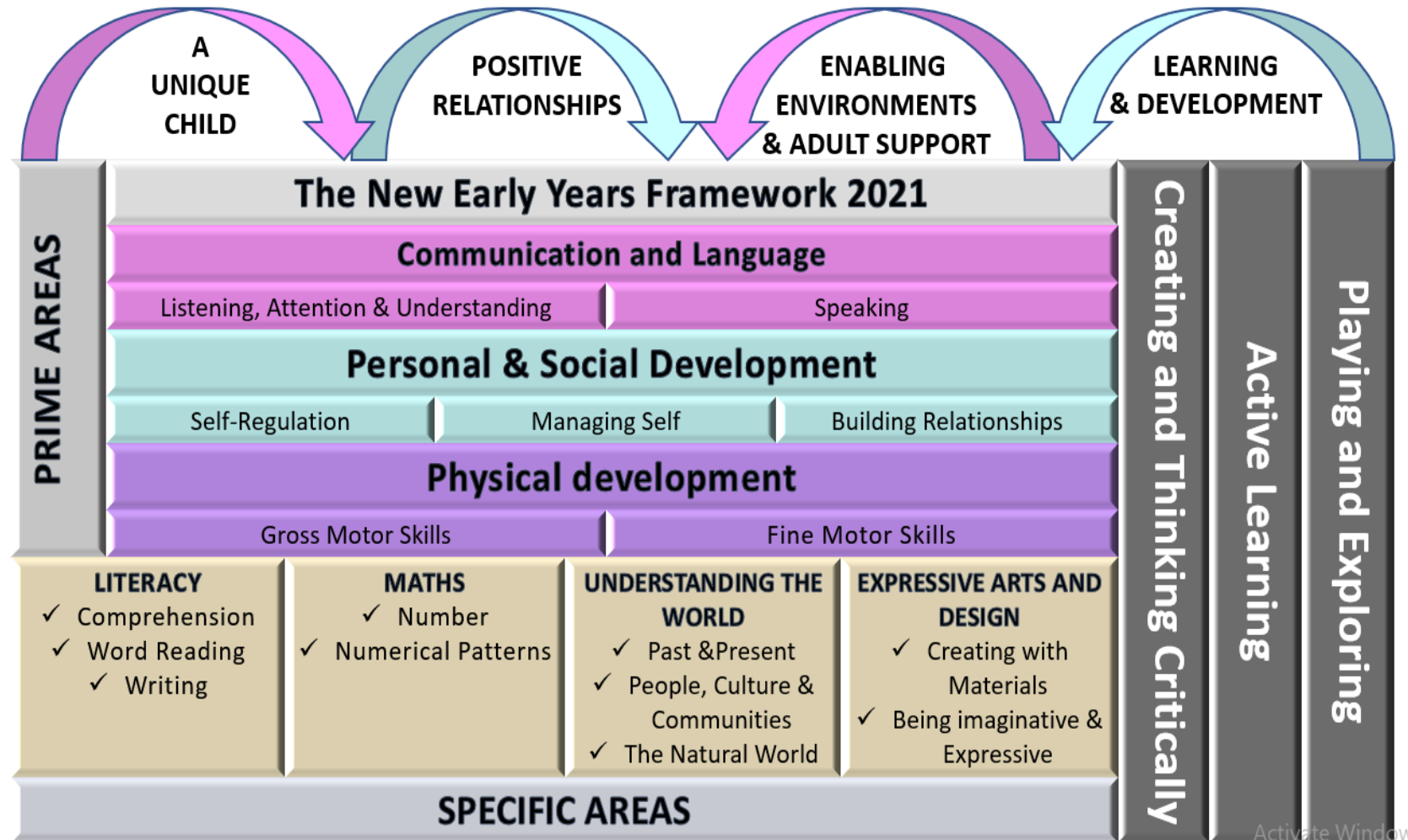


# RECEPTION LONG TERM PLAN

*"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 Saint John's, 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."*





SAINT JOHN'S



# RECEPTION LONG TERM PLAN

 SAINT JOHN'S	RECEPTION LONG TERM PLAN																							
	AUTUMN 1				AUTUMN 2				SPRING 1				SPRING 2				SUMMER 1				SUMMER 2			
GENERAL THEMES NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i> <i>WELL-BEING &amp; BEHAVIOUR FOR LEARNING</i>	MY TIME TO FLOURISH! - WELCOME Starting school / my new class / New Beginnings How do I make others feel? Being kind / staying safe  OURSELVES - WHY AM I SPECIAL?				HOW DO I CELEBRATE! TERRIFIC TALES Bonfire night celebrations Remembrance day The Nativity Christmas Lists Letters to Father Christmas				AMAZING CREATURES! WHO WAS MARY ANNING? Fossils – Mary Anning				SPACE! WHICH PLANET DO I COME FROM?  Space dome				EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?  Hatching chicks				UNDER THE SEA! WHAT LIVES UNDER THE SEA?  Rock pools sand sculptures Pirate day			
KEY TEXT IS LINKED TO T4W OTHER POSSIBLE TEXTS AND LINKS THROUGHOUT TO OTHER SUBJECTS					 Daily Christmas stories in Dec																			
'WOW' MOMENTS / ENRICHMENT WEEKS	Growing cress Transient art Snipping leaves				Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day World Nursery rhyme week				Making fossils				Space dome				Hatching eggs				Sand sculpture Pirate Day			

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE! WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
 	<b>Characteristics of Effective Learning</b> <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.					
	<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 & 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><i>PLAY: At Saint John's Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</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> <p><i>The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.</i></p>					

# RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE! WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT AN EGG?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
THE SAINT JOHN'S WAY STUDENTS TAKE OWNERSHIP OF THEIR LEARNING  INSPIRING LEARNING ENVIRONMENTS  PUPIL VOICE  RESTORATIVE PRACTICE  CORE PRINCIPLES	Value - Courage	Value - Humility				
	<ul style="list-style-type: none"> <li>It goes without saying that we want our children to reach their potential academically whilst here at Saint John's, but education is about so much more than this. At Saint John's our aim of 'Where we all flourish' is linked to a tree theme where we provide the roots in order for children to grow and each branch is a key theme of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instil in our children here at Saint John's are from the Gloucestershire Syllabus.</li> <li>Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Saint John's is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.</li> </ul> <p><i>The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.</i></p>					








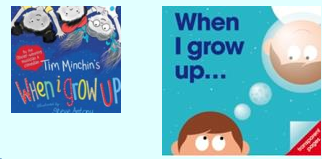
# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING ANIMALS WHO WAS MARY ANNING?	SPACE – WHICH PLANET AM I FROM?	EGGS -WHICH ANIMALS HATCH OUT OF EGGS?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
BRITISH VALUES SHARING CIRCLES	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b>  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.  Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments	GLD Projections for EOY Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Welcome meeting Tapestry involvement Curriculum meeting Maths workshop	Tapestry involvement Nativity Parents Evening Reading workshop	Tapestry involvement	Tapestry involvement Parents Evening	Tapestry involvement	Tapestry involvement

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

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
LOOK UP RUBY'S WORRY SO MUCH SHINE ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE MY HAIR  LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON	ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS	MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES

# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE! WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS FOR MORE DETAILS SEE SCARF SCHEME	<p><u>Me and my relationships</u> All about me What makes me special Me and my special people Who can help me? My feelings</p> 	<p><u>Valuing difference</u> I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p> 	<p><u>Keeping myself safe</u> What's safe to go onto my body? What's safe to go into my body? Safe indoors and outdoors Listening to my feelings Keeping safe online People who keep me safe</p> 	<p><u>Rights and Responsibilities</u> Looking after my special people: Looking after my friends: Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p> 	<p><u>Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> 	<p><u>Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> 
	<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>					

# PSE Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Self-Regulation</b>	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want 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> </ul>
<b>Managing Self</b>	To wash hands independently	To understand the need to have rules.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing.	To manage own basic needs independently.  To dress independently.	To be able to show a 'can do' attitude  To understand the importance of healthy food choices	<ul style="list-style-type: none"> <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> </ul>
<b>Building Relationships</b>	To seek support from adults and gain confidence to speak to peers and adults.	Begin to develop friendships.	To be able to use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
	These statements are split, but all should apply on an ongoing basis throughout the year.						



# PSE builds on prior skills – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Self-Regulation</b>	To be able to follow a <u>one step</u> instruction.	To talk about themselves.	Be able to sit during circle time	. Follow a 2 step instruction.	Share how they are feeling with a member of staff.	To sit during circle time and join in a class session. E.g. mindfulness.
<b>Managing Self</b>	Begin to follow rules.	Start to understand feelings. (happy, sad and tired)	Develop ways of being assertive.	Shows they are able to follow rules.	Start to understand feelings. (happy, sad, tired, worried, angry and scared)	Able to choose resources to help them achieve.
<b>Building Relationships</b>	Begins to take turns.	Play with one child extending and contributing during play.	Able to take turns in roleplay.	Play with one and more children, extending and contributing during play.	Begin to understand how someone else might feel.	Show confidence with others during a social situation.
	These statements are split, but all should apply on an ongoing basis throughout the year.					

# Leading to future knowledge and skills of National curriculum.

## **PSHE**

- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.
- At Saint John's we use SCARF – Y1 overview to be completed shortly.

# PSE



- **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**
- **Controlling own feelings and behaviours. Applying personalised strategies to return to a state of calm. Being able to curb impulsive behaviours . Being able to concentrate on a task. Being able to ignore distractions. Behaving in ways that are pro-social. Planning. Thinking before acting. Delaying gratification. Persisting in the face of difficulty.**
- *“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.*

# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES – WHO WAS MARY ANNING?	SPACE- WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA-WHAT LIVES UNDER THE SEA?
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</b> and <b>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, NELI and Derbyshire interventions.	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary interventions Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>	<p><b>Tell me a story!</b> Develop vocabulary interventions Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. To begin to understand how and why questions.</p>	<p><b>Tell me why!</b> Develop vocabulary: interventions Asking how and why questions... Retell a story with story language Remember key points from a story Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day. Ask questions to find out more and to check they understand what has been said to them. To speak in sentences using and/ because. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Explain to me!</b> Speaking/ developing sentence structure interventions explore vocabulary Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p><b>Can you recount an event?</b> Speaking/ developing sentence structure interventions Explore Vocabulary I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions I can describe events in some detail: farm trip, chick life cycle</p>	<p><b>Tell me about differences?</b> Speaking/ developing sentence structure eg using different tenses and conjunctions. Explore Vocabulary I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year.</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)						



# Communication and Language Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Listening, Attention and Understanding</b>	To be able to understand how to listen carefully and know why it is important.	To begin to understand how and why questions.	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.	<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 teacher and peers.</li> </ul>
<b>Speaking</b>	To be able to talk in front of small groups and their teacher offering their own ideas.	To be able to use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-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 their teacher.</li> </ul>

# Building on prior knowledge – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening, Attention and Understanding</b>	Begin to listen to longer stories.	Recall some key events from a story.	Begin to pay attention to more than one thing at a time.	Understand 2 step simple instructions.	Understand and answer why questions.	Respond appropriately during a conversation.
<b>Speaking</b>	Retell familiar nursery rhymes.	To retell number rhymes.	Be able to speak using 4 – 6 word sentences.	Take turns speaking and listening during a conversation.	Ask why questions during a conversation.	Use talk to organise their play.

# Leading to future knowledge and skills of the National curriculum.

- **English – Speaking & Listening**

- Listen and respond appropriately to adults and peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.
- Speak audibly and fluently with an increasing command of standard English.
- Participate in discussion, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

## English - Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.



## **English - Comprehension**

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
- Being encouraged to link what they read or hear to their own experiences;
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- Recognising and joining in with predictable phrases;
- Learning to appreciate rhymes and poems, and to recite some by heart;
- Discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher;
- Checking that the text makes sense to them as they read and correcting inaccurate reading;
- Discussing the significance of the title and events;
- Making inferences on the basis of what is being said and done;
- Predicting what might happen on the basis of what has been read so far;
- Participating in discussions about what is read to them, taking turns and listening to what others say;
- Explaining clearly their understanding of what is read to them.



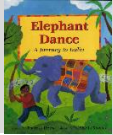
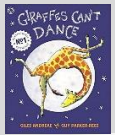
# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE! WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
PHYSICAL DEVELOPMENT  FINE MOTOR  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	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> .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Holding and using knives, forks, spoons	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Holding and using knives, forks, spoons	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Holding and using knives, forks, spoons	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Know how to form clear ascenders and descenders Holding and using knives, forks, spoons	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Develop the foundations of a handwriting style which is fast, accurate and efficient Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Develop the foundations of a handwriting style which is fast, accurate and efficient Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	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.					



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE! WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH FROM AN EGG?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
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> .					
	Scheme Get set for PE					
	<p>Introduction to PE and Dance</p> <p>Moving safely, running, jumping, throwing, catching, following a path, sharing, leadership, perseverance, confidence, decision making, selecting and applying actions, travelling, copying and performing actions, co-ordination, respect, co-operating with others, working independently, observing and providing feedback, selecting and applying actions</p> <p>Cooperation games i.e. parachute games. Climbing – outdoor equipment. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Introduction to PE and Ball skills</p> <p>Moving safely, running, jumping, throwing, catching, rolling,: sharing and taking turns, encouraging and supporting others, responsibility, honesty and fair play, confidence, perseverance, decision making, understanding and using rules,: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.</p>	<p>Fundamentals 1 and Gym 1</p> <p>Balancing, running, jumping, changing direction, hopping, travelling, working safely, responsibility, helping others,: honesty, challenging myself, : determination, decision making, selecting and applying actions,: using tactics, : shapes, rocking, rolling, travelling, taking turns, co-operation, communication, confidence,: selecting and applying skills, creating sequences</p>	<p>Games 1 and Dance 2</p> <p>running, balancing, changing direction, striking a ball, throwing, : communication, : co-operation, taking turns, supporting and encouraging others, : honesty and fair play, managing emotions, : using tactics, decision making, travelling,: copying and performing actions, respect, working independently, confidence, counting, observing and providing feedback,: selecting and applying actions</p>	<p>Fundamental 2 and Gym 2</p> <p>hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running, working safely, responsibility, working with others, : managing emotions, challenging myself, selecting and applying actions,: shapes, balances,: rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling, leadership, taking turns, helping others,: determination, selecting and applying skills, creating sequences</p>	<p>Ball skills 2 and Games 2</p> <p>rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball, co-operation, : sharing and taking turns, determination, using tactics, decision making, :running, changing direction,: striking a ball, communication, co-operation,: respect, supporting and encouraging others, honesty,: managing emotions, perseverance,: using tactics</p>
GROSS MOTOR- GET SET FOR PE	<p>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.</p>					



