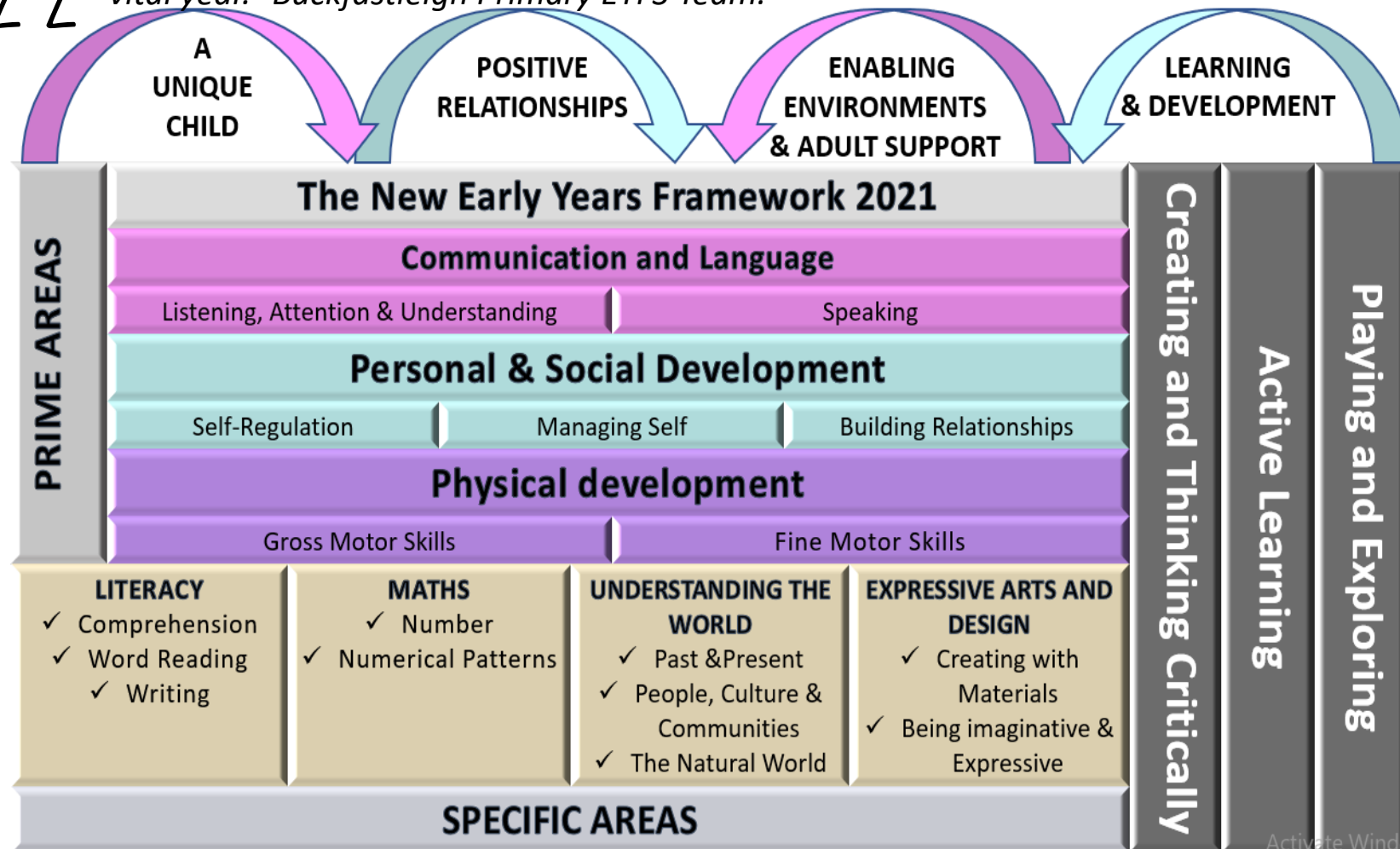


# RECEPTION LONG TERM PLAN 21-22

*"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 Buckfastleigh Primary, 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." Buckfastleigh Primary EYFS Team.*

*"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."*  
Buckfastleigh Primary EYFS Team



# RECEPTION LONG TERM PLAN 21-22



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 2



SUMMER 1

GENERAL THEMES

WHO AM I?

