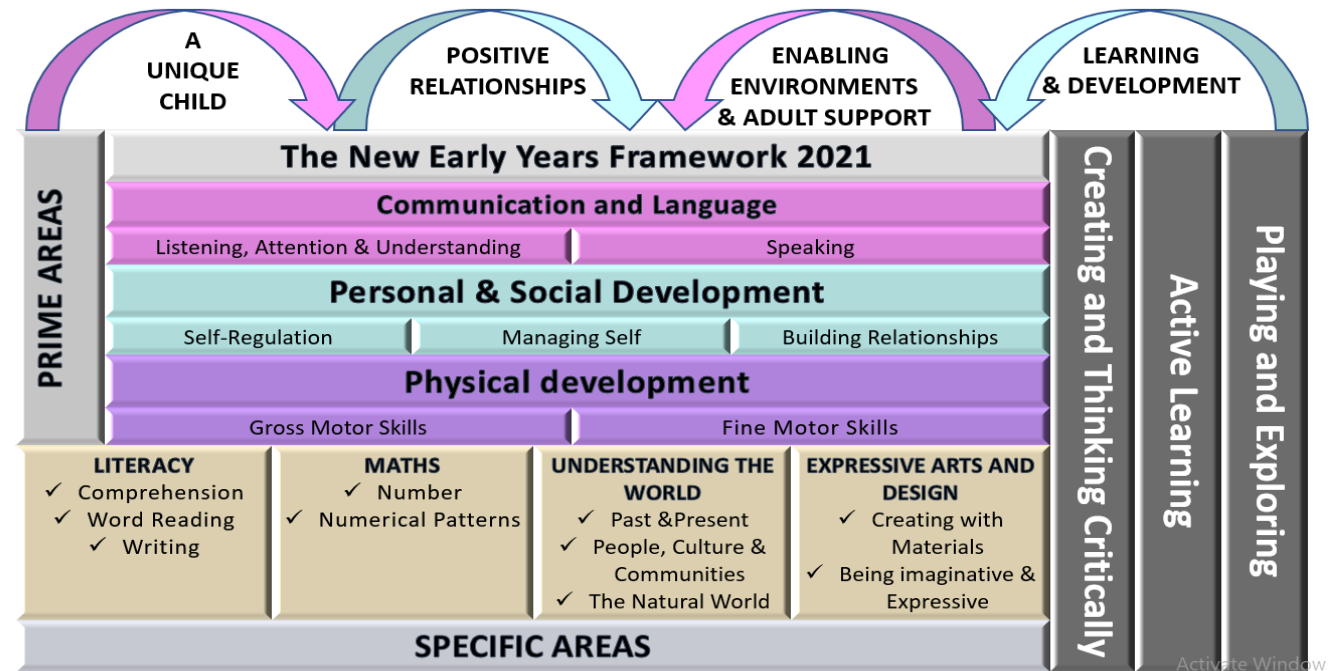


# RECEPTION LONG TERM PLAN 22-23



BRINSLEY PRIMARY AND NURSERY SCHOOL  
Learn today, be a star of tomorrow



Activate Window

# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHY DO POLAR BEARS HAVE THICK FUR?	WHO LEFT THESE FOOTPRINTS?	ARE MINIBEASTS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS	Starting school My new class Family Diversity Family life in the past Appearances Locality Material properties (houses) Feelings Me and My Relationships PSED focus Harvest (3rd Oct) Black History month - Oct Seasons - Autumn	Diwali / India (24 <sup>th</sup> Oct) Remembrance Day (11 <sup>th</sup> Nov) Guy Fawkes / Bonfire Night Road Safety Week (14 <sup>th</sup> – 20 <sup>th</sup> Nov) Anti- Bullying Week (14 <sup>th</sup> -18 <sup>th</sup> Nov) Space – Light and dark Christmas Time / Nativity Hannukah (18 <sup>th</sup> Dec -26 <sup>th</sup> Dec) At the Panto Christmas Lists Letters to Father Christmas	Frozen Planet Weather reports What happens when things get cold? Caring for our environment Global warming Arctic animals Same and different Chinese New Year (22 <sup>nd</sup> Jan)	How big is a dinosaur footprint? When were the dinosaurs alive? Who discovered the dinosaurs? How do we find out about dinosaurs? What did the dinosaurs look like? What did dinosaurs eat? Pancake Day (21 <sup>st</sup> Feb)	How do we take care of our environment? How do minibeasts move? Are minibeasts like us? What happens as a minibeast grows? Where do minibeasts live? What patterns can we see on minibeasts? What do minibeasts look like? What are minibeasts called?	Sports Day How do we take care of our environment? How do we travel across the sea? What are the differences between the seaside and where I live? What do we find at the beach? How did our grandparents enjoy the seaside? Do animals live by the sea? What can we make with sand?
HIGH QUALITY TEXTS	The Grest Big Book of Families The Colour Monster Elmer Elephant Me! And Tango Makes Three! From Head to Toe The Five Senses The way I feel Mole's Harvest Moon	Dipal's Diwali - Twinkl Original Diwali' by Nancy Dickmann Rama & Sita - <u>Malachy Doyle</u> 'Lighting a Lamp: A Divali Story' by Jonny Zucker and Jan Barger Cohen Where The Poppies Now Grow – Hilary Robinson The Nativity - <u>Estelle Corke</u>	Frozen The Emperor's Egg Lost and Found Little people – big dreams: Ernest Shackleton Polar Bear, Polar Bear What do you hear? Little Polar Bear Owl's Winter Rescue Here We Are: Notes for Living on Planet Earth The Storm Whale in Winter One Snowy Day Dreamy Antarctica One Day on Our Blue Planet: In Antarctica	Mary Anning info- BBC- <a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/true-stories-mary-anning/zn7gd6f">https://www.bbc.co.uk/teach/class-clips-video/true-stories-mary-anning/zn7gd6f</a> Tyrannosaurs Drip Stomp, chomp, big roars here come the dinosaurs Dinosaur Roar! Mary Anning- Little People	The Very Hungry Caterpillar Mad about Minibeasts Monkey Puzzle The Very Busy Spider Matisse's Trail Non Fiction about Insects	Bear's Adventure Topsy and Tim at the Seaside Bear's Adventure The Storm Whale What the ladybird heard at the seaside Sharing a shell Clean Up!
