

USING THE JOY OF THE LORD AS OUR STRENGTH WE ARE:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>Communicators</i>	Learning new words and using them during play. To be able to talk about how to keep healthy and look after our teeth.	Begin to write CVC words using Fred fingers. Be able to talk about celebrations such as bon fire night, Diwali, Christmas and New Year.	Be able to talk about different transport. Be able to articulate ideas and thoughts.	Making predictions when growing plants and being able to talk about what things need to grow.	Be able to communicate how to be safe by a road and when crossing a road. Learn the vocabulary for animals on their babies.	Be able to talk about people who help us and how they help us.
<i>Explorers</i>	Exploring the classroom, making new friends, meeting new people.	Explore how celebrations are celebrated in different ways around the world – Diwali	Explore different methods of transport.	Exploring plants and how they grow. Investigating the parts of plants Grow plants and making observations	Looking at animals on their babies. Explore the local community.	Explore the role of people who help us such as police, firefighters and paramedics.
<i>Readers</i>	Listening and respond to stories. Join in with repeated phrases. Be able to read most set 1 single sounds.	Begin to blend sounds together to form simple CVC words with set 1 single sounds and some diagraphs.	Knows some common exception words.	Read a few common exception words matched to the school's phonic programmes.	Beginning to read simple sentences.	Confidently read simple sentences.
<i>Believers</i>	Practice new skills independently.	Perform in front of an audience – Christmas Nativity	Having a self belief and love for reading	Looking after plants and animals.	Be confident knowing road safety.	To have a self belief, know right from wrong and to know that they have a voice.

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION.</i></p>	<p>ALL ABOUT ME / HEALTHY ME!</p> <p>Healthy Teeth Healthy eating Harvest Festival Self portrait</p>	<p>BUGS AND INSECTS / CELEBRATIONS</p> <p>Bon Fire night Diwali Remembrance Day Christmas / Nativity Children in Need Anti-Bullying Week New Year</p>	<p>TRANSPORT / ROAD SAFETY</p> <p>Vehicles past and present Lunar New Year Lent Crossing a road safely Riding a bike Different types of crossings</p>	<p>GROWING</p> <p>Plants and Flowers Weather / Seasons Nature Scavenger hunt Easter Mother's Day Palm Sunday Passover</p>	<p>ANIMALS</p> <p>Animals and their babies Being safe around dogs Where animals live What animals eat</p>	<p>PEOPLE WHO HELP US / WHOLE SCHOOL PROJECT</p> <p>Police Firefighter Ambulance Significant People of the Past</p>
BOOKS	<p>You Choose I want my dinner The Gingerbread man Rosie's Walk Crocodile teeth</p>	<p>The Very Busy Spider Mad about mini beasts- Giles Andreae. What the ladybird heard</p>	<p>Things that go Maisy Goes to London Transport books</p>	<p>Oliver's Fruit Salad Jack and the beanstalk The three Billy Goats Gruff The hungry caterpillar</p>	<p>Dear Zoo Animal boogie The three little pigs Guess how much I love you</p>	<p>Police Firefighter Paramedic</p>
RHYMES, SONGS AND POEMS	<p>Oats and beans and barley grow Good morning Days of the week Weather</p>	<p>Im a litte ladybug The ants go marching Christmas songs Nativity</p>	<p>This is the way we cross the road The pirate song, when I was one Wheels on the bus</p>	<p>Growing up poem Busy in the gardner Growing up song</p>	<p>Baa Baa Black sheep Inscy Wincy Spider How much is that doggy in the window Animal Boogie</p>	<p>Miss Polly People who help us song</p>

COMMUNICATION AND LANGUAGE	<p>carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Develop social phrases.</p> <p>Engage in non-fiction books.</p> <p>Listen carefully to rhymes paying attention to how they sound.</p>	<p>and understanding.</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books.</p>	<p>Articulate their ideas and thoughts.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Articulate their ideas and thoughts.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Connect one idea or action to another using a range of connectives, Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and actions.</p> <p>Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives.</p> <p>Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.</p>
READING	<p>Phonic Sounds: M,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,,r,j,v .y,w,z,x.</p> <p>Reading:</p> <p>Help children to read the sounds speedily. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Phonic Sounds Review set 1 and Sh,th,ch,qu,ng,nk</p> <p>Reading:</p> <p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading:</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading:</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading:</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading:</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes.</p>

