

Reception Long Term Plan 2023/24

*Topics, themes and activities are subject to changes based on children's interests/prior knowledge

<p>Characteristics of Effective Learning</p> <p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>Over Arching Principles</p> <p>Unique Child: Each child is unique, and while we can be guided by an understanding of some general patterns of development, progression is uneven and unfolds differently for each child.</p> <p>Positive Relationships: Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning.</p> <p>Enabling Environments: Enabling environments offer children security, comfort, engagement, and opportunity. Spaces should be planned to both nurture and inspire children, recognising their interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking.</p> <p>Learning and Development: Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding children's interests, development, and learning, and planning for next steps.</p> <p>PLAY: Children have a right to play: Children's right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention to the Rights of a Child (1989). Play both indoors and outdoors is a fundamental commitment to children throughout EYFS.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special events/visits and enrichment	Transition Harvest Halloween Mental health week Clock and time changes	Bonfire Night Hanukkah Christmas Diwali celebration Nativity Remembrance day	New year Pancake day Baking Winter walk Food tasting Stay and play Earth day Visits from local services - police/fire service, etc Valentine's day	Easter Planting our garden World book day Mother's day Internet safety day St Georges Day Number Day	Farm trip King's Birthday Caterpillars Tea party	Sports day Stay and play Transition Animal visit

Overarching theme	All about me	Let's Celebrate	People who help us!	Growing and changing	All creatures great and small	Our world
Key vocabulary	<p>An Interesting Word for every Day of the year By Little Word Whizz</p> <p>Generation, deciduous, evergreen, harvest, relationship, senses, imagination, measure, home</p>	<p>An Interesting Word for every Day of the year By Little Word Whizz</p> <p>Autumn, season, planet, galaxy, family, safety,</p>	<p>An Interesting Word for every Day of the year By Little Word Whizz</p> <p>Hibernate, freeze, hailstone, snow, glacier, emergency, Carnivore, Herbivore</p>	<p>An Interesting Word for every Day of the year By Little Word Whizz</p> <p>blossom Easter, Jesus, Jerusalem, root, thaw, cross, crucified, hatch,</p>	<p>An Interesting Word for every Day of the year By Little Word Whizz</p> <p>caterpillar, moon, coronation, royal, pollinate, stem, leaf</p>	<p>An Interesting Word for every Day of the year By Little Word Whizz</p> <p>Map, direction, left, right, journey, sculptures, machine, Earth, Ocean, Land</p>
Non-Negotiable Supporting Texts	<p><i>The circles all around me By Brad Montegue</i></p> <p><i>Only One You By Lina Franz</i></p> <p><i>Hair Love By Matthew A Cherry</i></p> <p><i>Leaf Man by Lois Ehlert</i></p>	<p><i>Whatever next By Jill Murphy</i></p> <p><i>Pumpkin Soup By Helen Cooper</i></p> <p><i>Remember Remember the 5th of November By Deborah Webb</i></p> <p><i>Owl Babies By Martain Waddle</i></p>	<p><i>Jack Frost By Kazano Kohara</i></p> <p><i>The Magic Paintbrush By Liz Miles</i></p> <p><i>Poo In The Zoo by Steve Smallman</i></p>	<p><i>Rosies Walk By Pat Hutchinson</i></p> <p><i>Spring Greens poem By Shirley Hughes</i></p> <p><i>George and the Dragon By Willie Lattimore</i></p> <p><i>The Easter Story By Brian Wildsmith</i></p>	<p><i>The Very Hungry Caterpillar By Eric Carle</i></p> <p><i>Jack and the Beanstalk</i></p> <p><i>The Kings Pants By Nicolas Allan</i></p>	<p><i>The Boy Who Unplugged the Sea By Paul Brown</i></p> <p><i>Once upon a Raindrop by James Carter</i></p> <p><i>The Train Ride By June Crebbin</i></p> <p><i>David Attenborough Little People, BIG DREAMS</i></p>