'WOW' MOMENTS / ENRICHMENT	Local walk – Where do I Live? Who helps us in Brinsley?	Diwali/ food tasting Guy Fawkes / Bonfire Remembrance Day Anti-Bullying Week Children in Need Road Safety Week	Snowdome Visit Chinese New Year (22 <sup>nd</sup> Jan) National Storytelling week 30 <sup>th</sup> Jan- 6 <sup>th</sup> Feb	Dino egg discovery Teach Rex – Dino Visit Day Easter World Book Day (2 <sup>nd</sup> March) International Womens day (8 <sup>th</sup>	White Post Farm – Minibeasts visit school	Sports Day Father's Day Ice Cream Van Visit End of year family picnic



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## COEL

### 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.

**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 Brinsley, 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*

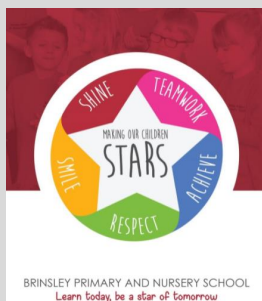
**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**

OVER  
ARCHING  
PRINCIPLES

# RECEPTION LONG TERM PLAN 22-23



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OUR BRINSLEY VALUES	<p>VALUES: RESPONSIBILITY</p> <p>BOOKS: RESPONSIBILITY: ONE WORLD BOG BABY THE GREAT KAPOK TREE</p>	<p>VALUES: TOLERANCE &amp; RESPECT</p> <p>BOOKS: TOLERANCE IT'S OKAY TO BE DIFFERENT AMAZING GRACE THE BIG UMBRELLA ELMER</p> <p>RESPECT: BOG BABY LITTLE RABBIT FOO FOO THE GREAT KAPOK TREE TUSK TUSK</p>	<p>VALUES: TEAMWORK &amp; CONFIDENCE</p> <p>BOOKS TEAMWORK THE LION AND THE MOUSE MINE THE SQUIRRELS WHO SQUABBLED</p> <p>CONFIDENCE: IGGY PECK ARCHITECT LOST AND FOUND THE MISSING PIECE THE WAY BACK HOME GRUFFALO HOW TO CATCH A STAR</p>	<p>VALUES: RESILIENCE</p> <p>BOOKS RESILIENCE: PEACE AT LAST AFTER THE STORM PETER AND THE WOLF KEVIN THE CAT WITH THE MAGIC HAT UP AND DOWN MONKEY PUZZLE THE WAY BACK HOME</p>	<p>VALUES: HONESTY</p> <p>BOOKS HONESTY: DO UNTO OTTERS THE COLOUR THEIF NOT NOW BERNARD</p>	<p>VALUES: CARING &amp; FORGIVENESS</p> <p>BOOKS CARING: DOGGER ROOM ON THE BROOM THE GIVING TREE LOST AND FOUND</p> <p>FORGIVENESS THE GRIZZLY BEAR WHO LOST HIS GRRRRR! I LOVE MY NEW TOY OH NO GEORGE</p>
<p>AT BRINSLEY PRIMARY AND NURSERY SCHOOL, WE PROMISE A CARING COMMUNITY WHERE EVERYONE CAN BE STARS. WE STRIVE TO ENABLE OUR PUPILS TO SHINE AND WORK TOGETHER AS A TEAM TO ACHIEVE THEIR FULL POTENTIAL IN AN EXCITING, CREATIVE ENVIRONMENT; WHICH WILL INSPIRE THEM TO LEARN AND GROW. THROUGH OUR VALUES, WE RESPECT AND HAVE EMPATHY FOR EACH OTHER – SMILING ALONG THE WAY!</p>						



