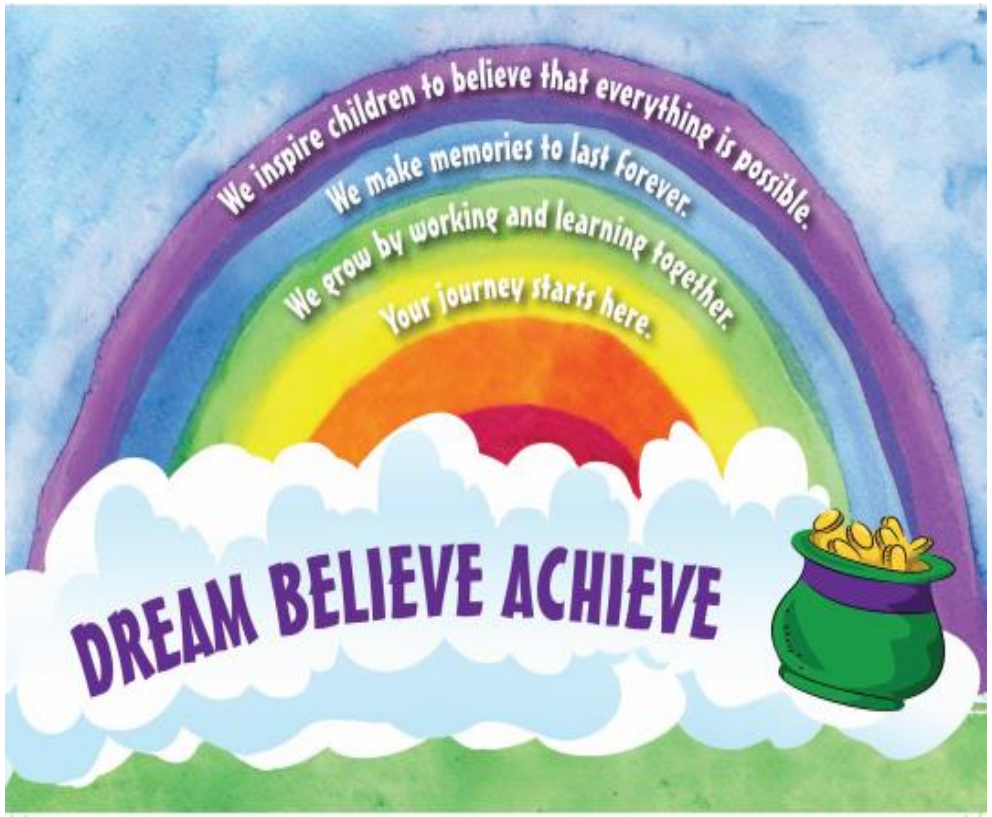
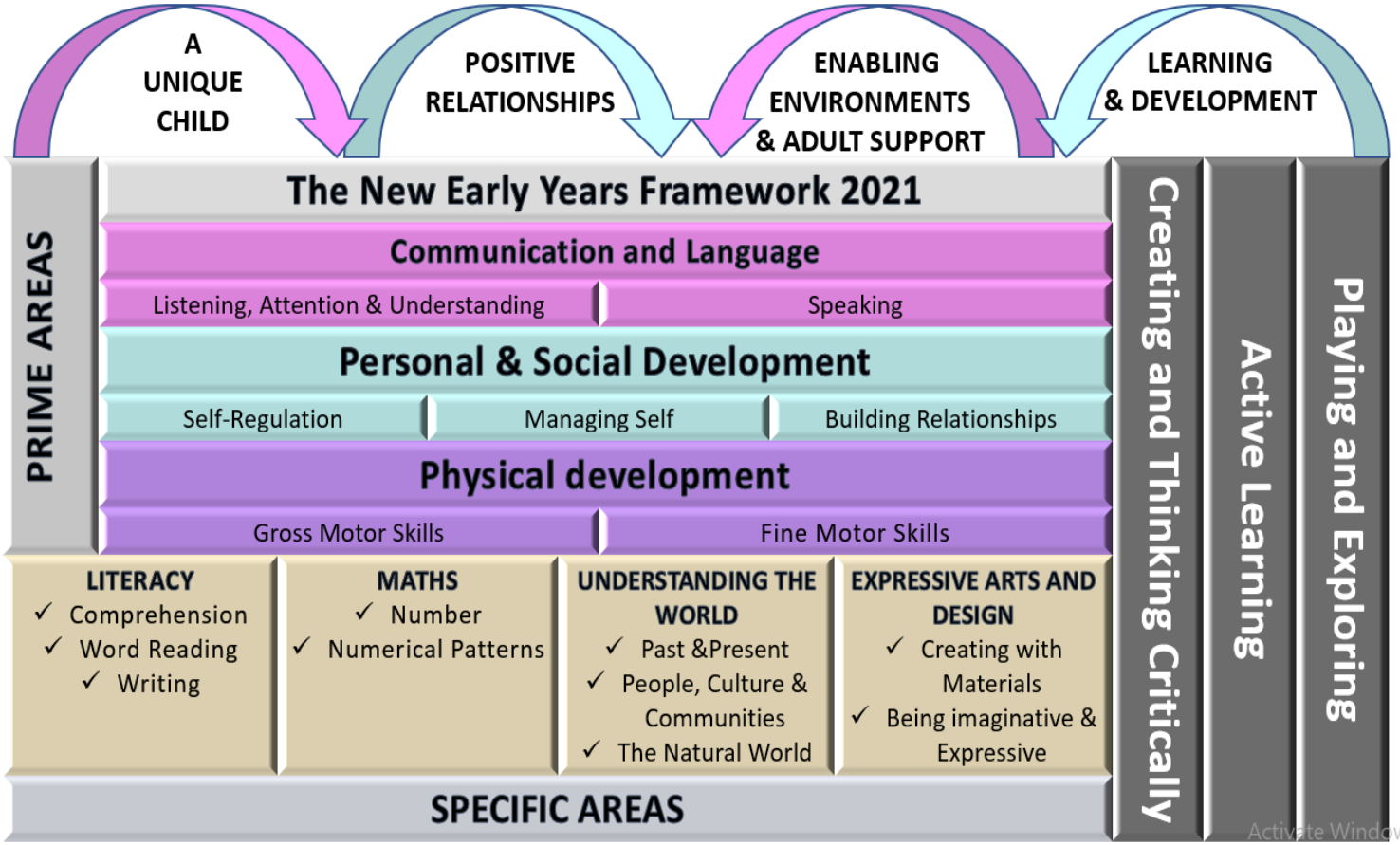
Reception Long Term Plan 22-23