BALANCEABILITY

# Physical Development Reception Skills

## Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Gross Motor Skills</b>	To move safely in a space.	Explore different ways to travel using equipment.	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	To move safely with confidence and imagination, communicating ideas through movement.	To play by the rules and develop coordination.	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>	Begin to use tripod grip when using mark making tools.	To accurately draw lines, circles and shapes to draw pictures.	To handle scissors, pencil and glue effectively.	Use a hammer and saw correctly.  Able to use cutlery appropriately.	Hold scissors correctly and cut out small shapes.	To form letters correctly using a tripod grip.	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all 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>



# Building on prior knowledge – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Gross Motor Skills</b>	Explores moving their body in different ways.	Moves body to music showing when they can stop and start.	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	To move safely with confidence and imagination, communicating ideas through movement.	Can follow instructions in simple races, running at speed and an obstacle course.
<b>Fine Motor Skills</b>	Shows can use one handed tools.	Makes snips in paper using scissors.	Child shows a preference for a dominant hand.	Begin to hold a pencil with a modified tripod grip to show control.	Demonstrate a growing independence putting on a coat and shoes, begin to do zips.	Begin to use a knife and fork.

# Leading to future knowledge and skills of the National curriculum.

## **English - Handwriting**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## PE

- Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

## **Design and Technology**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make

- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.



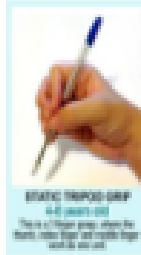







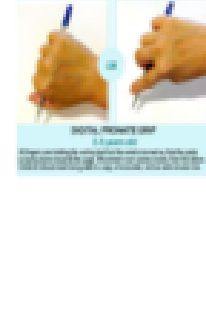

### Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Technical Knowledge
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

### Cooking and Nutrition

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from.



DYNAMIC TRIPOD GRIP	LATERAL TRIPOD	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	THUMB IN HYPER EXTENDED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	THUMB TUCK	CROSS THUMB	HOOKEED WRIST OR EXTENDED WRIST	4 FINGER GRIP HIGH INDEX	DIGITAL PRONATE GRIP	FISTED GRIP
4-6 YEARS									3-4 YEARS	2-3 YEARS	1-2 YEARS
 <p><b>DYNAMIC TRIPOD GRIP</b> By 6 or 7 years old The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>	 <p><b>The lateral tripod</b></p>	 <p><b>STATIC TRIPOD GRIP</b> By 4-6 years old The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>	 <p><b>Thumbs joint in hyperextended position</b></p>	 <p><b>Index finger joint in hyperextended position</b></p>	 <p><b>Joint of index finger and thumb in a flexed position</b></p>	 <p><b>The thumb tuck</b></p>	 <p><b>The cross thumb</b></p>	 <p><b>hooked wrist or extended wrist</b></p>	 <p><b>4 FINGER GRIP</b> 3-4 years old All fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	 <p><b>FISTED GRIP</b> 1-2 years old Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>
<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>									<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>

Reception Age Range

# Assessment and Next Steps

## Ride a bike

We look at the components instead!

### Break it down!



Balance

Direction

Confidence

Control



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

TIME TO FLOURISH!  
WHY AM I SPECIAL?

HOW DO I CELEBRATE?  
TERRIFIC TALES

AMAZING CREATURES!  
WHO WAS MARY ANNING?

SPACE! WHICH PLANET  
AM I FROM?

EGGS! WHICH ANIMALS  
HATCH OUT OF AN EGG?

UNDER THE SEA! WHAT  
LIVES UNDER THE SEA?

LITERACY

COMPREHENSION  
- DEVELOPING A  
PASSION FOR READING

WORD  
READING

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)

Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  
Sequencing familiar stories through the use of pictures to tell the story.  
Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.  
Introducing Vipers

Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.  
Respond to who/what/where/when? Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  
Enjoys an increasing range of books  
Developing Vipers

Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Floppy Phonics. Make the books available for children to share at school and at home. Developing Vipers.

Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Innovate a well-known story with support. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Talk about characters  
  
World Book Day  
  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books eg language pattern of stories. They develop their own narratives and explanations by connecting ideas or events and suggesting how a story might end.  
  
Developing Vipers.

Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  
  
Make simple, plausible suggestions about what will happen next in a book they are reading.  
  
Know the difference between different types of texts (fiction, nonfiction, poetry)  
  
Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  
  
Developing Vipers.

Can draw pictures of characters/ event / setting in a story  
  
Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions  
  
Make predictions  
  
Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.  
  
With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.  
  
Developing Vipers.

**Phonic Sounds: Ongoing Phase 1 Floppy Phonics Reading**

I can handle books correctly and follow print left to right, top to bottom

I can locate the title

I can segment and blend words orally  
I can recognise words that rhyme

**Phonic Sounds: Ongoing Phase 1 Floppy's Phonics Reading:**

I can Link most sounds to letters

I am beginning to blend and segment in order to read vc and cvc words

I am beginning to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print  
  
I can read some Phase 2 words including some CEW words

**Phonic Sounds: Ongoing Phase 1 Floppy Phonics Reading:**

I can locate and recall the title

I can read with 1-1 correspondence

I can read some common irregular words (Phase2/3)

I can link all sounds to letters

I can solve simple words by blending sounds and I check what I read makes sense and sounds right

**Phonic Sounds Phase 1 Ongoing Floppy's Phonics**

**Reading:** I can read phase 3 words (decodable and CEW) and some phase 4 words

I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)

I can read words consistent with my phonic knowledge by sound blending (ELG)

**Phonic Sounds: Phase 1 ongoing Floppy's Phonics**

**Reading:** I can read phase 3 and 4 words (decodable and CEW)

I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)

I can read words consistent with my phonic knowledge by sound blending (ELG)

I can re-read books showing increased

**Phonic Sounds:**

**Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

End of term assessments

Transition work with Year 1 staff

## EYFS Phonic & Reading Progression Map

### High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I	no	he	was	her	said	do	one	what
the	go	she	you	all	have	some	were	went
to	into	we	are	they	like	some	there	out
		me		me	so	little		
		be						

### Phase 2/3 Tracker

Phase 2					
s a t p	i n m d	g o c k	c k e u r	h b f f f	l l s s

Phase 3					
j v w x	y z z z qu	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er ear air ure

### Blending and Segmenting

Reading initial sounds individual letters	Blending sounds into words Oral blending	Reading letter groups (Digraphs) to represent one sound.	Read a few common exception words	Segment and blend words in reading book	Read simple words and sentences with known letter sounds	Reread books to build up confidence and fluency	Recall of more tricky words	Know at least 10 digraphs	Read aloud books containing phase 2 and 3 sounds	Read words containing blends cvcc ccvc ccvcc
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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

Reading  
Progression  
In the EYFS





# RECEPTION LONG TERM PLAN

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

TIME TO FLOURISH!  
WHY AM I SPECIAL?