Author, artist, person of the term	Lois Ehlert Giuseppe Arcimboldo	Martain Waddle	Liz Miles	Shirley Hughes Henri Matisse	Eric Carle Vincent Van Gogh	David Attenborough
Parental Involvement	Meet the teacher	Phonics workshop Fridge words	Stay and play Fridge words	Stay and plant Fridge words	Farm trip Fridge words	Graduation Stay and play Fridge words
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
C&L/ Literacy Building vocabulary	Copying name Giving meanings to the marks Copying taught letters Identifying and writing some initial sounds. Oral retelling Story Role Play Key Vocabulary Repetitive patterns	Create and use story maps Writing labels To begin to write CVC words using taught sounds Write their name. Drama through retell of story.	Story Map with labels. Drama through retell of story. Writing CVC words with taught sounds Begin to write short captions Short captions linked to beginning, middle and end of the story.	Drama through retell of the story. Explore Character's feelings Write Story maps with detail. Write captions Innovate Stories Begin to spell some high frequency words	Innovate Stories Write beginning/middle and end of a story Begin to write simple sentences. Spelling some taught high frequency words correctly Changing characters within the text.	To write sentences using taught sounds and taught high frequency words To begin to write longer words and polysyllabic words which are spelt phonetically
Supporting quality Texts	Super Milly and the super school day, Owl babies Mushroom in the rain, The bear snores on The invisible string (Exploring books about what makes us special. We decide these to fit around the children's cultures backgrounds and interests.)	The Leaf Thief We're going on a bear hunt How to catch a star Laura's star How to catch a star Ella's night lights My shadow Fire fighters Winnie the Witch Scarecrow that didn't Scare Spikes Best Nest Aliens love under pants	Mr wolfs pancakes The pig pancake Dragons in the city The love monster My inside weather Luna loves art I Love You More Than Apple Sauce Just one more swim Snow Egg to penguin Stick Man Ice bear	Wolfish stew Too many carrots Three little pigs Little red hen Chicken Licken Into Science Seeds Christopher Nibble	If only The tiny seed Oliver's vegetables Vegetable glue Supertato The honey machine	Lost and found Rainbow fish Billies bucket The snail and the whale The butterfly is patient Dear zoo The marvellous moon map Somebody Swallowed Stanley

Poetry and rhyme	Nursery rhymes Shirley Hughes Out and about poems	Weather and seasons Shirley Hughes Out and about poems	Chocolate cake Michael Rosen Shirley Hughes Out and about poems	Spring is here Shirley Hughes Out and about poems	Oi Frog Shirley Hughes Out and about poems	Commotion in the ocean Shirley Hughes Out and about poems
Non- fiction	My body	Autumn	People who help us	Seeds	Mad about mini beasts	The big book of blue
Phonics <i>Sounds write</i>	Units 1 - 3 Introducing letter sounds aimst/nop / bcgh	Unit 4 - 7 Introducing letters defv / klru / jwz / x,y,ff,ll,ss,zz	Unit 8 - 9 VCC, CVCC / CCVC	Unit 8 - 9 VCC, CVCC / CCVC	Units 10 - 11 CCVCC & CCCVC Sh, ch, th, ck, wh, ng, <u>grapheme</u>	Consolidation: bridging unit Grapheme - k/ch l / w
R.E Questful	I am special Why are we all different and special? Harvest Why do people of faith say thank you to God at harvest time? Islam Buddhism	Special People Why do Christians believe Jesus is special? Christmas How do Christians celebrate Jesus' birthday? Sikhism Hinduism Why do Hindus light candles at diwali?	Stories Jesus Heard What stories did Jesus hear when he was a child? Stories Jesus Told Why did Jesus tell stories?	Easter Why do Christians believe that Easter is all about love? Friendship What makes a good friend?	Special Places What makes a place holy? Prayer What is prayer?	Special times How do you celebrate special times? Judaism

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED (Themes taken from CORAM)	Me and My Relationships	Valuing differences.	Keeping safe	Rights and respect	Being my best.	Growing and changing.
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
PD Get set for PE *Taught in PE sessions, but PD is also taught within continuous provision and outdoor learning.	Introduction to PE	Ball skills	Dance	Fundamentals	Games	Gymnastics
Fine Motor	Continuous Resources and Provision Weekly Busy Finger enhancements (tweezers, peg boards, threading, scissors) Dough disco Selections of tools in sand, playdough, painting, mark making, workshop and water areas. Handwriting practice (spring term)					
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						

<p>Mathematics</p> <p>Maths Mastery</p>	<p>Subitising Subitising within 3</p> <p><i>Week</i></p> <p>Counting, ordinality and cardinality Focus on counting skills</p> <p>Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4</p> <p>Subitising Subitise objects and sounds</p> <p>Comparison Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p>	<p>Counting, ordinality and cardinality Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number</p> <p>Composition Explore the concept of 'whole' and 'part'.</p> <p>Composition Focus on the composition of 3, 4 and 5</p> <p>Counting, ordinality and cardinality Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p>	<p>Subitise Subitise within 5 focusing on die patterns Match numerals to quantities within</p> <p>Counting, ordinality and cardinality Counting - focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number</p> <p>Composition Focus on 5</p> <p>Composition Focus on 6 and 7 as '5 and a bit'</p> <p>Composition Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p>	<p>Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers</p> <p>Comparison Focus on ordering of numbers to 8 Use language of less than</p> <p>Composition Doubles - explore how some numbers can be made with 2 equal parts</p> <p>Composition Sorting numbers according to attributes - odd and even numbers</p>	<p>Counting, ordinality and cardinality Counting - larger sets and things that cannot be seen</p> <p>Subitising to 6, including in structured arrangements</p> <p>Composition - '5 and a bit'</p> <p>Composition of 10</p> <p>Comparison linked to ordinality Play track games</p> <p>Shape space and measure 2d and 3d shapes Length and height</p>	<p>Subitising Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Shape space and measure Capacity</p> <p>Review and assess Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns Even and odd numbers Doubles</p> <p>Counting Estimating</p>
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems</p>					

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.