"At walverden, we aim to 'Make Learning exciting'. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of walverden!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey"
The EYFS Team at walverden





Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB:** ***These themes may be adapted at various points to allow for children's interests to flow through the provision*** ***WELL-BEING & Behaviour For Learning***	**All About me!** Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe/ We are all unique/Senses	**The Jolly Postman** House and homes Celebrations- bonfire night/Diwali/Halloween/Advent/Christmas Library visits The Nativity Christmas Lists Letters to Father Christmas	**Dazzling Dinosaurs!** Safari Animals around the world Climates / Hibernation Dinosaur Arts and crafts Past and present Chinese New Year David Attenborough Happy Habitats Reduce, Reuse & Recycle Fun Science / Materials Fossils	**Down at the bottom of the garden!** Plants & Flowers Weather / seasons The great outdoors Life cycles Mini beasts Planting seeds Make a sculpture: Andy Goldsworthy Traditional Tales Mother's day	**Adventures above and beyond the clouds!** Fly me to the moon! Vehicles past and Present Space Design your own transport! Who was Neil Armstrong?	**Where in the World?** Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Animals around the world Seaside art Map skills
Possible Texts and 'old favourites'	Owl Babies Once there were Giants The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families The Ugly Duckling	The Jolly Postman The jolly Christmas postman Christmas Story / Nativity Rama and Sita Stick Man Goldilocks Hansel & Gretel 3 Little pigs The Gruffalo's child	Harry and the dinosaurs Stomp dinosaurs stomp Chinese New Year Mad about dinosaurs Tyrannosaurus drip Tony T Rex's family album Dinosaurs love underpants	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Superworm Through the seasons The Very Hungry Caterpillar Aaarghh Spider! Yucky worms-non-fiction	Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train! The international space station Smeds and the Smoos	Under the Sea Non – Fiction The Journey Zoom World Atlases Tiddler Snail and the whale Commotion in the ocean Dear zoo Walking through the jungle Alan's big scary teeth Hippobottomus
'Wow' moments / Enrichment Weeks	Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Roald Dahl Day What do I want to be when I grow up? Video for parents.	Nativity Remembrance day Road Safety Children in Need Anti- Bullying Week Post a letter Christmas Trail	Dinosaur dig/fossil hunting Chinese New Year Story Telling Week Random Acts of Kindness Week Let's go on Safari - An animal a day!	Walk to the park / Picnic Planting seeds Vincent Van Gogh Study Science Week Easter assembly	Start of Ramadan Eid Let's fly - Role play and Green Screen	Visit to the beach End of year celebration day