Starting school / my new class  
/ New Beginnings  
People who help us / Careers  
healthy me/ Food / Human  
body / superheroes  
How have I changed?  
My family / my friends  
PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

WHAT SHALL WE  
CELEBRATE?

Traditional Tales  
Bonfire night celebrations  
Little Red Hen - Harvest  
Old favourites  
Familiar tales  
Library visits  
Gingerbread Man  
Cinderella  
Christmas  
The Nativity  
At the Panto  
Christmas Lists  
Letters to Father Christmas

WHO LIVES HERE?

Life cycles  
Safari /jungle/gardens  
Animals around the  
world  
Climates / Hibernation  
Down on the Farm  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
David Attenborough  
Happy Habitats

HOW DOES IT GROW?

Plants & Flowers  
Weather / seasons  
Does the moon shine?  
The great outdoors  
Forest School  
Mini beasts  
Planting seeds  
Make a sculpture: Andy  
Goldsworthy  
Reduce, Reuse & Recycle  
Fun Science / Materials

WHERE SHALL WE GO?

Transport around the town  
How do I get there?  
Where in the world have  
you been?  
Where do we live in the  
UK / world?  
Fly me to the moon!  
Vehicles past and present  
Design your own  
transport!  
Up up and away!  
Who was Neil Armstrong?

WHERE WOULD YOU  
BURY YOUR TREASURE?

Under the sea  
Off on holiday / clothes  
Where in the world shall  
we go?  
Send me a postcard!  
Marine life  
Fossils – Mary Anning  
Seasides in the past  
Compare: Now and then!  
Seaside art

'WOW' MOMENTS /  
ENRICHMENT

Autumn Trail – Local walk  
Nurse / Firefighter /police /  
vet / soldier visit  
Baking bread  
Harvest Time  
Roll down a hill  
Black History Month -Oct  
Birthdays  
World Space Week – 4th Oct  
Favourite Songs  
National poetry day – Oct 7th  
Roald Dahl Day - Sept 13th  
Library visit  
What do I want to be when I  
grow up? Video for parents.

Halloween  
Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Diwali 4th November  
Hannukah 28/11-6/12  
Remembrance day – 11<sup>th</sup> Nov  
Road Safety -15<sup>th</sup> Nov  
Stories by the Fireside  
Children in Need – 12<sup>th</sup> Nov  
Anti- Bullying Week -15<sup>th</sup> Nov

Zoo visit  
Jan 30<sup>th</sup> storytelling week  
Chinese New Year – Feb  
1st  
Story Telling Week  
Random Acts of Kindness  
Week  
Valentine's Day 14<sup>th</sup> Feb  
Internet Safety Day – 8<sup>th</sup>  
Feb  
Animal Art week  
Let's go on Safari - An  
animal a day!

Walk to the park / Picnic  
Planting seeds  
Easter time  
Weather experiments  
Weather Forecast videos  
Nature Scavenger Hunt  
Vincent Van Gogh Study  
LENT- March 2nd  
Mother's Day – 27<sup>th</sup> March  
Queen's Birthday  
Science Week  
Easter Egg Hunt  
World water day – 22<sup>nd</sup>  
March  
Ramadan – April 2<sup>nd</sup>

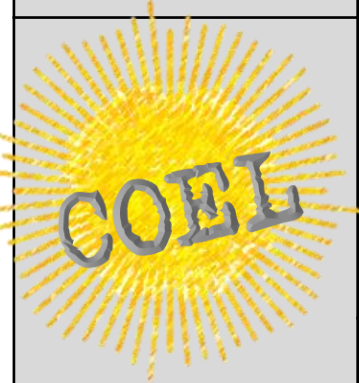
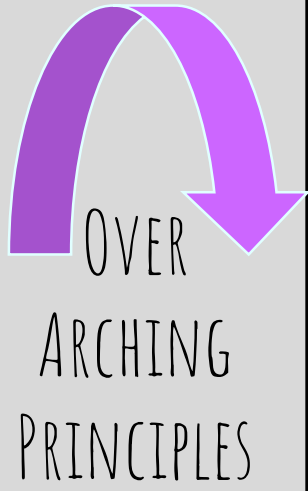
Post a letter  
Steam train visit  
Food tasting – different  
cultures  
Map work - Find the  
Treasure  
Eid – 2nd May  
D-Day  
Let's fly - Role play and  
Green Screen