UTW *Using Kapow lessons to support learning	How is my family the same/ different to yours?	How is my family the same/ different to yours?	What festivals do other countries celebrate?	What are the sounds of new life around us?	What can I see in the environment and are all environments the same?	Why and how do we visit different places?
	Our lives and our family history.	State and matter	People and communities.	Kings and queens (figures from the past)	The plant life cycle observing and growing plants.	Our world, Exploring and comparing different countries.
	Exploring natural materials	Exploring senses.	Occupations, beliefs and ways of life.		Caring for living things and the environment.	Exploring maps
	Role playing home experiences.	Imaginative role play	Special places in the community.			

Changes in the seasons

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

EAD Kapow	Drawing - marvellous marks (Art & Design)	Junk modelling (Design & Technology)	Painting and mixed media - paint my world. (Art & Design)	Cooking and nutrition (Design & Technology)	Sculpture and 3D - creation station (Art & Design)	Structures (Design & Technology)
Art & design	Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and	Exploring materials through junk modelling, children develop their scissor skills and awareness of different materials and joining techniques. Children begin to make verbal plans and material choices before	Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can	Learning about vegetables and where they come from while preparing to make a soup. Children describe the taste of a range of vegetables and design a soup recipe as a class. They practise	Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push,	Considering the properties of materials through water play, children discover which materials are waterproof and whether they float or

	pencils to create observational drawings of their faces. Autumn craft	starting and problem solve while making their model. Christmas craft	be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures. Winter craft	cutting skills and prepare the vegetables for their class soup before testing the final product. Spring craft Easter craft	pull, twist etc. They create natural landscape pictures using items they have found outdoors. Summer craft	sink. Children evaluate a variety of boats and use their new-found knowledge to design and make a boat that is waterproof and floats.
<i>Music</i>	Listening to songs with increased attention to sounds.	Performing songs/music Making props Creating to perform solo or in groups.	Moving to music Constructing for a purpose	Expressing experiences in different ways Matching music to mood.	Learn and create a song to perform.	Creating music and art to represent animals.

Ongoing concepts and strands

Sequencing - retelling stories, reflecting on how decisions made in stories affect the ending, understanding daily routines, sequencing actions when playing, the sequence of seasons.

Language and terminology - understanding time vocabulary - before, after, next, then, seasons, today, tomorrow, yesterday, this week, next week, past, present, future.

The big picture of events across time - understanding how significant events can be sequenced on a timeline to show chronology - events over the school year, birthdays, seasons, etc. in the order they take place, compare events in the past with those in the present and future, beginning to understand that some events are annual and take place at different times of the year. Review and add new events throughout the year.

Duration - developing an understanding of the comparative lengths of events, i.e. long/short story, the structure of their week, the length of holidays, using comparative language and tools to measure time, talking about the amount of time until an event.

Sense of period - beginning to understand and describe different periods of time within their own life, i.e. baby/toddler, and the lives of others, i.e. parents and grandparents. Beginning to recognise change and similarities and differences between different periods of time, i.e. toys they play with compared to toys their parents played with, developing a sense of 'a long time ago', recognising that things happened before they were born.

Organisation - sorting objects found in our wildlife area according to its characteristics, e.g. leaves and flowers.

Systems - learning about how the flowers and bees work together Cause & effect and change - observing the effect that light, water and warmth have on seeds and plants and how heating ice makes it melt.

Variation - children learn to observe and arrange objects, i.e. leaves, by their colour tones.

Diversity - beginning to learn about the importance of diversity in nature, i.e. different creatures feed on different things and developing an understanding that we live in a diverse world, ensuring that our texts, resources, displays represent this, that our environment has windows to see other cultures and mirrors that reflect their own.

Seasons - exploring the changes to our environment, how the plants or animals change or behave differently, the weather and our clothing choices as we move through the seasons.

Weather - finding out about the different types of weather and why they happen, tracking and measuring different types of weather.

How things work - exploring how we make things move, pushing, pulling, twisting, bending malleable materials, what makes objects float, flying a kite in the wind, etc. Using and exploring their natural curiosity.

Investigation - developing scientific skills through investigation, discussion and exploration.

Location - understanding positionality - near and far, left and right, behind and in front, how one place is connected to another, comparing distances between places and things, understanding where our town and country sit on a map of the UK and the world

Place knowledge - developing a concept of place, from their home to their school, extending to their town, country and other countries of relevance. Starting to compare places they know and places they have learnt about by texts or visitors

Environmental, physical & human geography - beginning to observe and understand their local environment, understanding how it is affected by the changing seasons and recognising similarities and differences to contrasting environments

Geographical skills & fieldwork - beginning to use and draw plans of areas that are familiar to them, such as the classroom and outdoor area, beginning to use world maps and globes to identify countries we learn about through texts and theme.

Scientific knowledge and understanding - develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

Working scientifically - develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them

Science in action - are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Assessment

- Baseline RBA
- Wellcomm
- EYFS Team meetings
- Seesaw observations
- In house and cluster moderations
- Sounds Write Assessment
- Pupils progress meetings
- Termly assessment data
- Mastery Maths assessment
- Parent meetings
- Pupil passports