



Baines Endowed Curriculum Overview Reception 23-24

“We are a friendly, safe, caring community in which everyone can be happy and confident and where children can reach their full potential.”



Mission Statement

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Intent

At Baines Endowed school, our Early Years Foundation Stage curriculum is designed to support all our children to develop into confident, happy and independent learners. We aim to provide each child with the best start to their education, that enables them to fulfil their full potential. We recognise that all children are unique individuals, who begin their school journey with varied starting points and backgrounds. We celebrate and welcome these differences within our school community and our inclusive curriculum reflects this. Following the cohort’s personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development. Which in turn, helps our children to achieve their next steps. We strongly believe in learning through play and champion our children to follow their imagination and creativity.

Our intent is to secure solid foundations for education, based upon the three characteristics of effective teaching and learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

We strive to promote a lifelong love for learning, build positive relationships and create a nurturing and safe environment that enables each child to begin Year 1, excited for the journey that awaits them.



Implementation

We have implemented a child-centred Early Years curriculum that aligns with the Early Years Foundation Stage (EYFS) framework. The curriculum is carefully planned and sequenced to ensure a broad and balanced range of experiences and opportunities for our young learners. It incorporates active and play-based learning, where children are engaged in purposeful, hands-on activities that develop their skills across the 3 prime and 4 specific areas of learning.

Our daily timetable ensures children have access to uninterrupted child led learning as well as opportunities to take part in adult guided activities. The children have free-flow access to both indoor and outdoor provisions. PE is taught twice a week and children enjoy weekly outdoor learning activities, in a forest school environment. The characteristics of effective learning are explicitly taught, we want for our children to have a 'growth mindset' and develop a deep understanding of the skills they need to learn and solve problems.

At Baines Endowed, we want all children in EYFS to develop the ability to communicate effectively. Our daily story time provides an opportunity to teach rich and exciting vocabulary. Focus texts are carefully mapped out and ensure there is a balance of fiction, non-fiction and rhyming books. Children are exposed to stories by new authors and classic authors and by reading high quality texts on multiple occasions, story language is retained and may be used in writing as the children progress through school. We promote a love of reading through visiting the library weekly, inviting reading areas with engaging, high-quality texts, Year 6 'reading buddies' read to the younger children beginning in the Autumn term and our classroom doors are open for weekly 'Read with us' sessions, inviting friends and families to share the joy of books with us too. Children access daily phonics lessons based on our chosen systematic, synthetic phonics scheme, 'Little Wandle'. Through this, children learn to read and write with accuracy, fluency and automaticity. The scheme provides support for parents and staff are trained and monitored regularly to ensure a consistent and successful approach. We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals. Maths is taught daily in EYFS, using the scheme 'NCETM Mastering Number'. Maths is embedded through daily routines and within continuous provision. Follow up activities in small groups are also implemented where appropriate to consolidate learning. Staff quickly identify which children need extra support and deliver targeted intervention both in directed focus groups and 1:1 during independent learning time.

Children's progress is carefully monitored through ongoing formative assessments, which inform next steps and allow for differentiation to meet individual needs. The EYFS team collect evidence of children's learning through work completed in their books, observations, photos and videos. Assessments also provide opportunities for dialogue and collaboration with parents, so that they are actively involved in their child's learning journey. We keep parents up to date with ways to support learning at home through our online platform 'Dojo' as well as providing sessions for parents held at school. We believe working in partnership with parents can help children to grow in confidence and develop to their full potential.

By the end of the year, we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception. School staff at Baines work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop their own personalities in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated, and every child feels valued and respected.



Impact







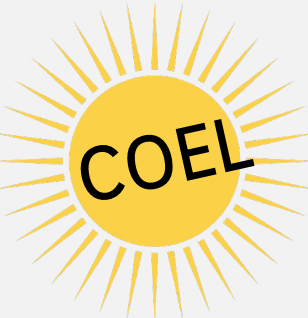
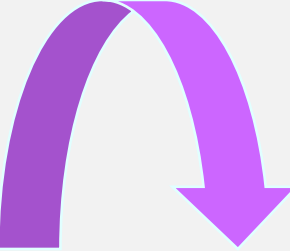
The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, observations recorded with photographs and videos, evidence in the children's books and filed in their learning journeys.

