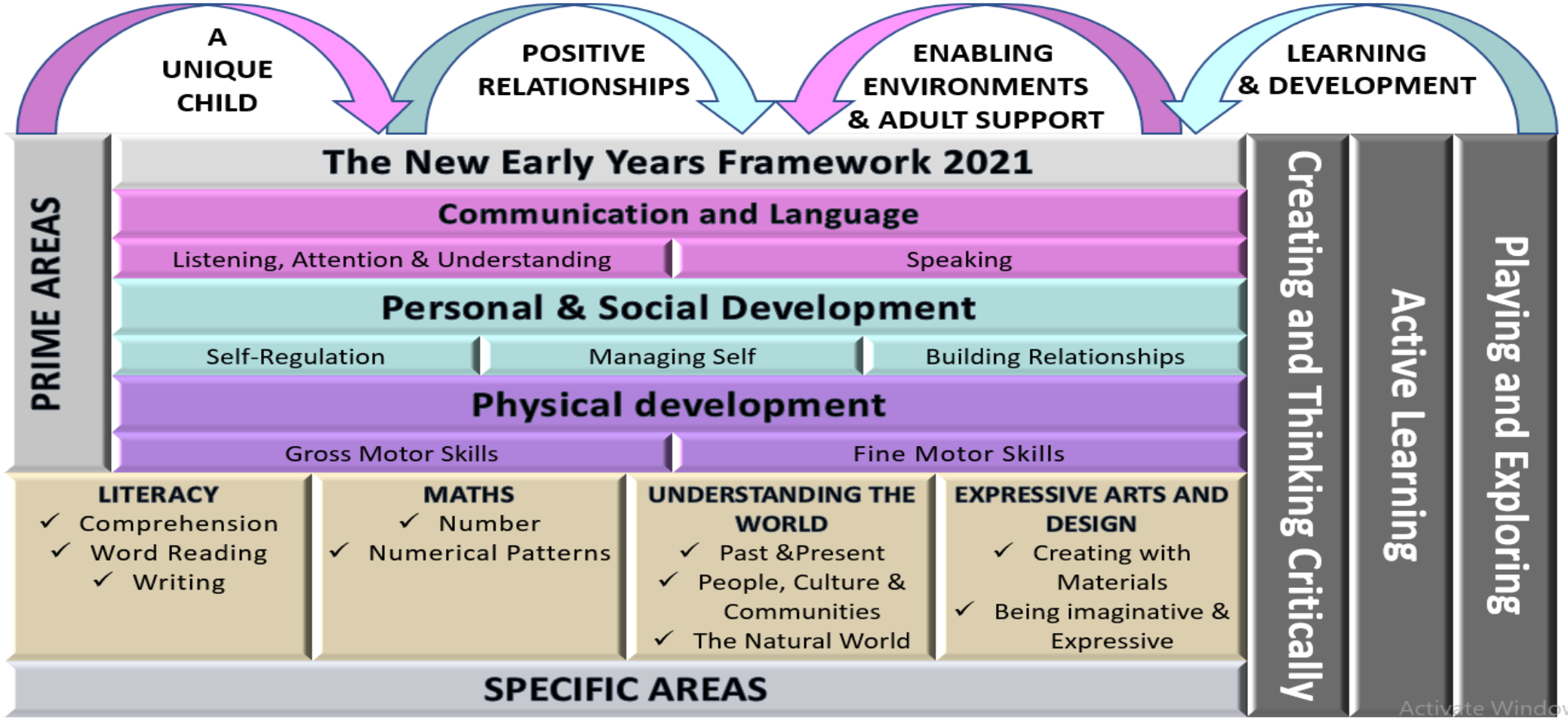
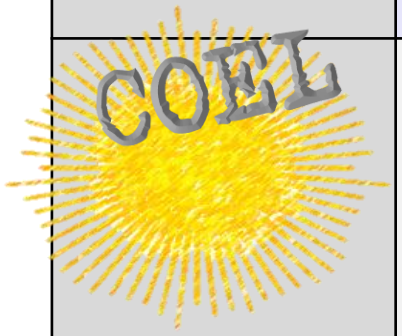
Reception Long Term Plan 26-27

At Bookwell, 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."



