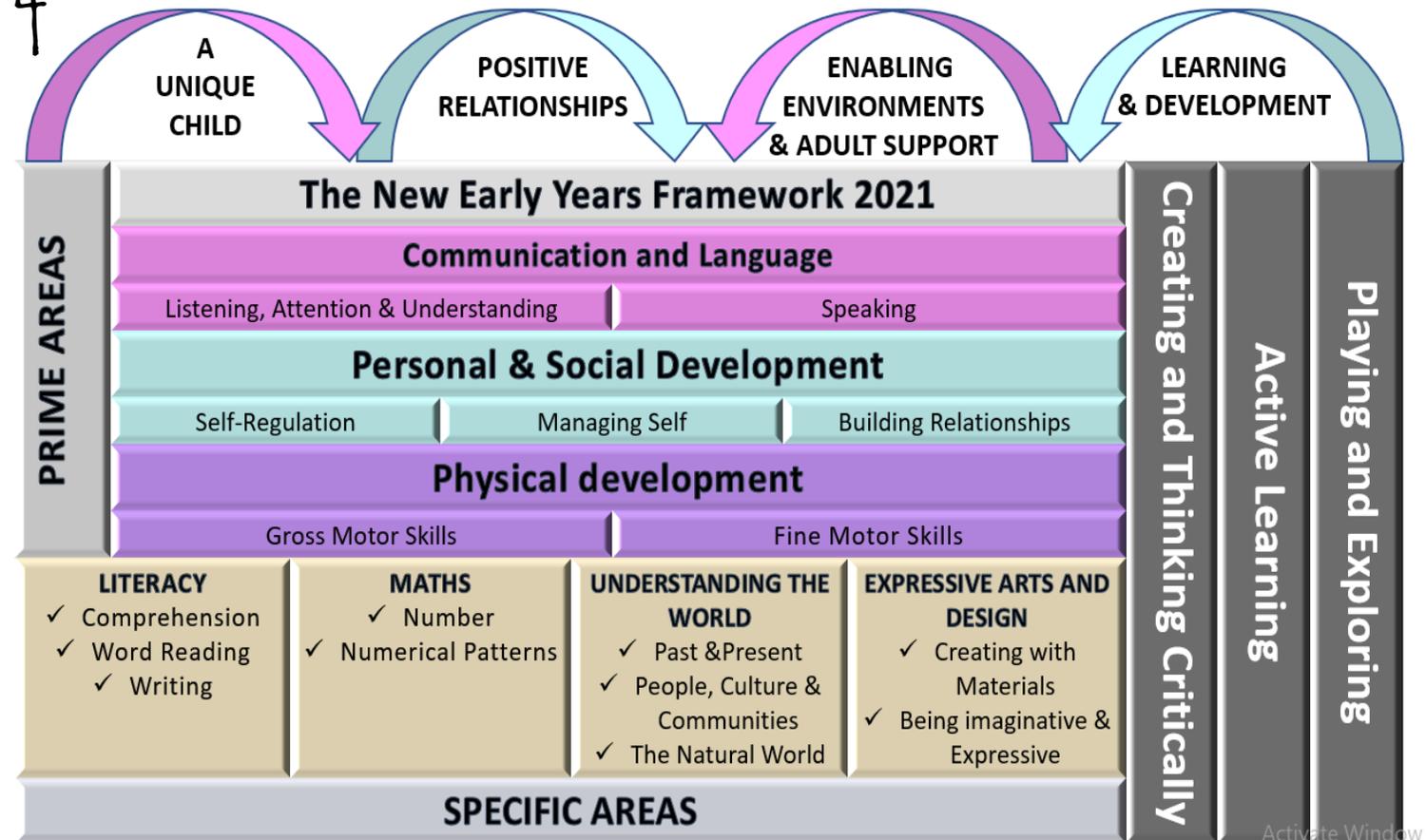


# RECEPTION LONG TERM PLAN 23-24



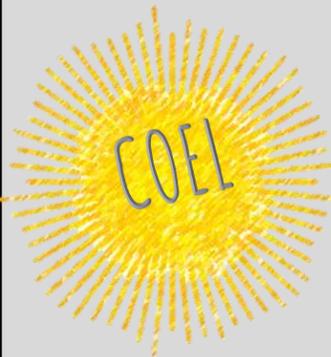
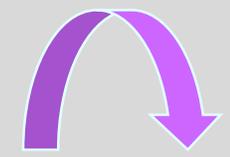


# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p><b>FRIENDSHIP &amp; ANIMALS</b></p> <p>Starting school Robins TEAM My family Who am I? Kindness wall Buddies</p>	<p><b>STARS &amp; SPACE</b></p> <p>The Nativity</p>	<p><b>ENVIRONMENT</b></p> <p>Seasons Day and Night</p>	<p><b>TRADITIONAL TALES</b></p> <p>Familiar tales</p>	<p><b>GROWING</b></p> <p>What is growing where we are? Minibeast investigations Forest school &amp; kitchen garden time Weather / seasons Planting seeds Life cycles</p>	<p><b>SEASIDE</b></p> <p>Compare: Now and then</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Autumn bags Black History Month Buddies</p>	<p>Bonfire Night Christmas Time / Nativity Diwali Remembrance day Trip to Xplore</p>	<p>Lunar New Year</p>	<p>Easter</p>	<p>Planting seeds</p>	<p>Summer Production</p>

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS AND SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
  OVER ARCHING PRINCIPLES	<b>Characteristics of Effective Learning</b>					
	<p> <b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  <b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  <b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.                     </p> <p> <b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.  <b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  <b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  <b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.                     </p> <p> <i>PLAY: In Robins, 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. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i> </p>					

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Helicopter Stories, The Poetry Basket EYFS productions, assemblies	<p><b>Welcome to EYFS</b> Make friends Talk about experiences that are familiar to them</p>	<p><b>Tell me a story!</b> Develop vocabulary Narrate and perform Follow instructions Take part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary.</p>	<p><b>Tell me why!</b> Use language with accuracy Ask how and why questions Describe events in some detail. Listen to and talk about stories to build familiarity and understanding</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story</p>	<p><b>What happened?</b> Discuss what is happening in story illustrations and relate it to their own lives</p>	<p><b>Time to share!</b> Describe and discuss books demonstrating their knowledge of the world</p>
STORY TIME DRAWING CLUB						



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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>.</p>					
MANAGING SELF  SELF - REGULATION	<ul style="list-style-type: none"> <li>Class contract</li> <li>Rules and Routines</li> <li>Build relationships with peers</li> <li>The safe place</li> <li>Tidy up routines</li> <li>Express likes/ dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Using the safe place effectively</li> <li>Self - Confidence</li> <li>Recognise and name feelings</li> <li>Build constructive and respectful relationships</li> <li>Begin to show resilience</li> </ul>	<ul style="list-style-type: none"> <li>Use taught strategies deal with emotions</li> <li>Take turns and share where appropriate</li> <li>Use school rules and routines</li> <li>Talk with others to solve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Identify others’ emotions</li> <li>Help others to solve conflicts</li> <li>Confident following school rules and routines</li> <li>Establish positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>Keep healthy</li> <li>Make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>Moderate feelings socially and emotionally</li> <li>Model good hygiene practices</li> <li>See themselves as valuable individuals</li> </ul>
	<p>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><i>“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.</i></p>		
PROGRESSION INTO YEAR 1	<p><b>Relationships:</b> I can share how I feel I know which parts of my body are private I can tell you about special people in my life I can share my views with others I show respect for others I understand that there are different types of families I know what makes a good friend I value difference</p>			<p><b>Health and well-being:</b> I know what keeps our bodies healthy I know how to keep clean I recognise what I am good at and can set a target I know how to play safely at home I know how to ask for help when I need it</p>		