We expect all our children make more than the expected steps progress from their starting points. The judgements of our school are moderated internally and with other schools. This means judgements are secure and consistent with government guidelines. The EYFS coordinator also attends local moderating events.

The teaching and pedagogy are reviewed and evaluated regularly through monthly team meetings in Year R. These have an agenda and actions which are then reviewed in the following meeting. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice. The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor.



RECEPTION LONG TERM PLAN 23-24

	 Autumn 1 4th Sept - 20th Oct	 Autumn 2 30th Oct - 20th Dec	 Spring 1 8th Jan - 9th Feb	 Spring 2 19th Feb - 28th March	 Summer 1 15th Apr - 24th May	 Summer 2 4th June - 19th July
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests</i>	Marvelous Me!	People & Parties!	Space & Superheroes!	Growth & Gardens!	Amazing Animals!	Everyone Explore!
  Over Arching Principles	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					



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Autumn 2

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Spring 1

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Spring 2

19th Feb - 28th March



Summer 1

15th Apr - 24th May



Summer 2

4th June - 19th July

Lines of Enquiry



Marvelous Me!

Who am I?
 What do I look like?
 What are my interests?
 Who is in my family?
 Where do I live?
 What is a season?
 What happens in Autumn?

People & Parties!

What body parts do we have?
 How are families different?
 How do we celebrate?
 Why do we celebrate the different celebrations?
 What is a religion?

Space & Superheroes!

What is a map?
 What happens in Winter?
 Who are the people that help us in our community?
 What planet do we live on?
 What's in outer space?

Growth & Gardens!

What seasonal changes can we observe?
 What is a lifecycle?
 What is an environment? How are environments similar and different?
 How do things grow?

Amazing Animals!

What is an animal?
 How are animals different from one another?
 How can we care for animals?
 How do animals change?
 What were dinosaurs like?

Everyone Explore!

What is a city?
 What is the capital city of our country?
 Who is the King?
 What is different in other countries?
 What happens in Summer?

Knowledge and Concepts

Rules and routines
 Building relationships
 'All About Me' booklets
 Baseline
 Feelings & Emotions
 Understanding their immediate environment
 Self-Portraits
 Large gross motor movements

Bonfire Night
 Diwali – Religion – Hinduism
 Eid – Religion - Islam
 Christmas – Religion – Christianity – Nativity
 Comparing celebrations in other countries
 Creating & designing with different media

Knowledge of the people, their roles and where they are based in our community
 Past through stories - Man on the moon
 Naming the planets
 Easter – Christianity
 Changes in seasons – Winter to Spring
 Road Safety Unit Stage 1
 Key Fundamental Skills

Planting seeds in the vegetable patch and individual plants
 Observational drawing of chicks and plants/flowers
 Ipad Skills – Taking Photos
 Physical Health and Healthy Eating

Life cycles: chicks, butterflies and frogs
 Environments – English farm environment and Kenya farm environment

Famous landmarks in London
 Royalty
 Map skills – looking at another country – Kenya linked through Handa's Surprise and Go Jettlers
 African tribal art
 Key Fundamental Skills
 Transition to Year 1 Ipad Skills – Apps and Videoing

Celebrations and Enrichment Days

Grandparent's Day
 Harvest Festival
 National Poetry Day
 Black History Month (Oct)

Autumn Stay and Play (TBC)
 Remembrance day - 11/11
 Anti Bullying Week
 Christmas Time
 Nativity/Santa
 Church Visit - Baptism/Xmas
 Diwali Day

Valentines day
 Chinese New Year- food tasting
 Handwriting Day
 Spring Stay and Play

Planting Seeds
 Weather experiments
 Mother's Day
 World Book Day
 Easter
 Caterpillars/Chicks
 Church Visit - Easter
 Science Week

Visit to the farm/zoo
 Summer craft afternoon

Sports Day
 Father's Day
 End of year celebrations



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General Themes

Marvelous Me!