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BRITISH VALUES	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments</p>	<p>GLD Projections for EOY Family 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</p>	<p>Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Welcome Pack Dojo/ Facebook involvement Boom Reader Brinsley walk</p>	<p>Dojo/ Facebook involvement Parents Evening Nativity Boom Reader FS2 Open evening event.</p>	<p>Dojo/ Facebook involvement Snowdome Visit Valentines day event Reading Workshop Boom Reader</p>	<p>Dojo/ Facebook involvement Parents Evening Easter bonnet parade Boom Reader</p>	<p>Dojo/ Facebook involvement Boom Reader</p>	<p>Dojo/ Facebook involvement Parents Evening End of year report/ Evidence me observations End of year family Picnic</p>





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

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH SHINE 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 GRANDDADS 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	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions EYFS productions,</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS</p>	<p>Settling in activities Making friends Structured show and Tell Discussing different families Children talking about experiences that are familiar to them What do you like/ dislike About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Develop vocabulary: Talking about Diwali/ Remembrance, Christmas Tell me a story – Rama and Sita (props) 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>Create their own weather reports for the polar regions Set up an investigation into freezing and melting. Encourage children to ask and answer questions-how and why?  Encourage children to create a role play area that enhances communication-Arctic Explorers. What can you see, hear, etc? Use the winter pictures, encourage children to describe them with adjectives. Create a 'frozen challenge'. Freeze characters from a well known story. Can the children select their own resources and explain how to use them.  Encourage children to pose their own questions about winter-what would they like to find out? Then provide them with tools to do this... the internet, non fiction books, photographs etc</p>	<p>Learn the dinosaur songs Explore new vocabulary Describe the ways that the different dinosaurs look. Dinosaur texture  Encourage the children to ask questions about dinosaurs and try to find answers... prompt questioning by providing open ended investigations</p>	<p>Create a wormery or watch caterpillars become butterflies. Encourage children to describe what they see- develop and model high quality scientific vocabulary e.g. the names of minibeasts Sharing experiences &amp; things they have seen Asking questions- model asking different types of questions and encourage children to do the same- particularly when outside and when using the investigation area  Listen to and relay information about minibeasts- use <a href="https://www.youtube.com/watch?v=a8xgh2H5dGw">https://www.youtube.com/watch?v=a8xgh2H5dGw</a> as a support (Minibeast Adventures with Jess) Answering questions- look at the leaf on the first page of the very hungry caterpillar- why is it frayed at the edges- what has happened?</p>	<p>Use "Seaside Poems" by Nick Sharrat and support children to listen, join in with and recognise rhythm and rhyme within them. Can children retell or remember key parts of the poem. Hold a "Beach Day"- this could be a trip to the seaside or a school based beach day where children come to school in their "beach wear" and have traditional seaside experiences- fish and chips, ice cream, paddling pools, sand pits, Punch and Judy puppets, fishing in "rock pools"... use these experiences to facilitate description, explanation and recount skills  Transition talks with new teacher</p>