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
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	Manipulate objects with good fine motor skills - Mini sand station, Cutting station, differentiated mark making tools and scissors Weekly funky finger activity to develop strength Core body strength (have good control of their trunk and be able to reach forward in a controlled way) Postural control (maintain own balance without using their hands) Shoulder girdle (control, strength, stamina and flexibility to grasp and manipulate objects) Joint pivots (coordinating shoulder, elbow, wrist movements to move the hand in different directions) Hand-eye coordination (guide, direct and control hand movements across a page as they make marks) Spatial awareness (control of sizing and spacing) Proprioceptor control (body awareness to detect and control force and pressure) Visual-motor integration (master copying pre-writing shapes and patterns)					
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Pen Disco pre-writing patterns l – 0 + \ / x (zigzag)  Funky Finger Assessment Pen Grip Assessment Cutting Assessment	Pen Disco pre-writing patterns l – 0 + \ / x (zigzag) intro spirals and loops  Introduction to letter writing families	Pen Disco Letter families on lined paper Funky Finger Assessment Pen Grip Assessment Cutting Assessment Develop muscle tone to put pencil pressure on paper	Pen Disco Letter families on lined paper Form lower case letter shapes Develop an effective grip Use effective amount of pressure on paper	Lower case letter formation practise Pen Disco on lined paper Funky Finger Assessment Pen Grip Assessment Cutting Assessment Refine shape and size of letters	Lower case letter formation practise Pen Disco on lined paper Form lower case letter shapes correctly Begin to form Upper case letters Use an effective grip Use effective amount of pressure on paper
GROSS MOTOR	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					
FUNKY FINGER ACTIVITIES PEN DISCO						



# RECEPTION LONG TERM PLAN 23-24

<p><b>PROGRESSION INTO YEAR 1</b></p>	<p><b>Games:</b>            Throw underarm and overarm. Catch with some degree of accuracy.            Practise basic striking, sending and receiving.            Travel with a ball in different ways, changing direction.            Pass the ball to another player in a game.            Begin to use space in a game.            Use simple defensive skills (such as marking a player or defending a space) and attacking skills (such as dodging to get past a defender).</p>	<p><b>Dance:</b>            Copy and repeat actions.            Put a sequence of actions together to create a motif.            Vary the speed of their actions.            Begin to improvise independently to create a simple dance.</p>
	<p><b>Athletics:</b>            Vary their pace and speed when running.            Run with a basic technique over different distances.            Show good posture and balance.            Sprint in a straight line.            Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.            Jump as high and as far as possible.            Land safely and with control.            Throw underarm and overarm.            Improve the distance they can throw by using more power.</p>	<p><b>Gymnastics:</b>            Create and perform a movement sequence.            Copy actions and movement sequences with a beginning, middle and end.            Link two actions to make a sequence.            Recognise and copy contrasting actions (small/tall, narrow/wide).            Travel in different ways, changing direction and speed.            Hold still shapes and simple balances.            Begin to move with control and care.</p>
	<p><b>Handwriting</b>            Sit correctly at a table, holding the pencil comfortably and correctly            Form lower case letters in the right direction, starting and finishing in the right place            Form capital letters and digits 0 – 9            Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</p>	<p><b>DT</b>            Learn the importance of a clear design criteria Include individual preferences and requirements in a design            Evaluate a product according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't            Suggest points for improvements            Reflect on a finished product, explaining likes and dislikes            Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed</p>

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
LITERACY	<p>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)</p>					
STEPS TO READ COMPREHENSION DEVELOPING A PASSION FOR READING						
WORD READING	<p><b>Phonemic Awareness Phase 1</b> <b>Oxford Level 1 Books</b> At the Farm At the Park Out in Town At Home At the Match Fun at School</p> <p><b>Grapheme-phoneme correspondences</b></p> <p>satp inmd gock</p> <p><b>Floppy's Phonics sound books</b> <b>Oxford level 1+</b> Books 1-3</p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>ck e u r h b f ff l ll le</p> <p>ss</p> <p><b>Floppy's Phonics sound books</b> <b>Oxford level 1+</b> Books 4-6</p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>j v w (book 7) X y z (Book 8) zz, qu, and ch. (Book 9) sh, th, and ng. (book 10)</p> <p><b>Floppy's Phonics sound books</b> <b>Oxford level 2 Books 7-10</b></p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>Revise and stretch: dge ve wh* (Book 11) Revise and stretch: cks tch nk* (Book 12)</p> <p>ai ee igh (Book 13)</p> <p><b>Floppy's Phonics sound books</b> <b>Oxford level 2 Book 11&amp;12</b> <b>Oxford level 3 Books 13</b></p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>oa oo (boot/look) (Book 14) ar or ur (Book 15) ow oi ear (Book 16) air er (summer/herbs) (Book 17) ue and ure. (Book 18)</p> <p><b>Floppy's Phonics sound books</b> <b>Oxford level 3 Books 14- 18</b></p> <p><b>Consolidation</b></p>	
FLOPPY'S PHONICS						