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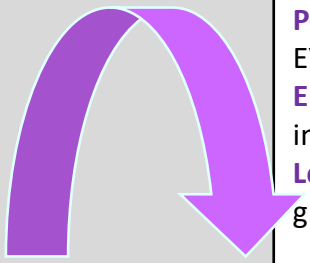
Characteristics of Effective Learning

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

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.

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.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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.

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.

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.

PLAY: At Walverden School, 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.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

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LORIC	Laura Leadership	Olly Organisation	Raj Resilience	Izzy Initiative	Charlie Communication	Character Formation
The Walverden Way Learning together Working together Growing together	It goes without saying that we want our children to reach their potential academically whilst here at Walverden. But education is about so much more than this. Values are the principles that guide our behaviour and thinking as a school. The values we want to instill in our children here at Walverden can be seen on our rainbow. Our school moto is 'dream, believe, achieve' as this encompasses what we do at Walverden in order to meet our vision. Our school prioritises relationships. We really care for each other as a staff team, for our children and our families Walverden is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.					

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.

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British values	Rule of law Class rules Good to be green School motto School values School rules	Tolerance of culture, faith and others Nativity Christmas/Diwali parent workshops Remembrance Sunday	Tolerance of culture, faith and others Chinese New Year Respectful relationships Resolving conflicts Democracy Book voting	Mutual respect Resolving conflicts Tolerance of culture, faith and others Easter	Personal Responsibility Recycling and sustainability Eco schools	Rule of law Mutual respect Tolerance Supporting transitions Nursery-Reception Reception-Year1
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data Phonic Intervention groups NELI baseline	Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations Phonics assessments Pupil progress meetings	GLD Projections for EOY Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Pupil progress meetings	GLD Projections for EOY Cluster moderation Internal moderation EYFS team meetings Phonics assessments Pupil progress meetings	GLD Projections for EOY Pupil progress meetings EYFS team meetings EOY data End of term Assessments Reports Phonics assessments Pupil progress meetings
Parental Involvement	Staggered Start Home visits / Parents Meetings Harvest Assembly Celebration assemblies Phonics workshop	Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime Celebration assemblies	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show! Celebration assemblies	Proud Clouds Parents Evening Phonics workshop Share a story Celebration assemblies	Proud Clouds Share a story Maths Morning – Look how far we have come! Celebration assemblies	Proud Clouds Share a story Parents Evening Parent's Picnic Celebration assemblies Art workshop / Gallery

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

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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.**					
Whole EYFS Focus – C&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, Helicopter stories, Voice 21 EYFS productions, assemblies and weekly interventions. **Daily story time**	**Welcome to EYFS** Children talking about experiences that are familiar to them. What are your goals / dreams? Joining in with rhymes, poems and songs. Sharing facts about me! Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Starting conversations Developing and using new vocabulary. Develop listening skills	**Tell me a story!** Develop vocabulary 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. Use new vocabulary through the day. Choose books that will develop their vocabulary. Expressing points of view and debating. Taking part in conversations which involve many turns,	**Tell me why!** Learn and use new language in conversations Using language well Ask's how and why questions… 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 new rhymes, poems and songs.	**Talk it through!** Describe events in detail – time connectives 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 Use talk to organise their play. Use connectives to connect ideas and sentences	**What happened?** 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 Use past, present and future forms. Articulate their ideas in well formed sentences Use clear details to describe events.	**Time to share!** 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.