HOW DO I CELEBRATE?  
TERRIFIC TALES

AMAZING CREATURES!  
WHO WAS MARY ANNING?

SPACE! WHICH PLANET AM I  
FROM?

EGGS! WHICH ANIMALS  
HATCH OUT OF AN EGG?

UNDER THE SEA! WHAT  
LIVES UNDER THE SEA?

**Texts as a Stimulus:**



**Non-fiction** – Looking after a pet.  
**Poetry** – Nursery rhymes  
Fiction – Dear zoo story pattern – cumulative Focus – story language including so and unfortunately  
**Non fiction** – How to look after a pet Text type – information  
**Poetry** – Nursery rhymes, Animal fayre,  
Fiction – We're going on a bear hunt story pattern – journey Focus – joining in chorally with actions  
Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.  
Name writing, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels.  
Writing for a purpose in role play Know that print carries meaning and in English, is read from left to right and top to bottom.  
Know how to draw lines and circles.

**Texts as a Stimulus:**



**Non-fiction** – Mapping the journey  
**Poetry** – World Nursery rhyme week  
**Daily Christmas stories in Dec** Fiction – The Gingerbread Man story pattern – journey story focus story language including unfortunately and finally  
**Non fiction** Mapping the journey text type Recount  
**Poetry** – World Nursery Rhyme week Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (to Santa)  
Writing CEW words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  
Form letters from their name correctly. Recognise that after a word there is a space

**Texts as a Stimulus:**



**Non-fiction** – Mary Anning – fossil hunter  
**Poetry** – dinosaur rhyme  
Fiction – Tom and the island of the dinosaurs story pattern – warning focus story language, connectives  
**Non fiction** – Mary Anning, fossil hunter text type – information and discussion Poetry – I'm a mean old dinosaur, Carnivores, herbivores and omnivores, Prehistoric animal brigade, 5 little dinosaurs, 5 enormous dinosaurs  
Fiction – Alan's big scary teeth story pattern – defeating the monster focus story language - early dialogue  
Use appropriate letters for initial sounds.

**Texts as a Stimulus:**



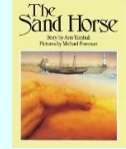
**Non fiction** – space facts  
**Poetry** Hey diddle diddle  
Fiction – Whatever next! Story pattern – journey and dialogue focus – story language – first, next, then, finally  
**Nin fiction** – Space facts text type – information and explaining language  
**Poetry** – 5 little men in a flying saucer, twinkle twinkle, x has a spaceship..., 5 little astronauts  
Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.  
Labels and captions – life cycles Recount – A trip to the park  
Character descriptions.

**Texts as a Stimulus:**



**Non fiction** – eggs  
**Poetry** – Little red hen  
Fiction – Little red hen story pattern cumulative focus – story language and joining in dialogue  
**Non fiction** – Eggs text type – information  
Fiction – Rosie's Walk story pattern – journey focus – preposition phrases  
**Poetry** – 5 little eggs in an incubator, Heggity, Peggity my black hen, Chick chick chick of animals come from eggs, eggs, eggs who lays eggs, baby chick, I'm a little chicken, 5 brown eggs in a nest of hay.  
Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.  
Rhyming words.  
Recounts including observational recounts – hatching chicks  
Drawing and using story map

**Texts as a Stimulus:**



**Non fiction** – rock pools  
**Poetry** – Senses poem  
Fiction – Sand Horse story pattern – cumulative journey focus – early dialogue, story language first, then next, finally, unfortunately, after that, because.  
**Non fiction** – rock pools text type – information  
**Poetry** – Senses poem, Bobby Shafto, 1,2,3,4,5 once I caught a fish a live, upon a beach, commotion in the ocean, o I do like to be beside the seaside  
**Non fiction** Story writing, writing sentences using a range of CEW words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Using story maps Character description –sea creatures

WRITING  
USING TALK  
4 WRITING-  
SEE SEPARATE PLAN FOR  
INFO  
TFW USED AS STIMULUS  
ACROSS THE YEAR

TEXTS MAY CHANGE DUE  
TO CHILDREN'S INTERESTS

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
the 1 to see like 12345 and mv	IVADDAO	Wubba's I want to be a doctor	Thehcar (The horse can run.)	My first day at school I was very nervous	To begin I was so shy until the teacher started with the shapes and I was the only one who did	One day I saw my friend at school and I was very happy to see him. The end
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant Vowels begin to appear	A child hears beginning, middle and end sounds.		Whole sentence writing develops

## EYFS Writing Progression Map

### WRITING High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I	no	he	was	her	said	do	one	what
the	go	she	you	all	have	some	were	went
to	into	we	are	they	like	some	there	out
		me		me	so	little		
		be						

### WRITING Phase 2/3 Tracker

Phase 2					
s a t p	i n m d	g o c k	c k e u r	h b f f	l l s s

Phase 3					
j v w x	y z z z q u	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er ear air ure

### WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds	I can write cvc words using some digraphs	I can write simple captions like to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop	I am starting to use some finger spaces between my words	My writing can be read by others.
				I am starting to write ph 2 tricky words	I am starting to write ph 3 tricky words			I can reread what I have written.	I am forming my letters correctly.	Some words are spelled correctly, and others are phonetically plausible.
									I am starting to use capital letters.	I can spell many HFW words



# Writing Progression In the EYFS

# Assessment and Next Steps

## Write CVC words

We look at the components instead!



## Break it down!

Know letter  
sounds

Control a  
pencil

Feel  
confident  
to have a  
go

Remember the  
sequence of  
letters when we  
write a word



# Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Comprehension</b>	Independently looks at a book, holding it the correct way and turning pages.	Engages and enjoys an increasing range of books.	Acts out stories using recently introduced vocabulary.	To be able to talk about the characters in the books they are reading.	Retell a story using vocabulary influenced by their book.	Able to answer questions about what they have read.	<p><del>begin to show accuracy and care when drawing.</del></p> <ul style="list-style-type: none"> <li>- Demonstrate 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 and during role-play.</li> </ul>
<b>Word Reading</b>	Segment and blend sounds together to read words.	Begin to read captions and sentences.	Recognise taught digraphs in words and blend the sounds together.	Read words containing tricky words and digraphs.	Read longer sentences containing phase 4 words and tricky words.	Read books matching their phonics ability.	<ul style="list-style-type: none"> <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>
<b>Writing</b>	To give meanings to the marks they make.	Forms letters correctly.	Write words representing the sounds with a letter/letters.	Write labels/phrases representing the sounds with a letter/letters.	Write words which are spelt phonetically.	Write simple phrases and sentences using recognisable letter and sounds.	<ul style="list-style-type: none"> <li>- Write recognisable 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>

# Building on prior knowledge – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension</b>	Joins in with repeated phrases for familiar stories.	Expresses simple likes about a shared story.	Answers who and what questions linked to stories shared.	Expresses simple likes and dislikes about a shared story.	Uses new vocabulary in their play.	Uses new vocabulary in conversations.
<b>Word Reading</b>	Discriminates between sounds.	Develops book handling skills.	Can clap syllables.	Can recognise rhymes.	Identifies initial sounds	Able to develop oral blending skills.
<b>Writing</b>	Can draw a straight line.	Can draw curved lines in both clockwise and anti-clockwise directions.	Ascribes meanings to marks during play.	Responds to focus texts through mark making.	Ascribes meanings to marks.	Beginning to record some sounds in sequence.