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>SCARF PSHE: Me and My Relationships <a href="#">All about me</a> <a href="#">What makes me special</a> <a href="#">Me and my special people</a> <a href="#">Who can help me?</a> <a href="#">My feelings</a> <a href="#">My feelings (2)</a></p> <p>Children's health project: Laughter</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p>	<p>SCARF PSHE Valuing Difference <a href="#">I'm special, you're special</a> <a href="#">Same and different</a> <a href="#">Same and different families</a> <a href="#">Same and different homes</a> <a href="#">I am caring</a> <a href="#">I am a friend</a></p> <p>Children's health project: Gratitude Positivity</p> <p>Anti-Bullying Week (odd socks) Road Safety Week.</p>	<p>SCARF PSHE Keeping Safe <a href="#">What's safe to go onto my body</a> <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a> <a href="#">Safe indoors and outdoors</a> <a href="#">Listening to my feelings</a> <a href="#">Keeping safe online</a> <a href="#">People who help to keep me safe</a></p> <p>Children's health project: Mindfulness Micronutrients</p>	<p>SCARF PSHE Rights and Respect <a href="#">Looking after my special people</a> <a href="#">Looking after my friends</a> <a href="#">Being helpful at home and caring for our classroom</a> <a href="#">Caring for our world</a> <a href="#">Looking after money (1): recognising, spending, using</a> <a href="#">Looking after money (2): saving money and keeping it safe</a></p> <p>Children's health project: Ability Vitamin N</p>	<p>SCARF PSHE Being my Best <a href="#">Bouncing back when things go wrong</a> <a href="#">Yes, I can!</a> <a href="#">Healthy eating</a> <a href="#">My healthy mind</a> <a href="#">Move your body</a> <a href="#">A good night's sleep</a></p> <p>Children's health project: Stress Creative Movement</p>	<p>SCARF PSHE Growing and changing <a href="#">Seasons</a> <a href="#">Life stages - plants, animals, humans</a> <a href="#">Life Stages: Human life stage - who will I be?</a> <a href="#">Where do babies come from?</a> <a href="#">Getting bigger</a> <a href="#">Me and my body - girls and boys</a></p> <p>Children's health project: Routine Sleep</p> <p>Importance of exercise</p> <p>Transition into Year 1 Year 1 readiness</p>
<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* 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.</p>						





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PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	Healthy Eating— look at healthy and unhealthy foods— link to veg printing and creating a fruit salad Think about ways of staying healthy and incorporate exercise, sleep and healthy eating into our routine Create self portraits using various artistic techniques e.g. cutting for collage, painting, drawing, etc to rehearse fine motor skills	Look at dances and movement linked to celebrations- try and learn a chine dragon dance or a Diwali celebration dance <a href="https://www.youtube.com/watch?v=PAZjzwG4gQ">https://www.youtube.com/watch?v=PAZjzwG4gQ</a> <a href="https://www.youtube.com/watch?v=VmyalShkAz0">https://www.youtube.com/watch?v=VmyalShkAz0</a> Use tools for painting or creating art  Use fine motor skills to create a Diva lamp with clay and then paint	Create obstacle courses going on a polar bear hunt Show different ways of moving through a story 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	Fossil Hunter- provide a "fossil hunting" activity in the sand tray and then use paintbrushes, picks, toothbrushes, etc to "dig" up the fossils (make the bones using salt dough)  Cutting Cabbage- feed the dinosaurs by cutting cabbage leaves for them- scissor skills Create dinosaur bones using saltdough	Observe the way minibeasts move using real life experiences and video footage Imitate how the minibeasts move Make butterflies out of tissue Create playdough worms and caterpillars using fine motor skills and tools Create paperchain caterpillars Create circle body caterpillars Make a bead thread worm or caterpillar Use loose parts to make a ladybird (sequins and beads in red playdough)	Fill the bucket fun- how many ways can you fill your bucket? Sand, water, stones, shells, etc. Use hands, tweezers, tools, etc. Use shells and stones to create art Playing seaside ball games Sand and water painting- mix sand and water together and use for painting with large scale paint brushes Mark Making in sand with tools and other resources (cars, feet) etc Provide digging and modelling opportunities in the sand Tools- one handed tools, different sized tools, spoons, etc. Different ways to model and mould – buckets, shape moulds, etc.
GROSS MOTOR	NEXT LEVEL SPORTS: Dance	NEXT LEVEL SPORTS: Gymnastics	NEXT LEVEL SPORTS: Invasion Games	NEXT LEVEL SPORTS: Striking and Fielding	NEXT LEVEL SPORTS: Net and Wall	NEXT LEVEL SPORTS: Athletics/ Sports Day
WEEKLY COSMIC KIDS YOGA LESSON	<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p><b>From Development Matters 20':</b> 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.</p>					