People & Parties!

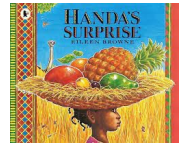
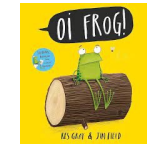
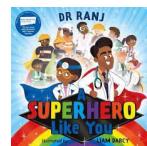
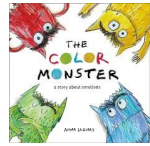
Space & Superheroes!

Growth & Gardens!

Amazing Animals!

Everyone Explore!

Core Text



Enrichment Texts

Colour Monster Starts School
Worry Monsters
Hodge the Hedgehog
Meesha Makes Friends
Our Class is a Family

Pumpkin Soup
The Squirrels who Squabbled
Marney's Mix-Up
Tilda Tries Again

The Smeds and the Smoos
The Koala Who Could
They

Bloom
The Extraordinary Gardener
Can I Play?

There's a Rang-tan in my Bedroom
The Odd Fish
Sharing a Shell

Who Swallowed Stanley?
The Selfish Crocodile
Wild
The Lion Inside
Giraffe's Can't Dance

PSED

Little Acorn

Little Acorn
The Christmas Story

Little People - Neil Armstrong
Here We Are

Meet the Weather
That's my Flower!

Busy Spring

The Big Book of the UK
Meet the Oceans
You Live Where?!

UTW

I'm going to be a princess

Little Glow

We are the Appolo 11 Crew
Planet Awesome

Sam plants a sunflower
Oliver's Vegetables

Little People - David Attenborough

Literacy

So much

The best Diwali Ever
Jack Frost

People Who Help Us Series
Busy People Series

Non-fiction chicks/caterpillars
Handa's Hen

A Year on the farm
Mad About Minibeasts A Year

C&L

The Cat and the Rat and the Hat

Stick Man
There was a young Zombie who swallowed a worm
3 Billy Goats Gruff
Gingerbread Man

The Jolly Postman
Whatever Next
How to catch a star
The Queen's Lift Off

Charlie Cooks Favourite book
Very Hungry Caterpillar
Superworm
Jack and the Beanstalk
The Odd Egg

in the Pond
Egg to Chicken

The Queen's Hat
Meerkat Mail
Snail & the Whale
What makes a Lemur Listen?
Duck in a Truck

The Very First You
Little Red Hen
We're Going on a Bear Hunt
Gruffalo

All are Welcome
A Squash and A Squeeze
The Leaf Theif

Emergency!
Look Up
Beegu
Man on the Moon

Jaspers Beanstalk
Frog vs Toad
Chicken Clicking
The Smartest Giant in Town

What the Ladybird Heard
ROAR
The Way Home for Wolf

Thunder Down Under
What the Ladybird Heard on Holiday
Great Women Who Saved the Planet



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Possible Diversity Texts to be read throughout the year during story time sessions

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>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</p>	<p>The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns</p>	<p>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</p>	<p>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</p>	<p>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</p>

General Themes	Marvelous Me!	People & Parties!	Space & Superheroes!	Growth & Gardens!	Amazing Animals!	Everyone Explore!
Famous People	Significant black figures (Black History Month - October)	Guy Fawkes (History) Jesus (RE)	Neil Armstrong (History) Mae Jemison (History) Florence Nightingale	Andy Goldsworthy (Art)	David Attenborough (Science/History) Mary Anning (History)	Christopher Columbus (History) Rachel Carson (Science)