## PROGRESSION INTO YEAR 1 FLOPPY'S PHONICS

Oxford Level 3	Books 19-20	Revise and blend: blending adjacent consonants	Oxford Level 5	Books 27 - 32	/s/ s ss se ce c(e) c(l) c(y) sc st /e/ e ea	Oxford Level 5	Books 33 - 36	Alternative pronunciations
Oxford Level 4	Books 21-24	/ai/ ai ay* /oi/ oi oy* /ee/ ee ea* /igh/ igh ie*			/j/ j g(e) g(l) g(y) ge dge /ul/ le el al il			ch /ch/ /k/ /sh/ ie /igh/ /eel/ ow /ou/ /oa/ a /a/ /ai/ (w)a a(lt) /o/
Oxford Level 5	Books 25 - 26	/oa/ oa ow* /yoo/ ue ew* /oo/ oo ew* /oul/ ow ou*			/yoo/ ue u ew u-e eu /oo/ oo u-e o ou -ough ue ew ul u			/ch/ ch tch /chu/ ture /sh/ sh ch ti ci ssi sci /g/ g gu gue gh
		/ur/ ur ir* /or/ or aw* /eer/ ear eer* /air/ air are*			/oi/ oi oy /oul/ ow ou ough /or/ or our aw au al (w)ar (qu)ar			/eer/ ear eer ere ier /air/ air are ear ere /n/ n nn kn gn /r/ r rr wr rh
		/s/ s ce* /e/ e ea* /u/ u o* -ed /d/ /t/			/ur/ ur ir er ear (w)or /u/ u o ou our /ar/ ar a al			/m/ m mm mb mn /k/ c k ck ch qu que /or/ or ore our oor oar aw al augh ough
		/ai/ ai ay eigh ey a a-e ae ea /ee/ ee e y ey ea e-e ie			/zh/ s si ge /w/ w wh u /f/ f ff ph gh			
		/igh/ igh i y ie i-e /oa/ oa ow o oe o-e ough eau						

# RECEPTION READING BOOK PROGRESSION OVERVIEW

Floppy's Phonics teaching progression			Now your child can read...	Now your child can read...	Now you can read...
This phase supports children's developing speaking and listening skills and linking of sounds and letters.			<b>Fully decodable:</b> aligned to Letters and Sounds phases	<b>Fully decodable:</b> aligned to Letters and Sounds phases	<b>Fully decodable:</b> aligned to Letters and Sounds phases
	Letters and Sounds Phase (if applicable)	 Oxford Level 1	 Oxford Level 1+ Cats Pop! Mud! Big, Bad Bug Hats A Big Mess	 Oxford Level 2 The Zip Posh Shops Bang the Gong Jack Quiz A Robin's Eggs	 Oxford Level 3 Leek Hotpot The Queen's Maid Toads in the Road Chairs in the Air A Bark in the Night The Silver Foil Rocket
Phonemic awareness	Phase 1	<b>Oxford Level 1</b> At the Farm At the Park Out in Town At Home At the Match Fun at School  <b>Oxford Level 1 Pack A</b> At the Concert At the Carnival At the Seaside At the Market At the Party At the Wildlife Park			