# Leading to future knowledge and skills of the National curriculum.

## English - Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

## **English – Spelling**

Children should be taught to spell:

- Words containing each of the 40+ phonemes already taught;
- Common exception words;
- Days of the week.

Children should be taught to:

- Name the letters of the alphabet in order;
- Use letter names to distinguish between alternative spellings of the same sound;
- Apply simple spelling rules;
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
- Use the prefix un;
- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

Composition Write sentences by:

- Saying out loud what they are going to write about;
  - Composing a sentence orally before writing it;
  - Sequencing sentences to form short narratives;
  - Re-reading what they have written to check that it makes sense.
- 
- Discuss what they have written with the teacher or other pupils;
  - Read aloud their writing clearly enough to be heard by their peers and the teacher.

## **English - Vocabulary, Grammar and Punctuation**

Children should develop their understanding of the concepts set out in English Appendix 2 by:

- Leaving spaces between words;
- Joining words and joining clauses using and;
- Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;
- Using capital letter for names of people, places, the days of the week, and the personal pronoun I.

## **English - Grammar**

Words

- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.

English - Sentences

- How words can combine to make sentences.
- joining words and joining clauses using 'and'.
- Sequencing sentences to form short narratives.

English - Punctuation

- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.

## **English - Handwriting**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES WHO WAS MARY ANNING?	SPACE – WHICH PLANET AM I FROM?	EGGS – WHICH ANIMAL S HATCH OUT OF AN EGG?	UNDER THE SEA- WHAT LIVES UNDER THE SEA?
<b>MATHS</b> <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> <i>Mathematics Mastery</i>	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.					
	White Rose Maths using Master the curriculum X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	White Rose Maths using Master the curriculum Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	White Rose Maths using Master the curriculum Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	White Rose Maths using Master the curriculum 9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	White Rose Maths using Master the curriculum Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	White Rose Maths using Master the curriculum Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation

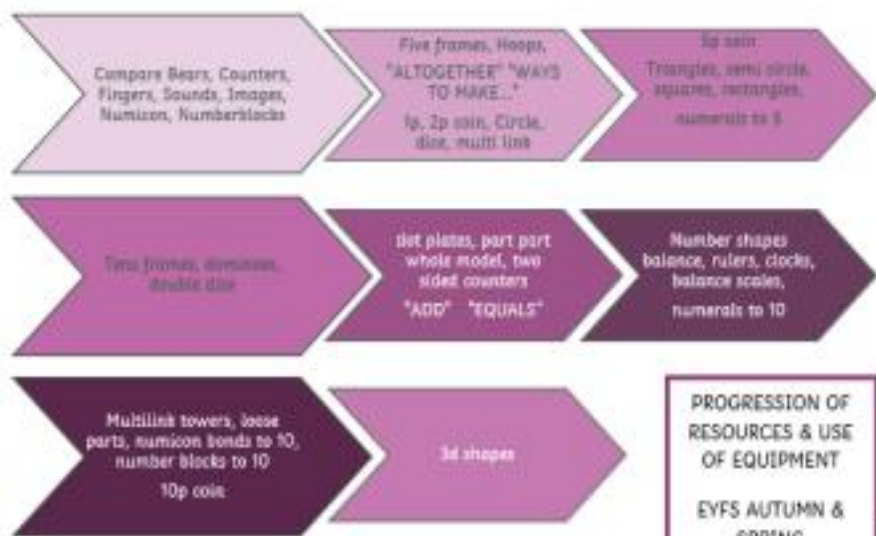
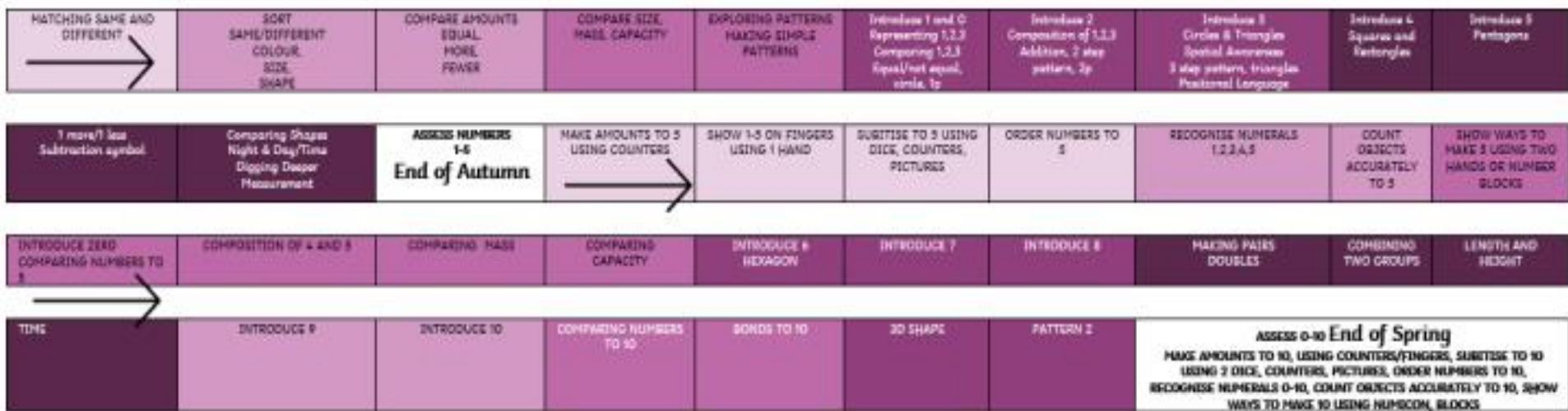




# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE- WHICH PLANET AM I FROM?	EGGS- WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA –WHAT LIVES UNDER THE SEA?
MATHS	TEXTS TO SUPPORT LEARNING					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p><i>Mathematics Mastery</i></p>	      	        	        	        	      	   





PROGRESSION OF RESOURCES & USE OF EQUIPMENT  
EYFS AUTUMN & SPRING

#### SUMMER TERM- BEYOND 10

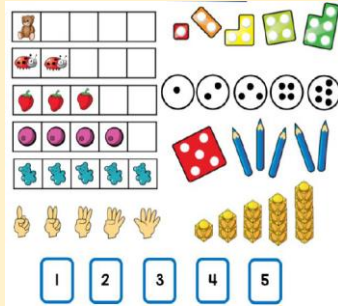
Number patterns to 20	Making numbers	Find my match with shapes	Track game- counting on	Taking away with pebbles
Matching pictures and numerals	Ordering numbers to 20	Find my match with models	Adding more	Taking away
Ten frame fill beyond 10	Race to 20 game	Match and fill	Adding more- unknowns then	Taking away- unknowns then
Estimating game	Bingo with numbers to 20	Replicate my model	Adding more- first unknown	Pass it on game
Subtraction from ten frames game	Which holds the most?	Tangrams		