Visit to the beach  
Visit the aquarium  
Under the Sea – singing  
songs and sea shanties  
Fossil hunting  
Fathers day – 17th June  
Heathy Eating Week  
World Environment Day  
Anniversary of the NHS –  
july 5th  
Pirate Day  
Ice – Cream at the park  
Ocean day – 8<sup>th</sup> June  
20th july – moon landing  
anniversary

NB: THESE THEMES MAY  
BE ADAPTED AT VARIOUS  
POINTS TO ALLOW FOR  
CHILDREN'S INTERESTS

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 2	Sum 1
THEME	Who am I?	What shall we celebrate?	Who lives here?	How does it grow?	Where shall we go?	Where would you bury your treasure?
Possible Texts and 'old favourites'	<p>Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat Superworm</p> <p>Whatever next Avocado baby Knuffle bunny Peace at last Cant you sleep little bear? Goodnight Moon! Six dinner Sid Come on Daisy! Where's spot? You choose What makes me a me? Daisy, Eat your Peas! Tiger who came to tea Dogger</p>	<p>The Jolly Postman Goldilocks Farmer Duck Hansel &amp; Gretel SSH! Each peach pear plum The Ugly Duckling Christmas Story / Nativity Rama and Sita Trad Tales</p> <p>Nursery Rhymes</p> <p>The Jolly Christmas Postman</p> <p>Lost and found!</p> <p>The elephant and the baby</p> <p>Stickman Dear Santa House in the woods Bear hunt / lion hun</p> <p>Tinga Tinga tales</p>	<p>The Emperors Egg The Very Hungry Caterpillar Elmer! Aghh Spider! The Gruffalo Tiger who came to tea Diary of a wombat Hug Elephant and the Bad Baby Pig in the Pond Handa's surprise Rumble in the Jungle</p> <p>Farmer Duck</p> <p>Brown bear, Brown bear what do you see?</p> <p>Hairy mcclary from Donaldsons dairy</p> <p>Where the wild things are!</p> <p>Dear zoo</p> <p>Giraffes can't Dance Commotion in the Ocean The Snail and The Whale Elephant Me! The Very Hungry Caterpillar</p>	<p>The Tiny Seed Oliver's Vegetables Enormous turnip Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons I really wonder what plant Im growing We're going on a bear hunt</p> <p>The Gruffalo</p> <p>Handa's hen</p> <p>Smeds and Smoos</p> <p>Whatever Next!</p> <p>Tyrannosaurs Drip</p> <p>Stomp, Chomp, Big Roars, Here Come the Dinosaurs!</p> <p>Dinosaur Roar!</p> <p>How do dinosaurs say Good Night?</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train! The Train Ride</p> <p>Mr Gumpy's Motor Car</p> <p>Mrs Armitage on wheels</p> <p>Whatever next</p> <p>On the way home</p> <p>Zog</p> <p>Zog and the flying Doctors</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler</p> <p>The Night Pirates 10 little Pirates Pirates love Underpants Billy's Bucket Bear's Adventure Clean up! Storm whale Sharing a shell David Attenborough A home for a pirate Alba the 100 year old fish</p>

# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
  	<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>					
	<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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Buckfastleigh Primary, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>					

# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
BRITISH VALUES ASSEMBLIES / SHARING CIRCLES	<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.	<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.	<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	<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.	<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.	<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.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up ITRACK Phonic Intervention groups EYFS team meeting	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments Area assessment Phonics	GLD Projections for EOY Trust moderation EYFS team meetings Area assessment Phonics	Pupil progress meetings Parents evening info EYFS team meetings ITRACK data Area assessment Phonics	Phonics Trust moderation EYFS team meetings Area assessment	Pupil progress meetings Reports Phonics Parents evening info EYFS team meetings ITRACK data EOY data Transition meetings
PARENTAL INVOLVEMENT	Staggered Start Parents picnic Harvest Assembly Phonics workshop Proud Clouds Class Dojo Wonder wall Magic moments	Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime Class Dojo Wonderwall Magic momentsl	Proud Clouds Writing workshop Valentines day lunch Stay and Read morning Class Dojo Wonderwall Magic moments	Proud Clouds Parents Evening Art workshop / Gallery Share a story Easter bonnet parade Class Dojo Wonderwall Magic moments	Proud Clouds Share a story Maths Morning – Look how far we have come! Class Dojo Wondewall Magic moments	Proud Clouds Share a story Parents Evening Parent’s Picnic Class Dojo Wonderwall Magic moments

