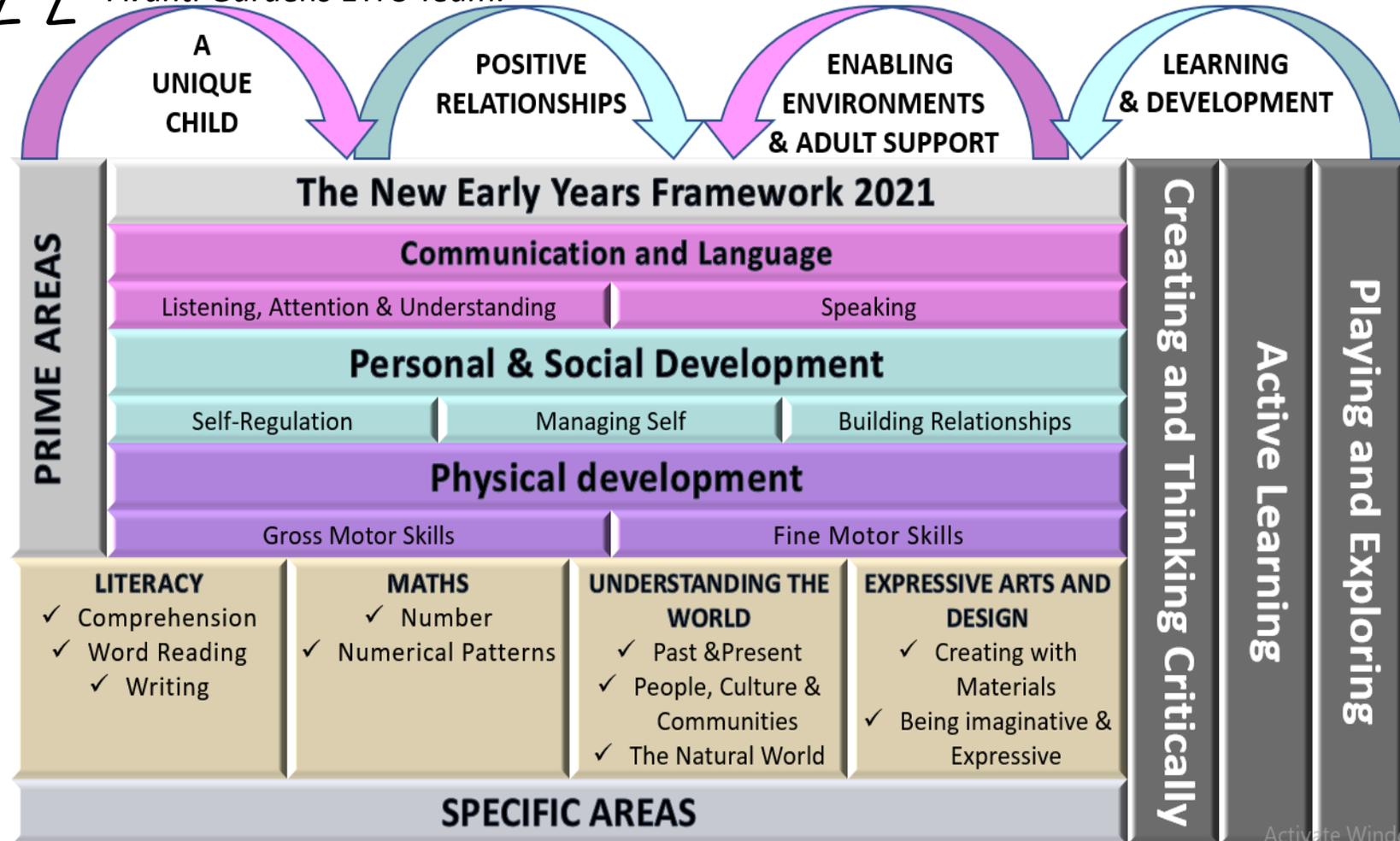


# RECEPTION LONG TERM PLAN 21-22

*"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Avanti Gardens, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."*  
Avanti Gardens EYFS Team.