HELPFUL WORDS LIST		
LEVEL 1+	LEVEL 2	LEVEL 3
<i>the</i> <i>to</i> <i>I</i> <i>no</i> <i>go</i> <i>into</i> <i>of</i> <b>Decodable words:</b> <i>Ten</i> <i>Off</i> <i>little</i>	<i>he</i> <i>she</i> <i>we</i> <i>me</i> <i>was</i> <i>you</i> <i>they</i> <i>all</i> <i>her</i> <b>Decodable words:</b> <i>six</i> <i>seven</i> <i>when</i> <i>have</i> <i>which</i>	<i>be</i> <i>are</i> <i>again</i> <b>Decodable words:</b> <i>my</i> <i>why</i> <i>sky</i> <i>three</i> <i>too</i> <i>look</i> <i>sister</i>

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
WRITING	<p><b>Texts as a Stimulus:</b></p> <p><b>'The Something'</b></p> <p>Losing story sentences</p> <p>Pen Disco pre-writing patterns   - 0 + \ / x (zigzag)</p> <p>Dominant hand, tripod grip, mark making,</p> <p>Emergent writing</p> <p>Write some or all of own name</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'Star in a Jar'</b></p> <p>Finding story sentences</p> <p>Pen Disco pre-writing patterns   - 0 + \ / x (zigzag) intro spirals and loops</p> <p>Use effective pencil grip</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Application of phonics taught so far</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'Saving Mr Hoot'</b></p> <p>Narrative sentences</p> <p>Pen Disco Letter families on lined paper</p> <p>Application of phonics taught so far</p> <p>Recognition of Helpful word work (shared reading)</p> <p>Use known sound – letter correspondences (Linked to Floppy's Phonics stage)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'Little Red'</b></p> <p>Traditional tale sentences and instruction sentences.</p> <p>Pen Disco Letter families on lined paper</p> <p>Application of phonics taught so far</p> <p>Helpful word work (shared reading)</p> <p>Use known sound – letter correspondences (Linked to Floppy's Phonics stage)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'The Extraordinary Gardener'</b></p> <p>Instruction sentences</p> <p>Lower case letter formation practise Pen Disco on lined paper</p> <p>Use known sound – letter correspondences</p> <p>Full stops and capital letters awareness</p> <p>Helpful word work (shared reading)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'The Storm Whale'</b></p> <p>Sea creature fact sentences</p> <p>Lower case letter formation practise Pen Disco on lined paper</p> <p>Use known sound – letter correspondences</p> <p>Full stops and capital letters awareness</p> <p>Re-read writing to check it makes sense</p> <p>Helpful word work</p>
<p>READ TO WRITE</p> <p>USED ACROSS THE YEAR</p> 						



# RECEPTION LONG TERM PLAN 23-24

<p><b>PROGRESSION INTO YEAR 1</b></p>	<p><b>Composition:</b>            Draw upon what they have read            Orally rehearse most sentences before writing them            Sequence sentences to form short narratives            Read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p><b>Grammar and Punctuation:</b>            Join words together to make a coherent sentence            Leave spaces between words            Join words and clauses using and can separate words in writing using spaces most of the time            Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly            Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly            Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)</p>
	<p><b>Spelling:</b>            Spell most words containing each of the 40+ phonemes            Spell most common exception words            Spell most days of the week            Spell most of the sounds taught in year 1 (English Appendix Spelling)            Spell words with adjacent consonants            Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word            Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)            Begin to use regular plural noun suffixes –s/es (e.g. dog, dogs, wish, wishes)</p>	<p><b>Evaluate and edit:</b>            Discuss what has been written with a teacher/other pupils            Re-read what they have written to check it makes sense            Change some errors with support and some independently</p>
	<p><b>Handwriting</b>            Sit correctly at a table, holding the pencil comfortably and correctly            Form lower case letters in the right direction, starting and finishing in the right place            Form capital letters and digits 0 – 9            Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</p>	