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GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHY DO POLAR BEARS HAVE THICK FUR?	WHO LEFT THESE FOOTPRINTS?	ARE MINIBEASTS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me.  I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text  I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read  I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
WORD READING	Self registration: Read own name  <b>Revise Level 1 Aspect 7: Oral blending and segmenting (2 weeks)</b>  <b>Level 2 Phonics:</b> Set 1: s, a, t, p Set 2: i,n,m,d Set 3: g,o,c,k Set 4: ck, e, u, r Read tricky words <i>to, the</i>  <b>Reading:</b> Initial sounds, oral blending and segmenting VC & CVCs  Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	<b>Level 2 Phonics:</b> Set 5: : h b f ff l ll ss Read tricky words <i>no, go, I</i>  <b>Level 2 Consolidation (1 week)</b>  <b>Level 3 Phonics:</b> Week 1: j,v,w,x – Revise all level 2 tricky words. Week 2: y, z, zz, qu, ch – Tricky words <i>he, she</i> (read), <i>to</i> the (spell) Week 3: sh, th, <i>th</i> , ng – Tricky words <i>we, me, be</i> (read)	<b>Level 3 Phonics:</b> Week 4: ai, ee, igh, oa – Tricky words <i>was</i> (read) <i>no, go, I</i> (spell) Week 5: oo, oo, ar, or Tricky word <i>my</i> (read)  Week 6: ur, ow, oi, ear Tricky word <i>you</i> (read) Week 7: air, ure, er Tricky word <i>they</i> (read) Week 8: Recap sounds from weeks 1-4 Tricky word <i>here</i> (read)	<b>Level 3 Phonics:</b> Week 9: Recap sounds from week 5-7 Tricky words <i>all, are</i> (read) Week 10: Trigraphs and consonant digraphs. Recap <i>was, my</i> Week 11: Letter sounds and Vowel digraphs. Recap <i>we, they</i> Week 12: Level 3 revision/ assessment. Revision of all Level 3 tricky words. Spell <i>the, to, no, go, I</i>  <b>Level 4 phonics</b> Week 1: CVCC Words. Read Tricky words: <i>said so</i> . Spell: <i>he, she, we, me, be</i> Week 2: CCVC Words. Read tricky words: <i>have, like, come, some</i> . Spell: <i>was, you</i>	Week 3: Adjacent consonants. Read tricky words: <i>were, there, little, one</i> . Spell: <i>they are, all</i> Week 4: Polysyllabic Words. Read tricky words: <i>do, when, out, what</i> . Spell: <i>my, here</i> End of phase assessments.  Consolidate all level 2,3 & 4 through applying reading in guided reading groups.  Revise/ gap teach anything from assessments.	Phonics interventions:  End of term assessments  Transition work with Year 1 staff  Guided Reading.



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHY DO POLAR BEARS HAVE THICK FUR?	WHO LEFT THESE FOOTPRINTS??	ARE MINIBEASTS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
WRITING	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing</p> <p>Shopping lists,</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Names Labels.</p> <p>Writing for a purpose in role play</p> <p>Phonics sessions</p>	<p>Name writing, labelling.</p> <p>Handwriting as new sounds are introduced.</p> <p>Mark making, writing in provision.</p> <p>Retelling stories, letter writing (Santa)</p> <p>Writing tricky words such as I, the, no, go, to.</p> <p>Writing CVC words, Labels using CVC words.</p> <p>Phonics sessions</p>	<p>Write some simple CVC words or graphemes onto Snowflakes.</p> <p>After a winter walk or discussion about winter, provide writing frames for children to add words and phrases.</p> <p>Each week, introduce a soft toy or small world polar animal to investigate. Provide books for children to retrieve information then support them to create a 'fact file' about the animals by writing words and sentences using the sounds and high frequency words that they know. These fact files could be made into a non-fiction book for children to share.</p> <p>Phonics sessions</p>	<p>Exciting adjectives 'Wow words'</p> <p>Dinosaur vocabulary</p> <p>Story Maps: We're going on a dinosaur hunt.</p> <p>Dino fact file</p> <p>Labels and descriptive words for own dino design</p> <p>Instructions – looking after a baby dinosaur</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Order the Easter story</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Labelling minibeasts</p> <p>Writing labels for 'bug hotel'</p> <p>Fact files</p> <p>Acrostic poems</p>	<p>Non fiction writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories.</p> <p>Using long shells to mark make in sand</p> <p>Sending postcards</p> <p>Recount of the seaside</p>