Making new shapes with 3 right angle triangles	Doubling	Sharing	Even and Odd	Problem Solving	<b>ASSESS END OF TERM SUMMER</b>
Making new shapes with squares	Doubling Dice Game	Teddy Bear Picnic	One Odd day	Cuisenaire Rods	
Grandpa's quilt	Doubling barrier Game	The Owl's Ball Ring	How many cubes	Patterns	
	Domino game	Grouping	Barrier Game	Making Maps	
				Division Mats	

# Mathematics Progression in the EYFS

## KEY REPRESENTATIONS - Autumn



### WEEK 1-3 Getting to know me

Opportunities for settling in / provision areas / where do things go / positional language / daily routines / days of the week

### WEEK 4-6 - Just like me

- Match and sort (same/different/colour/size)
- Compare amounts (equal/more/fewer)
- Compare size mass and capacity (tall/tallest / big/little/short/shortest)
- Exploring pattern

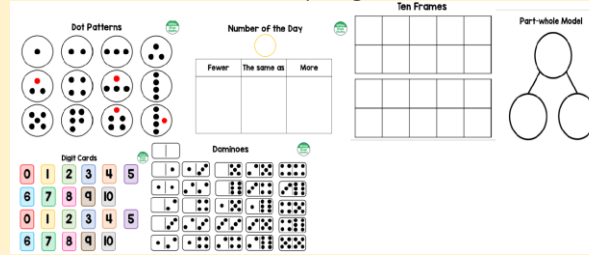
### WEEK 7-9 Its Me 1, 2, 3

- Representing 1,2,3 (equal/not/circle/ 1p)
- comparing 1, 2, 3,
- composition of 1, 2, 3
- circles and triangles (3 step patterns)
- positional language

### WEEK 10-12 Light and Dark

- Representing numbers 1-5
- One more and one less (subtraction and addition symbol)
- Shapes with 4 sides (squares / rectangles)
- Time - days of the week

## KEY REPRESENTATIONS - Spring



### WEEK 1-3 Alive in 5

- Introducing 0 Comparing and ordering numbers to 5
- Composition of 4 and 5
- Comparing mass and Capacity

### WEEK 4-6 Growing 6, 7, 8

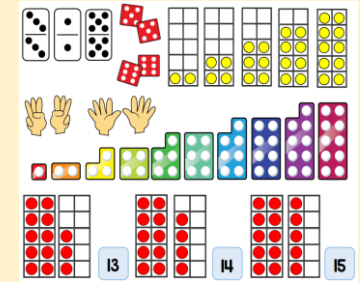
- Introducing 6, 7, 8, (making pairs / combining 2 groups)
- Combining groups (addition)
- Length, Height & Time

### WEEK 7-9 Building 9, 10

- Introducing 9 and 10 - comparing and ordering (making sets / combining groups)
- Number bonds to 10
- 3d shape and pattern

### WEEK 10-12 - Consolidation / revisit

## KEY REPRESENTATIONS - Summer



### Week 1-3 To 20 and beyond

- Building numbers beyond 10
- Counting patterns beyond 10
- Spatial reasoning (match, rotate, manipulate)
- 

### Week 4-6 First, then, now

- Adding
- Take away
- Spatial reasoning (Compose and decompose)

### Week 7 - 9 Find my pattern

- Doubling
- Sharing and grouping
- Odd and Even
- Spatial reasoning (Visualise and build)

### Week 10-12 On the move

- Deepening understanding - problem solving
- Patterns and relationships
- Consolidation
- Spatial Reasoning (Mapping)

# Assessment and Next Steps

Sing a repertoire of songs

We look at the components instead!



## Break it down!

Pronounce  
the words  
of the song

Understand  
the words  
of the song

Feel  
confident in  
a social  
situation

Remember the  
sequence of  
actions that  
accompany the  
song

# Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Number</b>	Have a deep understanding of numbers 1 – 3.	Have a deep understanding of numbers 1 - 5.	Have a deep understanding of numbers 1 – 8.	Have a deep understanding of numbers 1 - 10	To revise number bonds to 5.	Know number bonds to 10 including doubling facts.	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul>
<b>Numerical Patterns</b>	Verbally say which group has more or less.	Compare equal and unequal groups.	Understand and explore the difference between odd and even numbers.	Add and subtract using number sentences.	Share quantities equally.	To be able to count beyond 30 and higher (100)	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> </ul>
							<ul style="list-style-type: none"> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

# Building on prior knowledge – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>	Recognition of up to 3 objects.	Recognition of up to 3 objects.	Can count 5 objects from a larger group.	Begins to compare quantities within 10.	Begins to represent numbers within 10 using pictorial representations.	Can use key language total/altogether.
<b>Numerical Patterns</b>	Counts accurately to 3.	Counts accurately to 5.	Counts accurately to 10.	Uses more or less, comparing numbers within 5.	Experiments with own symbols and numbers.	Solves problems with numbers up to 5.

# Leading to future knowledge and skills of the National curriculum.

## **Maths - Number and Place Value**

- 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 twos, fives and tens.
- Given a number, identify one more and one 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.



## **Maths - Addition and Subtraction**

- 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 zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = [] - 9$ .

## **Maths - Multiplication and Division**

- 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.

- **Maths - Measurement**

Compare, describe and solve practical problems for:

- Lengths and heights (long/short, longer/shorter, tall/short, double/half).
  - Mass or weight (heavy/light, heavier than, lighter than).
  - Capacity/volume (full/empty, more than, less than, quarter).
  - Time (quicker, slower, earlier, later).
- 
- Measure and begin to record:
    - Lengths and heights
    - Mass/weight
    - Capacity and volume
    - Time (hours, minutes, seconds)
  - Recognise and know the value of different denominations of coins and notes.
  - Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
  - Recognise and use language relating to dates, including days of the week, weeks, months and years.
  - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- 
- Maths - Position and Direction
    - Describe position, directions and movements, including half, quarter and three-quarter turns.
- 
- Maths - Shape
    - Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES WHO WAS MARY ANNING?	SPACE WHICH PLANET AM I FROM?	EGGS WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA WHAT LIVES UNDER THE SEA?
COMPUTING						
<p>Our aim is that children leave Saint John's Primary:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> </ul>	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>To screenshot using the home and lock buttons</p> <p>interact with simulation software</p> <ul style="list-style-type: none"> <li>- use a package to produce a picture on screen</li> <li>- understand that 'output' is the result of a trigger (pressing the play button)</li> <li>- control a programmable toy</li> <li>- talk about how everyday technology is controlled</li> </ul> <p><b>SMART RULES:</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves to know that not everything they see on the internet is true</li> </ul>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves to know that not everything they see on the internet is true</li> </ul>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves to know that not everything they see on the internet is true</li> </ul>	<p>Identify how technology is used to share information (Google Maps)</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves to know that not everything they see on the internet is true</li> </ul>	<p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves to know that not everything they see on the internet is true</li> </ul>	<p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> <li>- explore a website</li> <li>- collect and sort information using ict</li> <li>- produce a simple program</li> </ul> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves to know that not everything they see on the internet is true</li> </ul>