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
MATHS	<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. 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> <p>Reception teach maths based on the Mastering Number Scheme supplemented with additional small group activities. Mastering Number is taught 4 times a week and additional small group activities to develop and assess understanding are taught 2-3 times a week.</p>					
	<p style="text-align: center;"><b>NCETM</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>○ build on previous experiences of number from their home and nursery environments,</li> <li>○ further develop their subitising and counting skills</li> <li>○ explore the composition of numbers within 5</li> <li>○ compare sets of objects</li> <li>○ use the language of comparison</li> </ul>	<p style="text-align: center;"><b>NCETM</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>○ continue to develop their subitising and counting skills</li> <li>○ explore the composition of numbers within and beyond 5</li> <li>○ begin to identify when two sets are equal or unequal</li> <li>○ begin to connect two equal groups to doubles</li> <li>○ connect quantities to numerals</li> </ul>	<p style="text-align: center;"><b>NCETM</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>○ consolidate their counting skills</li> <li>○ count to larger numbers</li> <li>○ develop a wider range of counting strategies</li> <li>○ secure knowledge of number facts through varied practice</li> </ul>			

# RECEPTION LONG TERM PLAN 23-24

## PROGRESSION INTO YEAR 1

<p><b>Number and place value:</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words</p>	<p><b>Addition and Subtraction:</b> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p>
<p><b>Multiplication and Division:</b> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p><b>Fractions:</b> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p>
<p><b>Measurement:</b> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>• mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>• capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>• time [for example, quicker, slower, earlier, later] measure and begin to record the following: <ul style="list-style-type: none"> <li>• lengths and heights</li> <li>• mass/weight</li> <li>• capacity and volume</li> <li>• time (hours, minutes, seconds)</li> </ul> </li> <li>• recognise and know the value of different denominations of coins and notes</li> <li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<p><b>Geometry:</b> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> <li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
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>					
	<ul style="list-style-type: none"> <li>Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Talk about what they do with their family - Can draw similarities and make comparisons between other families.</li> <li>Navigate around our classroom and outdoor areas.</li> <li>Make own investigations of the season of Autumn through Outdoor learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Use photos, discuss how we celebrate Christmas</li> <li>Use world maps to show where some stories, events and festivals are based.</li> <li>Encounter a range of fictional characters and creatures from stories.</li> <li>Identify change in living things – Changes in the leaves, weather, seasons, autumn focus</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and place events in chronological order.</li> <li>Recognise change in seasons - winter focus</li> <li>Discuss own homes identifying what there is to do near their homes</li> <li>Make close observation of the natural world, including animals and plants</li> <li>Comment on what their home is like to draw comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary where appropriate.</li> <li>Use touch, smell and hearing to explore the natural world through during hands-on experiences.</li> <li>Environments – Identify features of local environment using Google Earth, Google Maps and photos –</li> <li>Use texts and artefacts to draw comparisons with homes now and in the past (Grosvenor Museum Visit)</li> </ul>	<ul style="list-style-type: none"> <li>Use the words: recycle, recycling, re-use.</li> <li>Identify ways we can care for the natural world around us.</li> <li>Make comparisons from how they have changed from when they were a baby (past)</li> <li>Make close observation of the natural world, including animals and plants</li> <li>Learn the life cycles of chicks and butterflies</li> <li>Identify change in living things – Changes in the leaves, weather, seasons, Summer focus</li> </ul>	<ul style="list-style-type: none"> <li>Make close observation of objects – use the words float, sink, magnetic</li> <li>Make comparisons between contrasting environments using images, stories, props</li> </ul>
	Black History Month (October)	Diwali Christmas	Valentines Day (14th February) Lunar new Year	Ash Wednesday Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan	Eid (end of April)	
PROGRESSION INTO YEAR 1	<p>I can talk about a practice from a religion.            I can talk about my own experiences and can link these to the communities to which I belong.            I can ask questions about me, and who I am, showing awe and wonder.            I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.            I have started to share my opinions and say what is important to myself and to others.            I can ask questions about me, and who I am, showing awe and wonder.            I can ask puzzling questions about Creation and God.            I can recognise some religious symbols and words</p>					