*"Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."* Avanti Gardens EYFS Team



# RECEPTION LONG TERM PLAN 21-22



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

## GENERAL THEMES

NB: *THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING*

## ALL ABOUT ME!

Starting school  
People who help us / Careers  
Staying healthy / Food / Human body  
How have I changed?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

## TERRIFIC TALES!

Traditional Tales  
Old favourites  
Familiar tales  
Library visits  
The Nativity  
At the Panto  
Christmas Lists  
Letters to Father Christmas

## TICKET TO RIDE!

Around the Town  
How do I get there?  
Where in the world have you been?  
Where do we live in the UK / world?  
Fly me to the moon!  
Vehicles past and Present  
Design your own transport!  
Who was Neil Armstrong?

## AMAZING ANIMALS!

Life cycles  
Safari  
Animals around the world  
Climates / Hibernation  
Down on the Farm  
Min Beasts  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
Happy Habitats

## FUN AT THE SEASIDE!

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

## COME OUTSIDE!

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

## POSSIBLE TEXTS AND 'OLD FAVOURITES'

- Super Duper You- Sophy Henn
- Our Class is a Family- Shannon Olsen
- The Great Big Book of Families- Mary Hoffman
- Owl Babies- Martin Waddell
- Stickman- Julia Donaldson
- All Bodies are Good Bodies- Charlotte Barkla

- Little Red Hen
- Christmas Story
- Three Billy Goats Gruff
- Goldilocks
- Little Red Riding Hood
- What the Ladybird Heard

- The Snail and the Whale- Julia Donaldson
- Beegu- Alexis Deacon
- Man on the Moon- Simon Batram
- Mr Grumpy's Outing
- You Can't Take an Elephant on the Bus- Patricia Cleavland-Peck
- Journey- Aaron Becker

- The Tiger Who Came to Tea- Judith Kerr
- The Ugly Five- Julia Donaldson
- Handa's Surprise- Eileen Browne
- Mad About Mini-Beasts- Giles Andreae
- Diary of a Wombat- Jackie French
- The Pig in the Pond- Martin Waddell

- World Atlas
- Lighthouse Keeper's Lunch- David and Rhonda Armitage
- At the Beach- Ronald Harvey
- Storm Whale- Benji Davies
- Under the Sea non-fiction
- Tiddler- Julia Donaldson

- Squirrel's Very Busy Year- Martin Jenkins
- Jack and the Beanstalk
- Oliver's Vegetables- Vivian French
- One Plastic Bag- Miranda Paul
- The Little Gardener- Emily Hughes
- Night Monkey Day Monkey- Julia Donaldson

(When appropriate)

Autumn Trail

Guy Fawkes / Bonfire Night

Post a letter

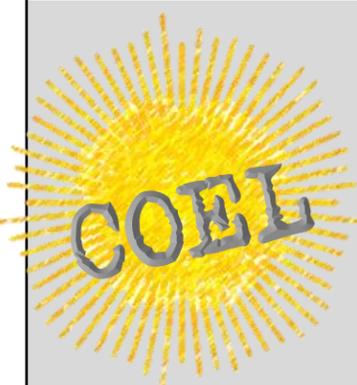
Chinese New Year

Visit to the beach

Walk to the park / Picnic



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS	TICKET TO RIDE	FUN AT THE SEASIDE	COME OUTSIDE
  	<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</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At St Cuthbert’s School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i></p> <p><i>EYFS Team</i></p>						
<p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>						