# Leading to future knowledge and skills of the National curriculum.

## **Computing**

- Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE - WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA -WHAT LIVES UNDER THE SEA?
<p><b>UNDERSTANDING THE WORLD</b></p> <p><b>RE / FESTIVALS</b></p> <p><b>SEE CURRICULUM MAPS FOR MORE DETAIL</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>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>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>I can show an interest in different occupations and ways of life</li> <li>I can draw a simple map</li> <li>I can talk about things I have observed such as animals</li> <li>I show care for living things (pets)</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> <li>REFELCTION TIME DAILY</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I can talk about why things happen:</li> <li>I can recognise and describe special times or events for family or friends</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>I understand the effects of changing seasons on the world around me</li> <li>REFELCTION TIME DAILY</li> </ul>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Celebrate Chinese New year</li> <li>Recognising that people have different beliefs</li> <li>Respecting difference Talk about lives of people around us</li> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Knowing there are different countries in the world</li> <li>REFELCTION TIME DAILY</li> </ul>	<ul style="list-style-type: none"> <li>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</li> <li>I can describe special events (Easter)</li> <li>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.</li> <li>REFELCTION TIME DAILY</li> </ul>	<ul style="list-style-type: none"> <li>Growth &amp; Change: frog life cycle</li> <li>I can show care and concern for living things in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> </ul> <p>Similarities and differences between countries/environments/ languages/ /Africa/Animals using Handa's Hen</p> <p>I can tell you what a plant needs to grow (growing the beanstalk)</p> <p>I can understand the key features of the life cycle of a plant and animal</p> <p>Growth &amp; Change: chick life cycle</p> <p>Environment: care can concern: chick</p> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad compare and contrast past and present</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>I can draw information from a simple map</li> <li>I can talk about ways in which I can look after the environment</li> <li>Pirate maps (maps of school to find treasure)</li> <li>REFELCTION TIME DAILY</li> </ul>
	Harvest Festival RE Being Special – where do we belong?	Why is Christmas special for Christians ?	What times/ stories are special and why?	Why is Easter special for Christians?	Why is the word 'God' so important to Christians?	What places are special and why?

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

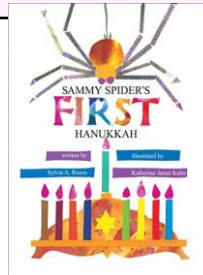


Children will have opportunity to develop their emerging moral and cultural awareness.

## TEXTS TO SUPPORT LEARNING



## RE texts -



# Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Past and Present</b>	To know about their own life story and know they have changed.	To know some similarities and differences between things in the past and now.	Talk about the lives of people around them.	Talk about past and present events in their lives and what has been read to them	To know about the past through settings, characters.	TO know about the past through settings, characters and events.	<ul style="list-style-type: none"> <li>- Talk about the lives of the 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> </ul>
<b>People, Culture and Communities</b>	Know about features of the immediate environment.	Know that there are many countries around the world.	Know that people around the world have different religions.	Know about people who help us within the local community.	To know that people in other countries may speak different languages.	To know that simple symbols are used to identify features on a map.	<ul style="list-style-type: none"> <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> </ul>
<b>The Natural World</b>	To explore and ask questions about the natural environment around them	Understand the terms 'same' and 'different'.	Talk about features of the environment they are in and learn about the different environments.	Make observations about animals discussing similarities and differences.	Make observations about plants discussing similarities and differences.	Know some important processes and changes in the natural world including states of matter.	<ul style="list-style-type: none"> <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>



# Building on prior knowledge – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Past and Present</b>	To talk about the concept of growing up.	Talk about their immediate family and their role in the family.	Listen to family stories.	Share past family experiences.	Share and understand how they have grown and changed.	Explore changes over time.
<b>People, Culture and Communities</b>	Know about family celebrations.	Know about events celebrated by different groups of people.	Know about who celebrates Easter	Know why we celebrate Easter.	Know about people who help us.	Understand how people help us.
<b>The Natural World</b>	Explore changes in Autumn.	Explore what happens on cold winter days.	Talk about taking care of the world around us.	Know simple animal life cycles.	Explore growing seeds and taking care of plants.	Explore different forces.

# Leading to future knowledge and skills of the National curriculum.

## Science

During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

## Science - Plants

- 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, including trees.

## Science - Animals, Including Humans

- 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 common animals (fish, amphibians, reptiles, birds and mammals, including pets.)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## Science - Everyday Materials

- 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.

## Science - Seasonal Change

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

## History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)
- Significant historical events, people, places in their own locality.

## **Geography**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.

### **Geography - Locational Knowledge**

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### **Geography - Place Knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

## **Geography - Human and Physical Knowledge**

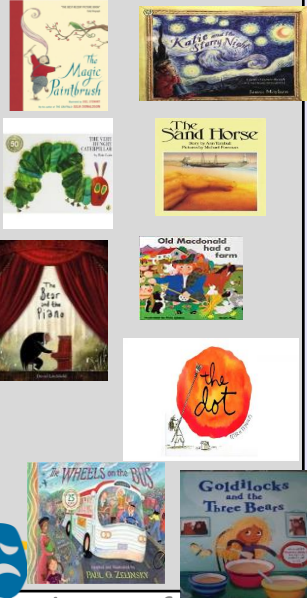
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
- Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to:
- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.
- Geographical Skills and Fieldwork
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.
- Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and 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 environment.


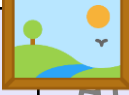

Also see Y1 PSHCE scheme - SCARF

GENERAL THEMES

## EXPRESSIVE ARTS AND DESIGN

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*



AUTUMN 1 	AUTUMN 2 	SPRING 1	SPRING 2 	SUMMER 1	SUMMER 2
TIME TO FLOURISH! WHY AM I SPECIAL?	HOW DO I CELEBRATE? TERRIFIC TALES	AMAZING CREATURES! WHO WAS MARY ANNING?	SPACE! WHICH PLANET AM I FROM?	EGGS! WHICH ANIMALS HATCH OUT OF AN EGG?	UNDER THE SEA! WHAT LIVES UNDER THE SEA?
<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>Charanga scheme for music Join in with songs</p> <p>beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Drama conventions through literacy</p>	<p>Charanga scheme for music</p> <p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.. Use of instruments.</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p>	<p>Charanga scheme for music</p> <p>I can explore how colour can be changed</p> <p>Make different textures; make patterns using different colours</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Drama conventions through literacy</p> <p>Develop techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Move in time to music</p> <p>Develop storylines in their play</p>	<p>Charanga scheme for music</p> <p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can talk about a famous artist.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Andy Goldsworthy/ transient art- natural art</p> <p>Drama conventions through literacy</p>	<p>Charanga scheme for music</p> <p>Collage-farm animals / Making houses. Pastel drawings, Life cycles,</p> <p>Flowers-observational drawing Sun flowers (Van Gogh)</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Drama conventions through literacy</p>	<p>Charanga scheme for music</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Sand sculptures</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Learn to share process of making and evaluate.</p> <p>Drama conventions through literacy</p>

### Expectations for drawing/Painting

- Pre schematic stage - children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.