# RECEPTION LONG TERM PLAN 23-24

## PROGRESSION INTO YEAR 1

<p><b>Everyday Materials</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants</p>
<p><b>Seasonal Changes</b> Describe weather types and identify seasons Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p><b>Animals including Humans</b> Identify, name, draw and label the basic parts of the human body Say which part of the body is associated with each sense Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p>
<p><b>HISTORY</b> Show awareness of the past, showing common words associated with the passing of time Be able to say how we know about the past and how some artefacts might tell us things about the past; Use words and phrases such as: old, new, long ago, recent, years Be able to give reasons about how and why things change from the past to now Be able to put events in a chronological order State how things are similar and how they are different. Recount changes which have occurred in their own lives Use dates where appropriate Ask questions about things which have happened in the past Use the language of 'comparing' and look at how things are similar and different in the past to how they are now Be able to consider what it might have been like to be in the past</p>	<p><b>GEOGRAPHY</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments Use and construct basic symbols in a key Devise a simple map Use simple compass directions (N,S,E,W) and locational/directional language (e.g. near, far, left, right) to describe location of features and routes Ask simple questions about where they live Use fieldwork of the local area including: looking at shops in the locality – how the local area is used Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments Identify seasonal and daily weather patterns in the UK Use and construct basic symbols in a key Understand geographical similarities and differences through studying the human and physical geography of Chester compared to another place in the UK Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on a simple map of the local area Ask simple questions about where they live Use maps to identify UK and its countries</p>



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; poems; rhymes</p> <p>Explore with powder paint, watercolours, poster paint, different pen types</p> <p>Join in with role play games and use resources available for props</p> <p><b>Artist focus:</b> Alma Thomas Yayoi Kusama</p>	<p>Learn and recite selected Autumn Poetry Basket poems</p> <p>Experiment using different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Christmas Concert</p>	<p>Learn and recite selected Spring Poetry Basket poems</p> <p>Develop Observational drawing skills</p> <p>Experiment with colour mixing</p> <p>Mark-make in response to Lunar New Year stimuli – mixed media</p>	<p>Experiment with materials to make relief prints</p> <p>Use a wide range of props for imaginative</p> <p>Retell familiar stories with props</p>	<p>Learn and recite selected Summer Poetry Basket poems</p> <p>Make representations of Life cycles with a range of resources (chicks, butterflies)</p> <p>Learn and perform dance and songs in Infant Summer productions</p>	<p>Use wax resist</p> <p>Experiment colour mixing with cold colours – linked to the oceans study</p>

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.

## HELICOPTER STORIES



## THE POETRY BASKET



# RECEPTION LONG TERM PLAN 23-24

## PROGRESSION INTO YEAR 1

<p><b>Develop ideas - Master techniques – Take inspiration from the greats</b> Start to record simple media explorations in a sketch book</p>	<p><b>Mastering technique: Print-making</b> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge Experience impressed printing: e.g. printing from objects Use equipment and media correctly and be able to produce a clean printed image Explore printing in relief: e.g. String and card Begin to identify forms of printing: Books, posters pictures, fabrics Use printmaking to create a repeating pattern</p>
<p><b>Mastering technique: Drawing</b> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques</p>	<p><b>Texture, pattern, colour, line and tone</b> Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.</p>
<p><b>Mastering technique: Painting</b> Experiment with paint media using a range of tools, e.g. different brush sizes, rollers and pads Explore techniques such as lightening and darkening paint without the use of black or white Begin to show control over the types of marks made Paint on different surfaces with a range of media Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p><b>Taking inspiration from other artists</b> Look at and talk about own work Explore the work of a range of artists, craft makers and designers. Express their likes and dislikes</p>
<p><b>Listen and Appraise</b> To learn songs by heart To talk about the songs To recognise the sound and names of instruments used To know that music has a steady pulse, like a heartbeat To create rhythms from words To move to music</p>	<p><b>Sing and Play</b> To sing songs confidently To sing at different pitches To make different sounds with voices To start and stop singing when following a leader To learn the names of notes in their instrumental part To learn the names of the instruments they play To treat instruments with respect. ☑ To play a tuned instrumental part To follow musical instructions from leader.</p>
<p><b>Compose and Improvise</b> To clap and Improvise To sing, play and improvise To create a simple melody using 1, 2 or 3 notes together To learn how the notes of a composition can be written down and changed</p>	<p><b>Perform</b> To perform a song To express how they felt about a performance</p>



# RECEPTION LONG TERM PLAN 23-24

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

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