# RECEPTION LONG TERM PLAN 22-23

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MATHS <i>White Rose (Master the Curriculum)</i>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<b>Getting to know you (3 weeks)</b> Goldilocks 5 Little Ducks 5 Little Speckled Frogs <b>Just Like me (3 weeks)</b> Match Sort Compare Amounts Compare Size, Mass and Capacity Make Simple Patterns	<b>It's me 1,2,3 (3 weeks)</b> Numbers 1-3 Sorting Matching/ subitizing One more/ one less Sorting shaoes Circles & Triangles Real life objects Positional language <b>Light and dark (3 weeks)</b> All About 4 All About 5 One More One Less Shapes with 4 Sides Night and Day	<b>Alive in 5 (3 weeks)</b> Introducing Zero Comparing Numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity <b>Growing 6,7,8 (3 weeks)</b> 6, 7 and 8 Making Pairs Combining Two Groups Length and Height Time All About 6 All About 7 All About 8	<b>Building 9 and 10 (3weeks)</b> 9 and 10 Comparing Numbers to 10 Bonds to 10 3D-shape Pattern All About 9 All About 10 <b>Consolidation (3 weeks)</b>	<b>To 20 and beyond (3 weeks)</b> Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning: Match, Rotate, Manipulate <b>First, then, now (3 weeks)</b> Adding More Spatial Reasoning: Compose and Decompose <u>Taking Away</u>	<b>Find my Pattern(3 weeks)</b> Doubling Sharing and Grouping Even and Odd Spatial Reasoning: Visualise and Build <b>On the move (3 weeks)</b> Deepening Understanding Patterns and Relationships Spatial Reasoning: Mapping



# RECEPTION LONG TERM PLAN 22-23

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UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>Forest Fridays</p>	<ul style="list-style-type: none"> <li>Look at and order photos of myself through time– entre discussions about how I have changed</li> <li>Talk about who is a member of my family</li> <li>Look at photographs of my family now</li> <li>Look at and discuss photos of my family in the past</li> <li>Look at and discuss my favourite toys and then compare to my parents and grandparents favourite toys.</li> <li>Read stories with historical settings e.g. The Tiger who came to Tea and Peepo and use a as a vehicle to discuss family life in the past</li> <li>Learning walk in the local area– what can we see and hear. Take photos with ICT (linked to technology)</li> <li>Discuss the different vocabulary we could use to describe our local area e.g. hills, forests, roads,, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Diwali: compare and contrast character from stories (Dipal's Diwali, Rama &amp; Sita, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I know that people have different beliefs and celebrate special times in different ways.</li> <li>Hindu Temples</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise that some environments are different to the ones they live in. (India)</li> <li>Understand the effect of changing seasons on the natural world around them. (Winter, cold, snow and ice).</li> <li>Understand how Christmas is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about arctic animals and their environment</li> <li>Weather in polar regions – weather reports</li> <li>Where is the North Pole?</li> <li>Where is the South Pole?</li> <li>What do you notice about them on the globe?</li> <li>How are the polar regions different from where we live?</li> <li>Make snow foam (baking soda and shaving cream), what do they notice? How does it change? Use for mark making with tools</li> </ul>	<ul style="list-style-type: none"> <li>Create some dinosaur sized footprints- who has made these footprints? How big was the animal? How do you know?</li> <li>Introduce what a palaeontologist is and how they found out about dinosaurs- bones, fossils, etc.</li> <li>Research what dinosaurs ate. Can you make their poo? (Add sticks, leaves, bones etc to playdough or salt dough)</li> <li>Watch... Watch 'BBC Walking with Dinosaurs' here <a href="https://www.bbcearth.com/walking-with-dinosaurs/">https://www.bbcearth.com/walking-with-dinosaurs/</a> or Andy's Dinosaur Adventures here <a href="https://www.bbc.co.uk/cbeebies/shows/andys-dinosauradventures">https://www.bbc.co.uk/cbeebies/shows/andys-dinosauradventures</a></li> </ul>	<ul style="list-style-type: none"> <li>Provide pictures of a variety of minibeasts as a stimulus for discussion and questioning</li> <li>Create a wormery together- <a href="https://www.woodlandtrust.org.uk/blog/2020/05/how-to-make-a-wormery/">https://www.woodlandtrust.org.uk/blog/2020/05/how-to-make-a-wormery/</a></li> <li>Extend children to think about what minibeasts need to grow. Focus on the worms- what do they need?</li> <li>Knowledge Share- What do you think a caterpillar will become?</li> </ul>	<ul style="list-style-type: none"> <li>What can we find in a rockpool? Explore the types of animals that live in rockpools. Use "Sharing a shell" by Julia Donaldson to support understanding. Start to research what the animals are and how they look. Observational drawing from photographs, fact files, etc.</li> <li>Explore natural and man-made materials at the seaside e.g. shells, driftwood, sand. Then look at things that maybe shouldn't be there... rubbish, leaving things behind. Talk about keeping our beaches clean- link to Clean Up! By Nathan Byron</li> <li>Talk to the children about seaside holidays- where have they been? What have they done?</li> <li>Ask grandparents and parents about their seaside holidays and gather ideas about the past. Use photographs if possible (look at Bear's Adventure)</li> <li><a href="https://www.youtube.com/watch?v=ZAzz_vMO1I8">https://www.youtube.com/watch?v=ZAzz_vMO1I8</a> Use the story "Lucy and Tom at the Seaside" by Shirley Hughes to explore seaside holidays in the past...</li> </ul>