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British Values	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> 	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments SALT Referrals EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments</p>	<p>EYFS team meetings End of term Assessments Phonics assessments Tricky Word Assessments</p>	<p>Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data</p>
Parental Involvement	<p>Welcome meeting Parents Evening Class Dojo involvement</p>	<p>Class Dojo involvement Nativity Phonics workshop Autumn craft afternoon</p>	<p>Class Dojo involvement Stay and Play Session</p>	<p>Class Dojo involvement Parents Evening Easter afternoon</p>	<p>Class Dojo involvement Summer craft afternoon</p>	<p>Class Dojo involvement School reports End of year celebrations</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 EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and small group interventions.</p> <p>Daily story time using high quality texts</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p>Tell me a story! Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Explain to me! Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p>Can you recount an event? I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle</p>	<p>Tell me about differences? I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year</p>



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Personal, Social and Emotional Development	<p>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.</p>					
Managing Self	<p>Self Regulation: My Feelings</p> <p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Building relationships: Special relationships</p> <p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Managing self: Taking on challenges</p> <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-regulation: Listening and following instructions</p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building relationships: My family and friends</p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Managing self: My wellbeing</p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>
<p>Self regulation</p> <p>Making relationships</p> 						




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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	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 / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	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	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	LCC SOW: Rosie's Walk Fundamental Movement Skills	LCC SOW: Superworm Transport	LCC SOW: Space Hungry Caterpillar	LCC SOW: Jack and the Beanstalk Dance - Seasons	LCC SOW: Rumble in the Jungle Elmer	LCC SOW: Seaside Dance - Nursery Rhymes
7 Fundamental Movement Skills: Running, Jumping, Co-ordination, Balance, Agility, Throwing, Catching						





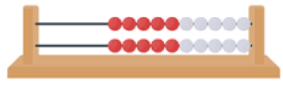
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Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
 Phonics Little Wandle	<u>Phase 2</u> s a t p i n m d g o c k c h e u r h b f l TW: is I the	<u>Phase 2</u> ff ll ss j v w x y z zz qu -s ch sh th ng nk /z/ TW: as and has his her go no to into she he of we me be	<u>Phase 3</u> ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp longer words TW: was you they my by all are sure pure	<u>Review Phase 3</u> Words with 2+ digraphs -ing compound words /z/ middle /z/ end -es TW: Review and secure spelling	<u>Phase 4</u> short vowels CVCC, CVCC CCVC, CCVC CCVC CCCVC root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est TW: said so have like some come love do were here little says there when what one out today	<u>Phase 4</u> long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC root words ending in: -er, -est TW: Review and secure spelling
Writing	Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Use some recognisable letters and own symbols. Use appropriate letters for initial sounds. Write CVC words.	Write words representing their sounds with a letter/letters. Say a word before attempting to write it.	Write labels and captions representing their sounds with a letter/ letters. Orally compose a caption before attempting to write it.	Write simple phrases during play using recognisable letters. Orally compose a phrase and hold it in memory. Separate words using spaces.	Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Orally compose a sentence and hold it in memory. Re-read what they have written to check it makes sense.




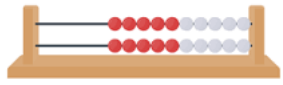
RECEPTION LONG TERM PLAN 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous Me!	People & Parties!	Space & Superheroes!	Growth & Gardens!	Amazing Animals!	Everyone Explore!
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Word Reading	Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Little Wandle phonics programme.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Little Wandle phonics programme.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Use phonic knowledge to attempt unknown words. Recognise capital and lower-case letters.
Comprehension	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Innovate a well-known story with support.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.