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self Self - Regulation Link to Behaviour for Learning	Only one you Colour monster Healthy relationships- setting in and making friends Talking about our families Initiate play with others	Discussing feelings and emotions Focus on similarities and differences Looking at cultures and cultural differences Regulate own feelings and emotions	Look at relationships and respectful relationships Look at celebrating self Find solutions to conflicts Consider the feelings of others	Keeping safe Understanding privacy Regulate own feelings and emotions	Money Take on new challenges Show perseverance and resilience	Resilience Groups and communities we belong to Respecting our own and others needs Regulate own feelings and emotions
	Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. 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. ✓ **Controlling own feelings and behaviours** ✓ **Applying personalised strategies to return to a state of calm** ✓ **Being able to curb impulsive behaviours** ✓ **Being able to concentrate on a task** ✓ **Being able to ignore distractions** ✓ **Behaving in ways that are pro-social** ✓ **Planning** ✓ **Thinking before acting** ✓ **Delaying gratification** ✓ **Persisting in the face of difficulty.**			*"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 learning 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.*		



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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 Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	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 Develop muscle tone to put pencil pressure on paper	Threading, cutting, weaving, playdough, Fine Motor activities. Use tools to effect changes to materials Pencil Grip 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 Cut along a straight line with scissors Start to draw pictures that are recognisable	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 curved line, like a circle	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 Build things with smaller linking blocks, such as Duplo or Lego
Daily opportunities for Fine Motor Activities Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children 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	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 Combine movements for dance 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 Gymnastics ./ Balance
Weekly Yoga Lesson	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.					

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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)					
Comprehension - Developing a passion for reading Children will visit the library weekly	Join in with rhymes and showing an interest in stories with repeated refrains. Have favourite stories/rhymes. 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 Sequence familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.. Engage in conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Talk for writing. Edit story maps and orally retell new stories. Non-Fiction Focus Sequence stories – 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 Encourage children to record stories through picture drawing/mark making	Talk for writing and Helicopter stories 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 Engage in extended conversations about stories, learning new vocabulary Orally read and retell poems and rhymes	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.
Word Reading Children will be working in different groups for Read Write Inc. SH – 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.	**Phonic Sounds:** RWI Set 1 whole class **Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	**Phonic Sounds:** RWI Differentiated groups **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	**Phonic Sounds:** RWI Differentiated groups **Reading:** Rhyming strings, identifying characters and settings in books. 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’.	**Phonic Sounds:** RWI Differentiated groups **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. common theme in traditional tales, Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.	**Phonic Sounds:** RWI Differentiated groups: **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	**Phonic Sounds:** RWI Differentiated groups **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

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Writing TFW used as stimulus across the year Texts may due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	**Texts as a Stimulus:** *Funny bones* Sequence the story, setting descriptions *Look at how we use our 5 senses (non-fiction)* *Owl babies (PSHE link)- writing about families* *Once there were giants* 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 Messages – Create a Message centre!	**Texts as a Stimulus:** *The Jolly Postman* Write letter/lists for Christmas Link to homes and maps *Stick man* Sequence the story, mark making, initial sounds Christmas story Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Writing initial sounds and simple captions. Lists and letters Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	**Texts as a Stimulus:** *Harry and the bucketful of dinosaurs/Dinosaurs love underpants* CVC words / simple sentence writing using HFW, innovation Tony Trex's family album- non-fiction *The Chinese New Year Story* -sequence the story, Labels and simple captions *Mad about dinosaurs*(Poetry)- create rhyming strings 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.	**Texts as a Stimulus:** *Yucky worms- non-fiction Writing minibeast facts* *Hungry Caterpillar* - (Cumulative) repeated refrains 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 key stories. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write two sentences	**Texts as a Stimulus:** *The man on the moon* Report about the animals falling into the water Smed and the Smoos *The international space station*(non-fiction)- fact files Beegu- PSHE link Writing recipes, lists and instructions. 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.	**Texts as a Stimulus:** *The naughty bus- Writing simple sentences* *The Ugly Five* *Walking through the jungle* *Handa's Surprise* *One day on our blue planet – In the Antarctic* 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 – Commotion in the ocean Write three sentences – B, M & E.

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General Themes	All About me!	The jolly postman!	Dazzling dinosaurs1	Down at the bottom of the garden!	Adventure above and beyond the clouds!	Where in the World?
Maths *White Rose Maths* Subitising, Number language, Counting and recognising numbers will be constantly revisited throughout the year alongside mastery in number.	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.					
	Getting to know you Baseline **Just like me!** Number Match and sort Compare amounts Shape Compare size, mass and quantity Exploring pattern	**It's me 1,2,3** Number Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Shape Circles and triangles Positional language **Light and dark** Number Representing numbers to 5 One more or less Shape Shapes with 4 sides Time	**Alive in 5!** Number Introducing 0 Comparing numbers to 5 Composition of numbers 4 and 5 Shape Compare mass Compare capacity **Growing 6,7,8** Number 6,7,8 Making pairs Combining 2 groups Shape Length and height Time	**Building 9 and 10** Number 9 and 10 Building 9 and 10 Bonds to 10 Shape 3D shape Pattern (2) **First, then, now** Numbers Adding more Taking away	**Find my pattern** Numbers Doubling Sharing and grouping Even and odd Shape Spatial reasoning Visualise and build **First, then, now** Shape Spatial reasoning Compose and decompose	**To 20 and beyond** Numbers Building numbers beyond 10 Counting patterns beyond 10 Shape Spatial reasoning Match, rotate, manipulate **On the move** Numbers Deepening understanding Patterns and relationships Shape Spatial reasoning Mapping

Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	The jolly postman!	Dazzling dinosaurs!	Down at the bottom of the garden!	Adventure above and beyond the clouds!	Where in the World?
Understanding the world Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. ○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. ○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. ○ Introduce children to different occupations and how they use transport to help them in their jobs. ○ Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. ○ Long ago – How time has changed. Using cameras.	○ Can talk about what they have done with their families during Christmas/Eid's in the past. ○ Show photos of how different celebrations used to be celebrated in the past. ○ Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. ○ Share different cultures versions of famous fairy tales. ○ To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. ○ Use the BeeBots- create maps for bee bots ○ Look for children incorporating their understanding of the seasons and weather in their play. ○ Use Handa's Surprise to explore a different country. ○ Can children talk about their homes and what there is to do near their homes? ○ Look out for children drawing/painting or constructing their homes	○ Explore fossils ○ To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. ○ Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. ○ Explore a range of dinosaurs. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats ○ 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. ○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ○ After close observation, draw pictures of the natural world, including animals and plants ○ 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.-Dinosaurs and all that rubbish!	○ 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. ○ Can children make comments on the weather, culture, clothing, housing. ○ Change in living things – Changes in the leaves, weather, seasons, ○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. ○ Building a 'Bug Hotel' ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. ○ 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. ○ Life cycles of insects- butterfly, frogs and flowers	○ Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. ○ Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. ○ Use bee-bots on simple maps. Encourage the children to use navigational language. ○ Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? ○ Introduce the children to NASA and America. ○ Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. ○ Can children differentiate between land, sky and water.	○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects ○ Habitats around the world – link to map skills ○ Share non-fiction texts that offer an insight into contrasting environments. ○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. ○ Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.

Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	The jolly postman!	Dazzling dinosaurs!	Down at the bottom of the garden!	Adventure above and beyond the clouds!	Where in the World?
Understanding the world RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Special times		**Special places**		**Special books**	
	Hindu Dharma **Judaism** **Diwali**	**Christianity-Jesus/God** **Advent** **Christmas** **Nativity**	**Judasim**	**Christianity- Church** **Easter**	**Islam** **Eid**	**Islam** **Eid**
	Festivals and celebrations Rosh Hashanah Yom Kippur	**Festivals and celebrations** Hannukah Christmas	**Festivals and celebrations** Ash Wednesday / Shrove Tuesday Epiphany St David's Day Shivaratri	**Festivals and celebrations** Holi Palm Sunday Passover Easter Start of Ramadan	**Festivals and celebrations** Eid	**Festivals and celebrations** Eid

Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	The jolly postman!	Dazzling dinosaurs!	Down at the bottom of the garden!	Adventure above and beyond the clouds!	Where in the World?
Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*	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.					
	Sing call-and-response songs, so that children can echo phrases of songs you sing. Join in with familiar songs and rhymes join in with role play and use resources available for props; build models using construction equipment. Self-portraits- focus on details and emotions Junk modelling take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity Develop more complex stories using small world equipment	Textures Mix colours, Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating dinosaur masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Salt dough fossils Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Mother's day crafts Develop storylines in their play	Explore different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-minibeasts. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowersCollage owls / symmetrical butterflies Easter crafts Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating out of space pictures- marbling Encourage children to create their own music. Shadow Puppets Exploration of other countries – dressing up in different costumes. Retelling familiar stories Retelling stories from other cultures Provide children with a range of materials for children to construct with.	Sand pictures / Rainbow fish collages Lighthouse designs Learn a traditional African song and dance and perform it / Paper plate jellyfish Junk modelling, houses, bridges boats and transport. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Eid cards Father's Day Crafts

Reception Long Term Plan 21-22

Early Learning Goals – for the END OF THE YEAR - Holistic / best fit Judgement!

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, social, emotional development

ELG: Self-Regulation

Show an understanding of their own feelings and those of others,and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

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.

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.