*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*

# RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS	TICKET TO RIDE	FUN AT THE SEASIDE!	COME OUTSIDE!
OUR VALUES ASSEMBLIES / SHARING CIRCLES	<p><b>Choices and Responsibility</b></p> <p>What is a good choice? How can we make good choices? What are the correct choices in school?</p> <p>What are we responsible for? What does it mean to be responsible?</p>	<p><b>Honesty and Respect</b></p> <p>Following CHAMPS-honesty. We believe we need to tell the truth to solve problems, show respect and be kind.</p>	<p><b>Achievement and Compassion</b></p> <p>Following CHAMPS-Achieve. We believe we need to work hard to achieve.</p> <p>Compassion- how do we think of others and show we care?</p>	<p><b>Manners</b></p> <p>Following CHAMPS-Manners. Examples of good manners, how and why do we use them?</p>	<p><b>Perseverance</b></p> <p>Following CHAMPS-Perseverance. What is it? Why should we persevere? What happens if we never give up?</p>	<p><b>Safe</b></p> <p>Following CHAMPS- Safe. How do we keep safe? What does it mean to be safe? Who keeps us safe at home and school?</p>
ASSESSMENT OPPORTUNITIES	Government Baseline School baseline assessment	Half-termly assessments Pupil progress meetings EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EY Half-termly assessment EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Half-termly assessment Parents evening info EYFS team meetings	EYFS team meetings Half-termly assessment Pupil progress meetings	Pupil progress meetings Half-termly assessments Parents evening info EYFS team meetings
PARENTAL INVOLVEMENT	One to one home visits and classroom visits Seesaw communication	Nativity Seesaw communication	Stay and Play Seesaw communication	Stay and Play Seesaw communication	Stay and Play Seesaw communication	Stay and Play Parents Evening Sports Day Seesaw communication



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS	TICKET TO RIDE	FUN AT THE SEASIDE!	COME OUTSIDE!
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, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p>• <b>Welcome to EYFS</b></p> <ul style="list-style-type: none"> <li>Settling in activities/making friends</li> <li>Children talking about experiences that are familiar to them</li> <li>Sharing ‘all about me bags’</li> <li>Model talk routines through the day.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door.’</li> <li>Understand ‘why’ questions</li> <li>Use a wider range of vocabulary.</li> <li>Sing a repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, Uses longer sentences of four to six words.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>		<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe some events in detail.</li> <li>Use talk to help work out problems and organize thinking and activities, explain how things work and</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and –forth exchanges with their teachers and peers.</li> <li>Participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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 the teacher.</li> </ul>	
DAILY STORY TIME						



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS	TICKET TO RIDE	FUN AT THE SEASIDE!	COME OUTSIDE!
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> <p style="text-align: center;"><b>SEE JIGSAW PLANNING OF PSHE SCHEME FOR RECEPTION- WEEKLY INPUTS</b></p>					
MANAGING SELF  SELF - REGULATION  LINK TO BEHAVIOUR FOR LEARNING	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Talk about their feelings using words like ‘happy’, ‘angry’ or ‘worried.’</li> <li>Develop appropriate ways of being assertive.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social settings.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Begin to understand how others might be feeling.</li> <li>Talk with others to solve conflicts.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, suggesting other ideas.</li> </ul>		<ul style="list-style-type: none"> <li>See themselves as individuals.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Manage their own feelings.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>		<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</li> <li>Set and work towards simple goals, being able to wait for what and control their immediate impulses when appropriate.</li> <li>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.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li><b>Work and play co-operatively and take turns with others.</b></li> <li><b>Form positive attachments to adults and friendships with peers.</b></li> <li><b>Show sensitivity to their own and others’ needs.</b></li> </ul>	

*We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.*



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!	COME OUTSIDE!
PHYSICAL DEVELOPMENT	<p>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>.</p>					
FINE MOTOR	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large muscle movements to wave flags and streamers, paint mad make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank safely, carrying large hollow blocks.</li> <li>Use one handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Eat independently using a knife and fork.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hand thoroughly.</li> <li>Make healthy choices about food, drink and activity.</li> </ul>		<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>Develop overall body strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence precision and accuracy when engaging in activities that involve a ball.</li> <li>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.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>Know and talk about different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> <li>Regular physical activity</li> <li>Healthy eating</li> <li>Tooth brushing</li> <li>Sensible amounts of screen time</li> <li>Having a good sleep routine</li> <li>Being a safe pedestrian</li> </ul> <p>Further develop the skills they need to manage the school day successfully;</p> <ul style="list-style-type: none"> <li>Lining up and queuing</li> <li>Mealtimes</li> <li>Personal hygiene</li> </ul>		<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and co-ordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in most cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
GROSS MOTOR						
<p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>WEEKLY PE AND FOREST SCHOOL</p>						