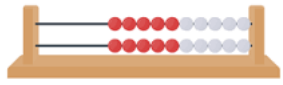
RECEPTION LONG TERM PLAN 23-24

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



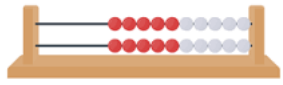
RECEPTION LONG TERM PLAN 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous Me!	People & Parties!	Space & Superheroes!	Growth & Gardens!	Amazing Animals!	Everyone Explore!
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>					
Subitising	<p>Subitise within 3. Identify sub-groups in larger arrangements. Create patterns for numbers within 4. Practise using fingers to represent quantities which they can subitise. Subitise in a range of contexts, including temporal patterns made by sounds.</p>	<p>Subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>Subitise by continuing to explore patterns within 5, including structured and random arrangements. Know a range of patterns made by some numbers greater than 5, including structures patterns in which 5 is a clear part. Know which patterns show a small group and '1 more'. Match arrangements to finger patterns.</p>	<p>Know what a symmetrical pattern looks like, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>Know familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns using subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.</p>
Cardinality, ordinality and counting	<p>Count in a sequence and relate this to cardinality, seeing that the last number spoken gives the number in the entire set. Count in a sequence, including through rhyme and song. Use 1:1 correspondence, including by coordinating movement and counting. Know that anything can be counted, including actions and sounds. Know a range of strategies which support accurate counting.</p>	<p>Know about the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Know how to count beyond 5, recognise numerals, relating to these to quantities they can subitise and count.</p>	<p>Verbally count to 20 and beyond. Count objects, using a range of strategies to develop accuracy. Count using cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number.</p>	<p>Consolidate understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p>	<p>Verbally count to 20 and beyond, including counting from different starting numbers. Count with more confidence and accuracy in both verbal and object counting.</p>	<p>In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.</p>



RECEPTION LONG TERM PLAN 23-24

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Composition	<p>Know that all numbers can be made of 1s. Know how to compose their own collections within 4.</p>	<p>Know the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Know the composition of numbers within 5.</p>	<p>Know the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Know the composition of 6, linking this to familiar patterns including symmetrical patterns. Know that numbers within 10 can be composed of '5 and a bit.'</p>	<p>Composition of odd and even numbers, looking at the 'shape' of the numbers. Link even numbers to doubles. Know the composition of numbers within 10.</p>	<p>Know the composition of 10.</p>	<p>In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.</p>
Comparisons	<p>Know that sets can be compared according to a range of attributes, including by their numerosity. Know and use the language of comparison, including 'more than' and 'fewer than'. Know how to compare sets 'just by looking'.</p>	<p>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>Compare sets using the language of comparison and play games which involve comparing sets. Compare sets by matching, identifying when sets are equal. Know ways of making unequal sets equal.</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>Order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.</p>



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Shape, space and measure	<p>Match objects which are the same.</p> <p>Explain when something is the odd one out or the same.</p> <p>Apply language: tall, long, short, big, little, large and small.</p> <p>Compare and order objects by size.</p> <p>Copy, continue and create their own repeating patterns. Including shapes, colours, sizes actions and sounds.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Know that circles have one curved side and triangles have 3 straight sides.</p> <p>Begin to know and use positional language to describe how items are positioned in relation to other items.</p> <p>Know that squares and rectangles have 4 straight sides and 4 corners.</p> <p>Know and use time language: day, night, morning, afternoon, before, after, today, tomorrow.</p> <p>Know how to measure time in simple ways e.g. counting a number of sleeps to an important event or using sand timers to measure duration of events.</p>	<p>Know position through words alone – for example: “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Know the language: heavy, heavier than, heaviest, light, lighter than, lightest.</p> <p>Compare items starting with items which have an obvious difference in weight.</p> <p>Know the language: full, empty half full, nearly full and nearly empty.</p> <p>Know the language: tall, thin, narrow, wide and shallow.</p> <p>Know the mathematical language to describe length and height e.g. the tree is tall, then pencil is short.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Know which 3D shapes roll and which shapes stack.</p> <p>Know some 3D shape names such as: cuboid, cone, pyramid, prism, sphere, cylinder and cube.</p> <p>Create complex patterns such as: ABB, AAB, AABB, AABBB.</p>	<p>Consolidate knowledge of capacity (full and empty.)</p> <p>Consolidate knowledge of length and height.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Rotate shapes to fill a given space when completing jigsaws and shape puzzles.</p> <p>Match arrangements of shapes using positional language to describe where the shapes are in relation to one another.</p> <p>Match shapes with coloured pictures and progress to pictures with the outline only. Focusing on shape rather than colour.</p> <p>Design own pictures using pattern/shape blocks.</p> <p>Know that shapes can be combined and separated to make new shapes.</p> <p>Know that places and models can be replicated.</p>	<p>Replicate simple constructions, models, real places and place sin stories.</p> <p>Use positional language to describe where objects are in relation to other items.</p> <p>Know that there is a relationship between numbers and shapes such as Cuisenaire rods, Numicon and multi-link cubes.</p> <p>Know that they can make maps and plans to represent places and use these to see where things are in relation to other things.</p> <p>Create their own maps to represent models they build, familiar places and places in stories.</p>