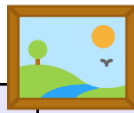




THEMES

UNDERSTANDING THE WORLD RE / FESTIVALS CONTINUED.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHO AM I?	WHAT'S THAT LIGHT IN THE SKY?	WHY DO POLAR BEARS HAVE THICK FUR?	WHO LEFT THESE FOOTPRINTS?	ARE MINIBEATS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
<ul style="list-style-type: none"> <li>Map making– look at where we live on a simple map. Use this to create our own simple maps of our school/ route to school. Look at aerial photographs. Messy maps.</li> <li>Model the vocabulary we might use to describe the environment and support children in their vocabulary choices.</li> <li>Comparing, classifying and sorting activity using investigation and discussion</li> <li>Investigate materials for house building linked to Three Little Pigs- provide the materials on a tuff tray to use</li> <li>Builder's yard– provide building materials– which works best for building?</li> <li>Explore "cement"- adding water to sand and changing the material for building.</li> </ul>		<ul style="list-style-type: none"> <li>Use foam, glitter, blue food colouring and ice cubes to create the sea. Encourage children to explore and discuss. Compare how it feels with the ice cubes in etc.</li> <li>Set up an investigation station in the classroom (in the role play as Arctic Explorers!) and use to explore ice. Explore ice cubes, larger chunks of ice, sheets of ice etc. Allow children to explore how ice is made and tools to melt and chip the ice. Link to Elsa freezing her friends-how can we free them from the ice?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about Mary Anning- you could use books or videos to find out about who she was and what she did <a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9g/articles/zf6vb82">https://www.bbc.co.uk/bitesize/topics/zd8fv9g/articles/zf6vb82</a> <a href="https://www.bbc.co.uk/programmes/p015gn89">https://www.bbc.co.uk/programmes/p015gn89</a></li> <li>Look at pictures that show what it was like in the time of the dinosaurs- are these real pictures or what we THINK it may have looked like? Would any people be there to take pictures?</li> <li>If there are no pictures then how do we know about dinosaurs? Mary Anning, fossil hunters and palaeontologists</li> </ul>	<ul style="list-style-type: none"> <li>Questioning- what will happen to the caterpillar? Use the story of The Very Hungry Caterpillar to discuss. If you have chance watch some caterpillars turn into butterflies using a butterfly kit.</li> <li>Look for butterflies and caterpillars in the outdoor area or school grounds. Create some observational drawings and describe the minibeasts</li> <li>Minibeast hunt- where do they live? Dig for worms and woodlice, butterflies, caterpillars, ants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>How did they get to their seaside holiday? Compare train journey and how we travel now- may even go on a plane to get on holiday</li> <li>What are they wearing on holiday?</li> <li>What activities did they do there?</li> <li>Comparing environments: <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8</a> Great video demonstrating animals in a desert habitat. Look at photos of a desert island and compare it to the local environment you are in discuss. Make your own desert islands in tuff trays. Explain the weather differences hot and dry compared to the UK.</li> <li>Ask children to take photos of their environment (provide iPads, cameras, etc) and then use photos of seaside environments and make comparisons- can they spot things that are the same/ different? Leave photos in provision to share ideas and encourage conversation and artwork</li> <li><a href="https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-seaside-town/zd88qp3">https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-seaside-town/zd88qp3</a> - provides the opportunity to see where the coastal areas lie on a map and explore differences in jobs and ways of life when living at the seaside</li> <li>Talk to the children about seaside holidays- where have they been? What have they done?- Ask grandparents and parents about their seaside holidays and gather ideas about the past. Use photographs if possible (look at Bear's Adventure)</li> <li>See if you can invite a visitor in to discuss the seaside holidays, they went on in the past... share and discuss</li> <li>Magic Grandad explores seascides in the past <a href="https://www.youtube.com/watch?v=k0RbQL1di-A">https://www.youtube.com/watch?v=k0RbQL1di-A</a></li> </ul>
<p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Robins/ Brinsley family Which stories are special and why?</p>	<p>What times are special and why? Which stories are special and why? Diwali, Hanuka, Christmas</p>	<p>What times are special and why? Chinese new year</p>	<p>What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world? Summer Solstice</p>