### Expectations for drawing/Painting

- Schematic stage - children have a definite way to portray certain objects using simple shapes.



### Expectations for drawing/Painting

- Realism stage - children add detail to their work and compare it to that of others work and real objects/images.



# Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Creating with Materials</b>	Experiment mixing with colours.	Experiment with different textures.	Safely explore different techniques for joining materials.	Make props and costumes for different role play scenarios.	Explore and use a variety of artistic effects to express their ideas and feelings.	To share creations, talk about process and evaluate their work.	<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> </ul>
<b>Being Imaginative and Expressive</b>	Sing and perform nursery rhymes.	Experiment with different instruments and their sounds.	Create narratives based around stories.	Move in time to the music.	Play an instrument following a musical pattern.	Invent their own narratives, stories and poems.	<ul style="list-style-type: none"> <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> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



# Building on prior knowledge – Nursery skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Creating with Materials</b>	Join different materials together.	Make choices about which materials to use when creating.	Create closed shapes with continuous lines.	Begin to include details on drawings.	Represent feelings, noises and movements through drawing.	Explore colouring mixing.
<b>Being Imaginative and Expressive</b>	Join in with simple repetitive rhymes and songs.	Perform songs and dances in a Christmas performance.	Explore sounds that can be made from percussion.	Follows teachers signals/instructions when playing instruments (play and stop)	Create own songs using musical accompaniments.	Share likes and dislikes about a piece of music.

# Leading to future knowledge and skills of the National curriculum.

## English – Speaking & Listening

- Listen and respond appropriately to adults and peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.
- Speak audibly and fluently with an increasing command of standard English.
- Participate in discussion, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

## PE

- Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

## Art & Design

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

## **Design and Technology**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### **Make**

- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### **Evaluate**

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

### **Technical Knowledge**

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

### **Cooking and Nutrition**

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from.








## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.



# RECEPTION LONG TERM PLAN

## 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.*

Daily story time  
Sharing books  
throughout the  
provision

Extend children's  
vocabulary,  
explaining  
unfamiliar words  
and concepts

High-quality  
picture books  
Shared book-reading

Core books, songs  
and rhymes

Small world play  
& outdoor  
provision

## **Communication & Language**

Correcting grammar,  
modelling language,  
expanding phrases

Promote active  
listening- carpet  
time, show & tell,  
circle time

Speaking in complete  
sentences,  
questioning,  
narrating

Story corners  
inside and outside,  
book dens  
Literacy displays

Home news, routine  
songs  
Rhymes, poems,  
Storytelling language

Physical challenges provided, change equipment & resources regularly

Putting own belongings away, tidying the classroom, setting up snack

Model positive play and cooperation  
Free play choices

Clear 'safe' rule  
Model safe play

Free choice play provision inside and outside as well as directed activities

## **Personal, Social & Emotional**

Clear boundaries and school rules  
Ready & Respectful rules

Finding out about families and home life, Tapestry, Home School books

Circle time, positive behaviour reinforcement, strategies for staying calm

Good hygiene practice- washing hands, toilet hygiene etc.

High expectations of good manners  
Consistent modelling

Develop gross motor skills with easels, large blackboards, chalks on the ground

Choice of mark making materials, variety of resources

Trim trail, pedal toys, climbing beams and stepping stones

Movement play  
Sand pit, water play, mud kitchen, playdough

Forest School  
Physical education lessons- dance, agility, team games

## Physical

Provision and modelling of one handed tools- scissors, tweezers, tools, pegs etc.

Independent dressing, washing and toileting encouraged

Healthy snacks, consistent handwashing

Regular access to floor space outside  
Handwriting skills refined through provision

Model making, construction, hoops, parachute, balls, bricks

Wide examples of  
print, displays,  
books, resources  
inside and outside

Daily rhymes and  
songs  
Daily phonic lessons  
Daily story time and  
questions

Diverse range of books  
(Literacy Tree and  
classroom shared books  
& lessons  
Picture books

Provision of  
clipboards,  
notebooks,  
blackboards, writing  
areas

Range of mark  
making tools and  
paper resources to  
choose from

## **Literacy**

Phonic display, key  
word and phonic  
mats

Phonic reading  
books for home  
and school linked  
to phonic lessons

Letters & Sounds  
teaching, nursery  
rhymes

Modelled and shared  
writing  
Individual Reading  
with teacher weekly

Handwriting  
sessions, phoneme  
frames, phonic  
activities and  
CI/directed writing

Counting modelled in daily rhymes, routines

Maths corner, wide selection of maths resources in provision

White Rose planning based on progressive steps through the number system

Numberblock videos and resources

Shape and pattern teaching linked to lessons on number

## Mathematics

Free play with blocks, shapes, multilink, tens frames, counters etc

Obstacle courses and hunts using positional language

Provide a variety of patterns (including from different cultures)

Number story books & board games, jigsaws

Directed maths teaching with challenges and questioning



Natural environment  
provision, shells,  
mud, sand, corks,  
wooden logs etc.

Photos of children in  
the past, discuss  
memories  
Stories including past  
and present

People who help us  
visits  
- fire service, nurse etc.  
Animals and Minibeasts

Explore mechanical  
equipment, electrical  
equipment, wind up  
toys, Beebots etc

Discuss forces  
outside, water, twigs  
snapping, pull &  
push

## Understanding the World

Floating & Sinking  
Shadows & the seasons  
Planting & Growing  
Ice and heat/cooking.

Maps, books from  
around the world,  
non fiction books.  
Learn about different  
contrasting areas

Explore homes,  
schools, a local  
building or transport  
from the past

Manmade and  
natural materials.  
The weather.  
Our senses.

Special celebrations  
RE directed teaching

Role play areas  
Small world play  
Dressing up, props  
Puppets

Cutting and sticking  
resources in provision,  
scissors, glue masking  
tape, cellotape, boxes,  
collage materials

Free choice creating  
provision & directed art  
lessons on specific  
artists and skills

Variety of music and  
songs from different  
cultures  
Range of instruments

Skills taught such as  
colour mixing,  
drawing a self  
portrait

## **Expressive Art & Design**

Opportunities to  
watch performances

Direct music  
teaching, call and  
response, pitch  
matching, songs &  
rhyme

Focus on skills and  
CI work as well as  
directed art skill  
teaching- process not  
end product

Daily nursery  
rhymes, action  
songs

Sculpture, clay,  
collage, box  
modelling, textiles  
opportunities

Provide different resources to increase their experiences

Provide a well ordered environment to increase independence

Organise space and resources for good collaboration with peers

Encourage children's interest and provide non fiction books to help them explore

Offer support and guidance so children can explore through trial and error

COEL

High quality, open ended resources to children can play freely too

Make time and space for children to explore freely- timetable provision

Help children to reflect on their learning- Tapestry. Record books

Daily nursery rhymes, action songs

Sculpture, clay, collage, box modelling, textiles opportunities