RECEPTION LONG TERM PLAN 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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</p>					
History	<p>Peek into the past Who am I?</p> <p>Comments on images of similar situations from the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Create a personal timeline by sequencing two or three events in their own life.</p> <p>Investigate what the local area looked like in the past and talk about things that have changed and things that look the same.</p>	<p>Peek into the past Where do I live?</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Find out about key historical events and why and how we celebrate today? (Remembrance Day)</p>	<p>Can you fly me to the moon? Who makes the rules?</p> <p>Ask questions, use different sources to find answers including books.</p> <p>Look at the role of the Headteacher within the school and discuss the importance of having rules.</p> <p>Discuss the role of police officers and how they keep us safe by enforcing important rules.</p> <p>Find out if mankind has ever been to the moon.</p> <p>Watch videos of the moon landing.</p> <p>Compare and contrast characters from stories, including figures from the past (Neil Armstrong).</p>	<p>Was the giant misunderstood?</p> <p>Sequencing two or three events from stories that have been read.</p> <p>Begin to understand things can be seen from a different viewpoint.</p>	<p>Who is Mary Anning?</p> <p>Compare and contrast characters from stories, including figures from the past (Mary Anning)</p> <p>Know how to use past and present tense whilst having a conversation.</p> <p>Know that ‘the past’ is events that have already happened.</p> <p>Learn about the significance of Mary Anning and her discoveries.</p> <p>Examine sources of evidence and discuss our thoughts and opinions.</p> <p>Think about achievements/ memories during Reception.</p>	<p>Adventures through time How do we travel?</p> <p>Compare photos of transport from the past to the present.</p> <p>Read stories which demonstrate the importance of welcoming others.</p> <p>Begin to develop an awareness of migration/ invasion.</p> <p>Discuss what has been read and share opinions.</p> <p>Look at Queen Elizabeth II and talk about the significance of her reign.</p>





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Geography 	<p>Look at photographs of places we have visited with our families and talk about them.</p> <p>Comment and ask questions about the local environment, other places which are familiar to them.</p> <p>Follow instructions which involve positional language.</p>	<p><u>Exploring maps</u></p> <p>Exploring maps through discussion, story-telling, games and creative activity.</p> <p>Talk about the features of immediate environment with visual representations e.g. use google maps to look at local park, landmarks, school.</p> <p>Walk to post box to deliver letter to Santa?</p>	<p>Use BeeBots and begin to show spatial awareness.</p> <p>Use directional language i.e., under, beside, on top of etc when looking at London (Queen’s Hat) and Preston.</p> <p>Investigate what happens in Winter.</p>	<p><u>Outdoor adventures</u></p> <p>Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.</p>	<p>Discuss different environments and habitats in which animals live.</p> <p>Draw information from a simple map.</p> <p>Identify landmarks from our local area walk.</p> <p>Use photos and pictures to locate places and place on a simple map.</p> <p>Find out about the local area by talking to people, examining photographs, and visiting local places.</p> <p>Explore what happens in Summer.</p>	<p>Recognise some environments that are different to the one in which they live</p> <p>Understand that there are many different countries around the world with lots of different features.</p> <p>Read books, watch videos and visit websites to investigate different locations such as Africa and Antartica and discuss the difference in environments.</p>