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!	COME OUTSIDE!
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>					
COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the library weekly</small>	<ul style="list-style-type: none"> <li>• Story time and exploration.</li> <li>• Understand the five key concepts about print;               <ol style="list-style-type: none"> <li>1. print has meaning</li> <li>2. the names of different parts of a book</li> <li>3. print can have different purposes</li> <li>4. page sequencing</li> <li>5. We read English text from left to right and from top to bottom.</li> </ol> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Develop their phonological awareness, so they can;               <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-count or clap syllables in a word.</li> <li>-recognise words with the same initial sound, such as money and mother.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words so that they can read short words made up of known letter-sound correspondence.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the <u>school's phonic programme</u>.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondence and , where necessary, a few exception words.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during their role-play.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	
WORD READING <small>Children will begin working as a whole class for phonics following Little Wandle. Differentiated groups introduced through the year responding to children's needs. Sequential reading books provided.</small>						



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	TICKET TO RIDE!	FUN AT THE SEASIDE!	COME OUTSIDE!
WRITING	<p><b>Texts as a Stimulus:</b>            All Bodies are Good Bodies            My class is a family            The Great Big book of Families            Super Duper You            Owl Babies</p>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>The Little Red Hen (Journey story)</li> <li>The Three Billy Goats Gruff</li> <li>Little Red Riding Hood</li> <li>Goldilocks and the three bears</li> <li>What the Ladybird Heard</li> </ul>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>The Ugly Five</li> <li>Mad About Mini-Beasts</li> <li>Diary of a Wombat</li> <li>Handa's Surprise</li> <li>The Pig in the Pond</li> <li>The Tiger who came to tea</li> </ul>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>The Snail and the Whale- Julia Donaldson</li> <li>Beegu- Alexis Deacon</li> <li>Man on the Moon- Simon Batram</li> <li>Mr Grumpy's Outing</li> <li>You Can't Take an Elephant on the Bus- Patricia Cleavland-Peck</li> <li>Journey- Aaron Becker</li> </ul>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>World Atlas</li> <li>Lighthouse Keeper's Lunch- David and Rhonda Armitage</li> <li>At the Beach- Ronald Harvey</li> <li>Storm Whale- Benji Davies</li> <li>Under the Sea non-fiction</li> <li>Tiddler- Julia Donaldson</li> </ul>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>Squirrel's Very Busy Year- Martin Jenkins</li> <li>Jack and the Beanstalk</li> <li>Oliver's Vegetables- Vivian French</li> <li>One Plastic Bag- Miranda Paul</li> <li>The Little Gardener- Emily Hughes</li> <li>Night Monkey Day Monkey- Julia Donaldson</li> </ul>
TFW USED AS STIMULUS ACROSS THE YEAR	<p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>		<p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>		<p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	
TEXTS MAY DUE T CHILDREN'S INTERESTS	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example; writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write all or some of their name.</li> <li>Write some letters accurately.</li> </ul>		<ul style="list-style-type: none"> <li>Form lower cases and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sounds with letters.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense</li> </ul>		<ul style="list-style-type: none"> <li>Write recognizable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALES	AMAZING ANIMALS	TICKET TO RIDE	FUN AT THE SEASIDE	COME OUTSIDE
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</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> <p><b>See EYFS Maths Long Term Plan</b> <b>White Rose Maths</b></p>					
<i>Mathematics Mastery</i>						



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!	COME OUTSIDE!
	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> <li>• Show an interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces that they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw on information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel while outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
	<p align="center"><b>Understanding Christianity-</b> Why do Christians perform nativities at Christmas? <b>NYCC</b></p>		<p align="center"><b>Understanding Christianity-</b> Why do Christians put a cross in Easter gardens? <b>NYCC</b></p>		<p align="center"><b>Understanding Christianity-</b> Why is the word 'God' special to Christians? <b>NYCC</b></p>	



# RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!	COME OUTSIDE!
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><i>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.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textiles.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour mixing.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small world' with blocks and construction kit, such as a city with different buildings and a park.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person (pile match)</li> <li>Sing the melodic shape (moving melody, such as up</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</li> </ul>			



# RECEPTION LONG TERM PLAN 21-22

## 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>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*