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Umbrella NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision* *Well-being & Behaviour For Learning*	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Plants Growing and changing Oral Health Our local area	Amazing Animals New Life Animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Children's Questions/ interests	How are clouds made? (Aurelia) How do clouds stay in the sky (Blake) Why do bubbles float away? (Ariya) What happens to my body when I am sleeping? (Arthur S) Where does the sun go to bed? (Maeve)	How big is the moon? (Lily A) How is chocolate made? (Theo)	Where does the rainbow live? (Sophia) Is the moon made of cheese? (Poppie) How do rockets fly? (Kyan)	Why do birds fly? (Ariya) What planet do we live on when Earth wants a rest? (Hudson) How long do butterflies live for? (Lily A)	What is the biggest animal in the ocean? (Arthur S) How many types of animals are there? (Colson) How fast is a cat? (Colson) How does an octopus use it's legs? (Ethan) Why does the sun follow me? (Florence) Where does my shadow go? (Isaac)	How big is the universe? (Arthur H) Why does the sea go in and out? (Ariya) How is the sun so hot? (Hudson) Where does lava come from? (Poppie)
'Wow' moments /Celebrations/ Experiences	Autumn Trail Harvest Time Birthdays Favourite Songs Recycle week- 21st Oct	Guy Fawkes / Bonfire Night Christmas Time around the World / Nativity Nursery Rhyme week Remembrance day Christmas Party Theatre trip	New Year celebrations Valentine's Day Internet Safety Day Pancake Day	Science week Easter time Weather Nature Scavenger Hunt Mother's Day	Butterfly life cycle Frog life cycle Sports Day Class Assembly World Bee Day	Father's Day Transition to Year 1 Key Stage 1 trip Infant Play Teddy Bear's picnic day – 10th July