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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Discussion linked to colours– lighter, darker, primary colours, mixing, etc.</p> <p>Self- portraits– look at skin colour, eye colour and hair colour,</p> <p>Create self- portraits with different mediums</p> <p>Provide mirrors for children to explore how they look, thinking about the colours, shapes, etc.</p> <p>Model colour mixing and take the opportunity to discuss colours used, etc.</p> <p>Model the use of various art equipment e.g. chalks, paints, etc.</p> <p>Charanga</p>	<p>Printing with scrubbing brushes to create firework effects</p> <p>Listen to music and make their own dances in response (Indian/ Diwali).</p> <p>Create Rangoli patterns with Rice and tissue paper (collaborative)</p> <p>Shadow Puppets –Rama and Sita</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p> <p>Charanga</p>	<p>Make snow dough and model, create and mould</p> <p>Fold up circles of paper into 4 and then cut out shapes (model first), how many different snowflakes can you make?</p> <p>Make snow scenes using black and white paper. Cut out your winter scene and paste to black paper. Use black paper and paint onto it with white paint- add glitter etc. for extra sparkle!</p> <p>Create puffy paint with white paint, shaving foam and PVA glue-use to paint snow scenes,</p> <p>Create trees using sticks on blue paper-use cotton buds and white paint to create falling snow.</p> <p>Provide coloured ice cubes to children along with cups of water-can the children make different colours using the ice cubes? What happens? (Link to UTW)</p> <p>Charanga</p>	<p>Design your own dinosaur puppet (sock, stick, felt, etc)</p> <p>Encourage children to decide on the materials they might like to use and how they can create their puppet (adult modelling and support)</p> <p>Explore and provide opportunities for children to join materials in different ways- model joining e.g. gluing tabs, glue sticks, PVA, Sellotape, folding, etc.</p> <p>Create puppets (with guidance and support where required)</p> <p>Adapt the designs that children have created as you start to create and help them to explore the different materials</p> <p>Charanga</p>	<p>Look at snail shell patterns. Can you observe the spirals on their shell and the different colours? Create spiral shells using transient art? Collect stones, sticks, leaves and petals to create large scale shells</p> <p>Minibeast songs- Incy Wincey Spider, Little Miss Muffet, There's a worm at the bottom of the garden, etc.</p> <p>Observational drawings and artwork. Talk about the pattern on caterpillars. Do all caterpillars look the same? Help the children to search for images of caterpillars on the internet. Encourage them to create pictures of caterpillars with interesting patterns using a range of printing techniques.</p> <p>Use percussion instruments to symbolise the sound of different creatures</p> <p>Use butterfly cut outs (encourage children to cut out the shape themselves) to create symmetrical printed butterflies. Model the process for children to copy</p> <p>Explore the poster with the children and talk about an ideal environment for the minibeasts shown. Suggest that the children recreate their ideas in a builder's tray using creative, recycled and natural materials. Provide a wide range of materials such as sand, compost, twigs, leaves, fabric scraps and tissue</p>	<p>Father's Day Crafts</p> <p>Create flags for the top of sandcastles using patterns and techniques learnt throughout the year e.g. printing, colouring, painting, sketching, etc.</p> <p>Create loose parts art using seaside treasures e.g. shells, pebbles, driftwood, etc. You could create portraits, sea pictures, patterns or anything you choose</p> <p>Sand art... use sand to create art by painting PVA glue onto black paper and then sprinkle sand all over the glue and see your art come to life</p> <p>Work together to design and build beach vehicles- investigate materials for floating and travelling across sand and/or water (science and UW link) and then create vehicles and test them- links to PSED</p> <p>Provide opportunities for children to develop their own ideas and narratives linked to the stories they have become familiar with. Use of enhancements to support role play and small world play</p>

## 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.*

*Work will be displayed in the classroom*  
*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.*



# RECEPTION LONG TERM PLAN 22-23

## EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!

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