*We recognise that all children are unique and special.*



# DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON	ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS	MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
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</b> and <b>language structures</b>.</p>					
DAILY STORY TIME	<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</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?            This is me!            Rhyming and alliteration            Familiar Print            Sharing facts about me!            Mood Monsters Shared stories            All about me!            Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b>            Settling in activities            Develop vocabulary            Discovering Passions            Tell me a story - retelling stories            Story language            Word hunts            Listening and responding to stories            Following instructions            Takes part in discussion            Understand how to listen carefully and why listening is important.            Use new vocabulary through the day.            Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b>            Using language well            Ask's how and why questions...            Discovering Passions            Retell a story with story language            Story invention – talk it!            Ask questions to find out more and to check they understand what has been said to them.            Describe events in some detail.            Listen to and talk about stories to build familiarity and understanding.            Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b>            Settling in activities            Describe events in detail – time connectives            Discovering Passions            Understand how to listen carefully and why listening is important.            Use picture cue cards to talk about an object:            "What colour is it? Where would you find it?            Sustained focus when listening to a story</p>	<p><b>What happened?</b>            Settling in activities            Discovering Passions            Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b>            Show and tell            Weekend news            Discovering Passions            Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
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	<u>Being me in my world</u> I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my Feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children’s rights and this means we should all be allowed to learn and play. I am learning what being responsible means	<u>Celebrating differences</u> I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind	<u>Dreams and goals</u> I understand that if I persevere I can tackle challenges. I can tell you about a time I didn’t give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I’m older. I can say how I feel when I achieve a goal and know what it means to feel proud	<u>Healthy me</u> I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.	<u>Relationships</u> I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.	<u>Changing me</u> I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception
SELF - REGULATION  BUILDING RELATIONSHIPS	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.  ✓ <b>Controlling own feelings and behaviours</b> ✓ <b>Applying personalised strategies to return to a state of calm</b> ✓ <b>Being able to curb impulsive behaviours</b> ✓ <b>Being able to concentrate on a task</b> ✓ <b>Being able to ignore distractions</b> ✓ <b>Behaving in ways that are pro-social</b> ✓ <b>Planning</b>			“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and using strategies and reviewing what they have done.” Education Endowment Foundation.  We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.		
LINK TO BEHAVIOUR FOR LEARNING						





# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
<b>PHYSICAL DEVELOPMENT</b>  <b>FINE MOTOR</b>  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  <b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b>  <b>GROSS MOTOR</b>  <b>WEEKLY COSMIC KIDS YOGA LESSON</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross & fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, allow children to develop <b>proficiency, control&amp; confidence</b> .					
	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	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.	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	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here:	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	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
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	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. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	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	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	From Development Matters 20': 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 including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and 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 engaging in activities that involve a ball.					



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
<b>LITERACY</b>  <b>COMPREHENSION</b> - DEVELOPING A PASSION FOR READING  Children will visit the library weekly  <b>WORD</b>  <b>READING</b>  Children will be working in different groups for Read Write Inc. ? – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	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)					
	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. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Timeline of how plants grow.  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.  Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters Pajamarama Day	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.  Sort books into categories.
	<b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, 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	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> 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.	<b>Phonic Sounds:</b> RWI Differentiated groups / Ditties <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> 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.	<b>Phonic Sounds:</b> RWI Differentiated groups: <b>Reading:</b> 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’.	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1/2 staff



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
<b>WRITING</b>  TFW USED AS STIMULUS ACROSS THE YEAR  TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS  Only ask children to write sentences when they have sufficient knowledge of letter- sound correspondences.	<b>Texts as a Stimulus:</b> Nursery Rhymes Label characters  Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks  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. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	<b>Texts as a Stimulus:</b> The Little Red Hen (Journey story) Sequence the story Speech bubbles  The Three Billy Goats Gruff (Defeat Monster)  Create a wanted poster to catch the troll  Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.  Help children identify the sound that is tricky to spell.  Sequence the story  Write a sentence	<b>Texts as a Stimulus:</b> Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words  The Sleepy Bumblebee (Cumulative) Labels and simple captions  Mini beasts – Animal Fact File – Compare two animals  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.	<b>Texts as a Stimulus:</b> Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles  Hungry Caterpillar - (Cumulative) Describe foods / adjectives  Healthy Food – My Menu / Bean Diary  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 Recount – A trip to the park Character descriptions. Write 2 sentences	<b>Texts as a Stimulus:</b> Mr Gumpy's Outing (Cumulative) Report about the animals falling into the water  Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals <b>Write new version</b> 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.  Acrostic poems	<b>Texts as a Stimulus:</b> Big Blue Whale (Information Text) Write facts about whales  Write a postcard / diary writing  My Holiday – recount  Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish  Write three sentences – B, M & E.