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife

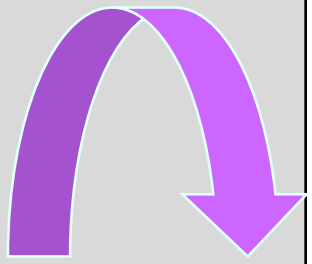


Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Bookwel 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Values Assemblies / Sharing Circles	**Mutual respect** 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.	**Mutual Tolerance** 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.	**Rule of law** 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.	**Individual liberty** 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.	**Democracy** 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.	**Recap all British Values** 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 Set up Seesaw Parents evenings CLEG cluster meeting- to discuss baseline	On going assessments Baseline analysis Pupil progress meetings EYFS team meetings – looking at whether children are on track/not on track Draw a person	Ongoing assessments EYFS team meetings- tracking progress, discuss next steps etc. Draw a person	Ongoing assessments EYFS team meetings- tracking progress, discuss next steps etc. Draw a person	Cluster moderation EYFS goals – which children are on track? Draw a person	Draw a person EOY data Reports to parents
Parental Involvement	Home / School Agreement Transition questionnaire Parents evening Church service (Harvest)	Nativity – church service	Parents evening	Parent lunch		Whole Class Assembly Summer play Reports to parents
Enrichment opportunities	Autumn walk around the school grounds- exploring seasonal changes	Visit to the church Library visit Baking – linked to celebrations Theatre trip Remembrance poetry	Farm trip	Visit the castle for signs of spring Walk around Egremont	Arts Week* Caterpillars/ life cycles Frog Life cycles	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Communication and Language – Prime area	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** 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 **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
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, EYFS productions, assemblies and weekly interventions. Daily story time	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Engage in talk for writing sessions.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in talk for writing sessions.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in talk for writing sessions.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in talk for writing sessions.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in talk for writing sessions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Personal, Social and Emotional Development (PRIME AREA)	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Jigsaw Coverage	JIGSAW: Being me in my world (Autumn 1) Feelings, belonging, similarities, differences, responsibilities and rights.	JIGSAW: Celebrating differences (Autumn 2) Identifying differences, understanding what makes us special, families, making friends.	JIGSAW: Dreams and goals (Spring 1) Challenges, determination, goals.	JIGSAW: Healthy Me (Spring 2) Making healthy choices, movement, stranger danger, keeping safe.	JIGSAW: Relationships (Summer 1) My family and friends, belonging, getting on and falling out.	JIGSAW: Changing me (Summer 2) My body, respecting my body, growing up, changes and celebrations.
Self Regulation	Aware of own feelings, can talk about feelings using words like 'happy', 'angry', 'sad'. **Expressing feelings** Understands rules and routines of the class. **Manage behaviour**	Can show concern for others. Can talk to others to solve problems/conflicts (with adult support) Can identify how they are feeling on using our emotion faces. **EF** Begin to take turns and share resources **MB**	Can show pride in own achievements by sharing work. Can make choices by communicating what they need. **EF** Understand behavioural expectations of our class **MB**	Can name trusted adults in school. Understand how to calm themselves using our rainbow breaths. **EF** Understand why listening is important **MB**	Initiate an apology where appropriate, **EF** Begin to know that others may do this in a different way to them. **EF** Can follow instructions, requests and ideas. **MB**	Understand some strategies to deal with anger. Able to identify and moderate feelings. Can negotiate with others to solve problems **EF** Engage in challenges and take responsibility of their learning. **MB**
Managing Self- self awareness/ keeping healthy	Know what they like/dislike. Understand there are rules to follow. Can independently organise themselves in the morning/ end of the day. Can manage personal hygiene. Can follow 1 step instructions.	Can talk about what they are doing and why. Can independently choose where they want to play. Can get changed for outdoor play with adult support. Can follow 2 part instructions.	Take pride in themselves and their work. Can explain right from wrong- trying to use good choices. Can independently manage their own needs e.g say when hungry etc	Confident to share achievements with others. Know and talk about their general well being- how to care for themselves. Can get dressed for outdoor play. Begin to show resilience. Discuss healthy/unhealthy foods.	Can confidently talk about personal abilities. Confident to try new activities, having a 'can do' attitude. Can follow 3 part instruction.	See themselves as a unique and valued member of the class. Seeks out a challenge and is confident to see it through. Know that exercise keeps us healthy.
Building Relationships	Build constructive relationships. Engage in positive interactions. Play alongside peers.	Continue to build relationships. Seek familiar adults	Seek others to share learning activities and experiences.	Use language to negotiate, play and to organise learning.	Can work together in collaboration.	Can resolve conflict. Show awareness of actions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Physical development (Prime area)	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	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 Dough Disco	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. Dough Disco	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 Pencil party- squiggling/ wiggling	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Pencil party- squiggling/ wiggling	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually 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 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
Daily opportunities for Fine Motor Activities Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Active start P.E Move to Write Outdoor Play	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Tw0-wheeled balance bike Gymnastics – with the coach Move to Write Outdoor Play	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Outdoor Play	Balance- children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Dance- with the coach Outdoor Play	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Fundamentals-with the coach Outdoor Play	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Forest School Outdoor Play
	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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Literacy	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)					
Comprehension - Developing a passion for reading Children will visit the library weekly	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.	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. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – place mini me in the provision. Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline/ diary of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can children explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	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.
Word Reading	Phonics Phase 2 **Week 1** s a t p **Week 2** i n m d **Week 3** g o c k is **Week 4** ck e u r l **Week 5** h b f l Phase 1 aspects ongoing. Developing Language- Little Wandle Rhyme time	Phonics **Week 1** ff ll ss j put* pull* full* as **Week 2** v w x y and has his her **Week 3** z zz qu words with s /s/ added at the end (hats sits) Ch go no to into **Week 4** sh th ng nk she push* he of **Week 5** • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be Developing Language- Little Wandle Rhyme Time	Phonics **Week 1** ai ee igh oa **Week 2** oo oo ar or was you they **Week 3** ur ow oi ear my by all **Week 4** air er words with double letters: dd mm tt bb rr gg pp ff are sure pure **Week 5** longer words	Phonics **Week 1** review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling **Week 2** review Phase 3: er air words with double letters longer words **Week 3** words with two or more digraphs **Week 4** longer words words ending in –ing compound words **Week 5** longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	Phonics **Week 1** short vowels CVCC said so have like **Week 2** short vowels CVCC CCVC some come love do **Week 3** short vowels CCVCC CCCVC CCCVCC longer words were here little says **Week 4** longer words compound words there when what one **Week 5** root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	Phonics **Week 1** long vowel sounds CVCC CCVC Review all taught so far Secure spelling **Week 2** long vowel sounds CCVC CCCVC CCV CCVCC **Week 3** Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words **Week 4** root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ **Week 5** root word ending in: –er, –est longer words