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Science	<p><u>My Body</u></p> <p>Understand the terms 'same' and 'different'.</p> <p>To name the senses and say which body part is associated with each sense.</p> <p>To begin to understand what happens In Autumn.</p>	<p><u>Seasonal Changes</u></p> <p>To begin to understand what happens In Winter.</p> <p>To investigate changes in the weather.</p> <p>To know the difference between day and night (dark and light).</p> <p>To investigate ice (freezing).</p>	<p><u>Being Healthy</u></p> <p>Understand that doctors are scientists.</p> <p>Read 'Women in Science- Little People, Big Dreams' and be inspired by famous scientists.</p> <p>Read non-fiction texts about the solar system</p> <p>To know which foods are good for us.</p> <p>Name some sources of food.</p> <p>Talk about ways we can stay healthy and live a healthy lifestyle.</p>	<p><u>Plants</u></p> <p>Know what plants need to grow.</p> <p>Identify and name the basic parts of trees and plants.</p> <p>Describe some plants.</p> <p>Understand ways we can take care of living things.</p> <p>Investigate the life cycle of a chicken.</p> <p>Investigate what happens in Spring.</p>	<p><u>Animals</u></p> <p>Make observations about animals and describe the similarities and differences.</p> <p>Read non-fiction texts about where different animals live.</p> <p>Investigate what animals need.</p> <p>Draw and label pictures of animals.</p>	<p><u>Materials</u></p> <p>Name some everyday materials such as wood, plastic, metal, fabric and rock and decide which would make the best rocket.</p> <p>Investigate some simple properties of everyday materials through experiments such as floating and sinking/ dressing the teddy.</p> <p>To begin to understand what happens In Summer.</p>




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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</p>					
RE	<p><u>Special Times</u></p> <p>Key Question/s: How and why do we celebrate? What times are special to different people and why?</p>		<p><u>Special Stories</u></p> <p>Key Question/s: Why are some stories special? What special messages can we learn from stories?</p>		<p><u>Our Special World</u></p> <p>Key Question/s: What is special about our world?</p>	<p><u>Special places</u></p> <p>Key Question/s: What buildings and places are special to different people?</p>
	<p>Talk about themselves and special things in their own lives.</p> <p>Talk about their own family and understand all families are different.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Look at a range of stories and non-fiction texts to foster an understanding of our diverse world.</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries.</p>	<p>Understand that some places are special to members of their community.</p>



RECEPTION LONG TERM PLAN 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous Me!	People & Parties!	Space & Superheroes!	Growth & Gardens!	Amazing Animals!	Everyone Explore!
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>					
Music 	<u>Me!</u> Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	<u>My Stories!</u> Learn to sing nursery rhymes and action songs: I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song + Nativity / Christmas songs	<u>Everyone!</u> Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	<u>Our World!</u> Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	<u>Big Bear Funk</u> Transition Unit that prepares children for their musical learning in Year 1. Musical learning focus: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	<u>Reflect, Rewind and Replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.



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Art	<p><u>Drawing: Marvellous marks</u></p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p><u>Seasonal crafts</u></p> <p>Christmas crafts</p>	<p><u>Painting and mixed media: Paint my world</u></p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p><u>Sculpture and 3D: Creation station</u></p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p><u>Craft and design: Let's get crafty</u></p> <p>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	





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Design Technology	<p><u>Structures: Junk modelling</u></p> <p>Pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>		<p><u>Cooking and nutrition: Soup</u></p> <p>Children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p><u>Seasonal crafts</u></p> <p>Easter crafts</p> <p><u>Textiles: Bookmarks</u></p>		<p><u>Structures: Boats</u></p> <p>Children explore what is meant by ‘waterproof’, ‘floating’ and ‘sinking’, then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p>



RECEPTION LONG TERM PLAN 23-24

EARLY LEARNING GOALS – FOR THE END OF THE YEAR

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>