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	WHAT SHALL WE CELEBRATE?	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	WHERE WOULD YOU BURY YOUR TREASURE?
<b>MATHS</b> <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	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.					
	<b>Getting to know you</b> <b>Settling in</b> Introducing the area of provision and getting to know the children. Counting rhymes and songs Key times of the day, class routines, Where do things belong? Positional language, days of the week, months of the year, sequence daily events.  <b>Just like me</b> Numbers - Matching and sorting numbers, comparing amounts.  Measure, shape - Comparing size, mass and capacity. Exploring patterns.	<b>It’s me 123!</b> <b>Number –</b> representing 123, comparing 123, composition of 123.  <b>Measure, shape and spatial thinking-</b> Circles, triangles and positional language.  Light and dark Number – representing numbers to 5, one more and one less.  <b>Measure, shape and spatial thinking-</b> Shapes with 4 sides and time	Alive in 5  Number – introducing 0, comparing numbers to 5 and composition of 4 and 5.  Measure, shape and spatial thinking – Compare mass and capacity.  Growing 6,7,8  Number – 6,7,8 Making pairs and combining 2 groups.  Measure, shape and spatial thinking – Length and height Time	Building 9, 10  Numbers – 9 and 10. Comparing numbers to 10, bonds to 10.  Measure, shape and spatial thinking – 3D shape and patterns	To 20 and beyond  Number-building numbers beyond 10, counting patterns beyond 10.  Measure, shape and spatial thinking – Spatial reasoning, match, rotate and manipulate.  First then now Number – adding more and taking away.  Measure, shape and spatial thinking –  Spatial reasoning, compose and decompose.	<b>Find my pattern</b>  <b>Number –</b> doubling, sharing and grouping, even and odd.  Measure, shape and spatial thinking – spatial reasoning, visualize and build.  On the move  Number – deepening understanding, patterns and relationships.  Measure, shape and spatial thinking –  Spatial reasoning and mapping

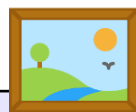




# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	CELEBRATIONS!	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	SEASIDE!
<p><b>UNDERSTANDING THE WORLD RE / FESTIVALS</b></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>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</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>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How time has changed. Using cameras.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>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.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>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.</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> <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>After close observation, draw pictures of the natural world, including animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>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.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Use the BeeBots</li> </ul>	<ul style="list-style-type: none"> <li>Use Handa's Surprise to explore a different country.</li> <li>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.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Introduce the children to NASA and America.</li> <li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why?</p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>

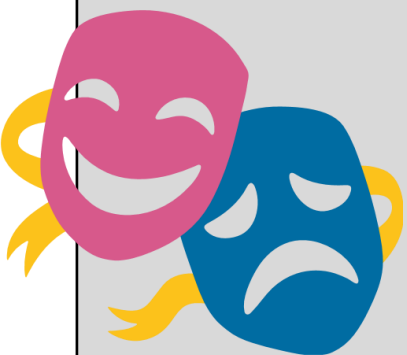




# RECEPTION LONG TERM PLAN 21-22










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
GENERAL THEMES	WHO AM I?	CELEBRATIONS!	WHO LIVES HERE?	HOW DOES IT GROW?	WHERE SHALL WE GO?	SEASIDE!
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; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, 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>Role Play Party's and Celebrations. Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</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>Make different textures; make patterns using different colours.</p> <p>Sculptures- Andy Goldsworthy link.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories</p> <p>Creating out of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</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>Father's Day Crafts</p>





# RECEPTION LONG TERM PLAN 21-22

## 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</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><b>ELG: Speaking</b></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><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.</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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><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.</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><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.</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><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.</p> <p>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> <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><b>ELG: Number</b></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><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.</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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><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.</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><b>ELG: Being Imaginative and Expressive</b></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>