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Writing Writing Roots Texts may change due to children's interests	**Texts as a Stimulus:** **Where the wild things are by Maurice Sendak** **Anansi the spider by Gerald McDermott** Dominant hand, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Create their own Wild character and label using initial sounds. Labels, captions, retellings and simple explanations- tourist information leaflet	**Texts as a Stimulus:** **I am Henry Finch by Alexis Deacon** **Ning and the Night Spirits by Adriena Fong** Name writing, labelling using initial sounds, story scribing. I am Henry Finch- Timetables, thought bubbles, commands, letters of advice. Guidebook- How to think. Ning and the Night Spirits Posters, advice letters, party invitations. Main outcome- information text.	**Texts as a Stimulus:** **The Magic Paintbrush by Julia Donaldson and Joel Stewart** **Super Milly and the super school day by Stephanie Clarkson** Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. The Magic Paintbrush Own version 'overcoming tales'- thought bubbles, labels, oral re telling, writing in role, thank you letters. Super Milly Alternative character version- letters of encouragement; a retelling; song lyrics and job applications.	**Texts as a Stimulus:** **The Tiny Seed by Eric Carle** **The Extraordinary Gardener by Sam Boughton** 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 .Character descriptions. Write 2 sentences The Tiny Seed Advice leaflets- labels and captions, advice, retellings, writing in role, narrative, letter The Extraordinary Gardener Narrative inspired by the original text- labels, letters, instructions and narratives	**Texts as a Stimulus:** **My Shadow is Pink by Scott Stuart** **So Much by Trish Cooke and Helen Oxenbury** Writing recipes, lists. 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. My Shadow is Pink Leaflet- innovated spoken rhymes, questions, notes and advice, lists and instructions. So Much Own 'So much' narrative poems- past tense sentences, writing in role, performance/ narrative poetry	**Texts as a Stimulus:** **Hairy Maclary from Donaldson's Dairy by Lynley Dodd** **Oi Frog! By Kes Gray and Jim Field** Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces Hairy Maclary Alternative version narratives- character descriptions, writing in role, letters, leaflets. Oi Frog Rhyming flipbooks, questions, captions and labels



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our Local Area	Amazing Animals New Life Plants and Animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife

Maths

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to subitise, developing a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Reception — Block 1, Units 1-6

	Cardinality	Composition	Comparison	Patterns	Shape	Measures
Autumn	Able to count by rote 0-10 Perceptual subitising to 5 Count objects to 10	Compose to 5 Know some bonds to 3	Compare collections that are very different or include objects of different kinds or sizes; compare numerals One more and one less to 5	A-B patterns A-B-C patterns	Experiencing different viewpoints Language of position and direction Representing spatial relationships	Recognise attributes of length, capacity and weight Comparing amounts of continuous quantities Estimating and predicting
Spring	Able to count by rote 0-20 Conceptual subitising to 8 Count objects to 20 Patterns in number: number structure	Compose to 8 Know some bonds to 5	Compare collections that contain the same amounts; compare numerals One more and one less to 8	A-A-B-B patterns A-A-B patterns	Developing shape awareness through construction Identifying similarities between shapes Show awareness of properties of shape	Comparing indirectly Recognising the relationship between the size and number of units Beginning to use units to compare things
Summer	Able to count by rote 0-30 Conceptual subitising to 10 Patterns in number: number structure and odd/even Count objects to 30	Compose to 10 Know bonds to 5; know doubles facts to 10 and some related facts	Compare collections and justify preference; compare numerals One more and one less to 10	A-B-B-C patterns Symbolise the unit structure Generalise structures to another context or mode Make a pattern around a circle and around a border	Describing properties of shape Relationships between shapes and naming shapes	Beginning to use time to sequence events Beginning to experience specific time durations Money (in continuous provision)

NB Work on cardinality, composition and comparison continue during work on pattern, shape and measure.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Understanding the world RE / Science/ History/ Geography	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems 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. This document shows the knowledge, skills and understanding what we plan to teach and planned experiences we aim to provide. This is in addition to following children's interests and their curiosity about the world.					
Chronology	Talk about members of immediate family. Name and describe people who are familiar to them.	use the language of time when talking about past/ present events in their own lives and in the lives of others and what they have learnt in books.	Visually represent their day using a simple timeline.	Talk about changes in their own lifetime, create a personal timeline.	Order personal experiences, e.g. recount trip or a story.	Order experiences in relation to themselves.
Enquiry	Know that you can find information from different sources, e.g internet, books	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day etc	Use technology to make observations or to find information out about different locations. Understand some important processes and changes in the natural world with own community and other countries.	Describe images of familiar situations in the past using books such as "when we were giants", 'Peepo' etc Identify features of growth and change.	Recognise different environments Observe life cycles of butterfly/ frogs	Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same/ what is different.
Respect	Respect special things in own lives.	Recognise that children have different beliefs and celebrate special times in different ways.	Understand the value of being curious and interested in finding out about people within their own community and in other places.	Understand the value of being curious and interested in finding out about people within the local community. Describe special events such as Easter.	Understand that some places are special to members of the community.	Recognise that some environments are different to the one that they live in.
Mapping	Talk about features of our school environment. Follow story maps etc.	Use technology e.g. a beebot and begin to explore special awareness.	Program a Beebot or instruct a friends to move along a course.	Complete a simple Beebot program using a grid map or carpet squares.	Draw information from a simple map and identify landmarks within the environment.	Create own maps.
Scientific Knowledge	Seasonal change- know the name of the current season. Begin to know the order of the seasons. Describe what it is like in autumn. How do the seasons affect the natural world. Know and describe the weather.	Materials- identify and name materials of everyday objects. Discuss how we recycle in class. Talking about how we use junk to make our models in the creative area.	Animals- Polar Describe and compare animals using scientific vocabulary. Talk about what animals need to survive.	Seasonal changes- revisit objectives from Autumn 1 in relationship to spring. Discuss the human life cycle. Know the names for parts of the body. Know humans have 5 senses. Know how to keep ourselves healthy.	Use scientific language to describe the parts of a plant. Discuss what plants need to help them grow. Make observations of plants in our environments. Sunflower challenge.	Animals (British wildlife) Seasonal change revisit objectives from Autumn 1 in relation to summer. Make observations of mini-beasts in the forest. Describe and explore habitats for animals in and around our school.
R.E	What makes people special? Christianity and Judaism	What is Christmas? Christianity	How do people celebrate? Christianity, Islam, Hinduaism and Sikhism	What is Easter? Christianity	What can we learn from stories? Christianity, Islam, Hinduism, Sikhism	What makes places Special? Christianity, Islam, Judaism



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes and interests	All about me Seasonal Change- Autumn Starting School- Rules and Routines	Celebrations Family and Cultures Christmas around the world	Seasonal change- winter Cold Environments	Step into Spring! Seasonal Changes- Spring Growing and changing Oral Health Our local area	Amazing Animals New Life Plants and animals- life cycles	Seasonal change- summer Hot environments Animals- British wildlife
Expressive Arts and Design	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Musical Development via Kapow	Exploring Sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Music and Movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Musical Stories A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.	Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Creative Art	Throughout the year children will develop the following skills within provision:- **Drawing**-Hold a pencil comfortably. Use a variety of drawing tools – pencils, pens, wax crayons and chalk. Begin to explore different lines – thick, thin, wavy, straight. Explore different textures and begin to experiment with marks to illustrate these. Draw from imagination. Draw from observation, noting elements such as shape & colour,Talk about what they have produced. Draw objects/people who are important to them. **Painting-**Begin to hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Identify colours on a colour hunt. Begin to develop language of colour – lighter, darker Explore working with paint on different surfaces and in different ways i.e, hand and finger painting, painting on stones, 2D and 3D surfaces. Explore working on different levels – floor, easel, table. Look and talk about what they have produced, describing simple techniques and media used. **Collage-**Stick and glue a range of materials such as fabrics, paper, cardboard. Develop skills using scissors to cut paper to desired shape and size required. Use PVA glue and glue sticks and begin to identify which glue will work best on different materials. Demonstrate some consideration when placing individual pieces to make a collage. Consider the order in which materials are attached. Identify a feature of their collage work which they like and explain why. **Printmaking-**Printing with found objects, leaves, sponges, bubble wrap, hands, fingers, building bricks. Rubbings of natural and manmade things – leaves, manhole covers, signs etc. **Sculpture**-Mould malleable materials such as clay, playdough, salt dough, sand and papier mâché. Develop control when using scissors, staplers and clay tools. Identify whether to use glue or Sellotape when joining objects together. Build and construct sculptures using a variety of materials from their imagination and from observation. Choose their own resources and identify their intentions before starting. Look and talk about what they have produced. **Textiles**-Match and sort fabrics and threads based on tactile texture – smooth, soft, silky, bumpy, scratchy. Begin to develop a word bank to describe textures. Weave fabrics and threads around large objects such as a bicycle wheel, posts, fences. Select and glue fabrics of their own choice to create a picture.					
Being Imaginative	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Use available resources to create props/ creates imaginary ones to support play. Develops storylines through small world or role-play		Retell parts of familiar stories through the use of puppets, toys, masks or small world. Create more complex narratives in pretend play, building on the contributions of their peers.		Invent, adapt and recount narrative and stories with peers and their teacher. Creates representations of both imaginary and real life ideas, events, people and objects. Uses combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, mapping and constructing.	

Early Learning Goals – for the END OF THE YEAR - Holistic / best fit Judgement!

Communication and Language

ELG: Listening, Attention and Understanding

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

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

Personal, social, emotional development

ELG: Self-Regulation

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.

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

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.

ELG: Numerical Patterns

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.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

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.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

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.