<p>WRITING FINE MOTOR</p> <p>WRITING COMPOSITION.</p>	<p><u>Re-tell and labels</u> Depicting the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.</p>	<p><u>Lists</u> To write a list by -Begin to break speech down into words. -Hear and say the initial sound in words and some subsequent sounds. -Segment the sounds in simple words and blend them together. -Link sounds to letters -Write labels and captions. -Write CVC words.</p>	<p><u>Recount</u> To write a recount by -Begin to break the flow of speech into words. -Write labels and captions. -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match their spoken sound. -Spell some irregular common words. -Write CVC's</p>	<p><u>Re-tell</u> To write their own re-telling of the story. -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match spoken sounds -Apply taught digraphs into writing.</p>	<p><u>Re-tell</u> To orally retell the story. To write a shortened version of the story. Use phonic knowledge to write words in ways which match spoken sounds. Spell some common irregular words. Write simple sentences which can be read by themselves and others Apply taught digraphs and trigraphs into writing. Write words with adjacent consonants.</p>	<p><u>Poster</u> A wanted poster with character description. Write simple sentences which can be read by themselves and others (applying taught phonic sounds). Spell some common irregular words. Write phonetically plausible words. Key features of narrative in own writing. Have an awareness of capital letter and full stop when writing a simple sentence.</p>
<p>WRITING TRANSCRIPTION</p>	<p>To be able to form letters correctly and hold a pencil with the correct grip most of the time.</p>	<p>Spell words by identifying the sounds and then writing the sounds with the letters. Re-read what they have written to check that it makes sense.</p>	<p>Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known letter sound letter correspondences. Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Spell words by identifying sounds and then writing the sound with letters. Write short sentences with words with known sound letter correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATH'S UNIT	GETTING TO KNOW YOU MATCH, SORT AND COMPARE	IT IS ME 1 2 3! CIRCLES AND TRIANGLES	ALIVE IN 5 GROWING 6,7,8	BUILDING 9 AND 10	TO 20 AND BEYOND	ON THE MOVE
NUMBER AND NUMERICAL PATTERNS	Wk 1-2 Settling in, introducing the areas of provision and getting to know the children. Wk 3-4 Match, sort Compare amounts Wk 5-6 Talk about measure and patterns	Wk 7-8 its me 1, 2, 3 Wk 9- its circles and triangles Wk 10-11 1,2,3,4,5, Wk 12- Shapes with 4 sides	Wk 1-2 Alive in 5 Wk 3-mass and capacity Wk 4-5 growing 6,7,8 Wk 6-7 length, height and time	Wk 8-10 building 9 and 10. Wk 11-12 Explore 3D Shape	Wk 1-2 To 20 and beyond Wk 3 How many now? Wk 4-5 Manipulate, compose and decompose	Wk 6-7 Sharing and Grouping Wk 8-10 Visualise, build and map Wk 11-Make connections

RE	I am special (Islam)	Christmas (Hinduism)	Stories Jesus told	Easter	Special Times Hinduism Islam Judaism Sikhism	Prayer Buddhism Islam Judaism
PHSE	Get HeartSmart (Meet Boris)	Don't Forget to let love in!	Too Much Selfie isn't Healthy!	Don't Hold on to What's Wrong.	Fake is a Mistake	'No Way through' isn't True'
PE	Ourselves Feet 1	Jumping 1 Moving	Nursery Rhymes Hands 1	High, Low, Over, Under Hands 2	Games For Understanding Dinosaurs	Rackets Bats Balls and Balloons Walking 1

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UNDERSTANDING THE WORLD	PAST AND PRESENT	Comment on images of familiar situations in the past.	Guy Fawkes – Recognise that he is in the past Remembrance Day Toys of the past	Transport in the past. https://fbwatch/iFOIYPT5fe/	Watch the sequence of growing plants to show the passing of time – cress	Animals now vs then – Dinosaurs	Significant people – Mary Seacole, Florence Nightingale,. Someone current making a difference.
	PEOPLE, CULTURE AND COMMUNITIES	Talk about member of their immediate family and community. Name and describe people who are familiar to them. Recognise people and places in school and begin to understand the idea of a journey	Recognise that people have different beliefs and celebrate special times in different ways. – Diwali Know people who lead our communities (Rev John, Mrs Davies, PCSO)	Look at transport in different countries. Recognise some similarities and differences between our country and others,	Recognise some similarities and differences between life in this country and life in other countries.	What different cultures and communities eat. Food traditions.	Kingston, Jamiaca – Mary Secole Florence, Italy – Florence nightingale. Bishop Wilson, Emergency Services.
	THE NATURAL WORLD	To investigate seasonal change To know some woodland animals we might see near us (foxes, hedgehogs, badgers, squirrels, mouse, mole) Discuss nocturnal animals	Explore the natural world around them. Describe what they see, hear and feel when outside. To investigate seasonal change, Autumn tuff tray.	Recognise some environments that are different from the one in which they live. Investigate seasonal change	Plant daffodils To investigate seasonal change To recognise different flowers that we might see around us (daisy, pansies, sunflower, dandelion)	know different animals come from different parts of the world Know about birds that we can see near us: seagulls, sparrows, crows, robins, blackbird, owls, duck- (Birdfeeders / looking after robins)	To investigate seasonal change Plant a pumpkin
CULTURE CAPITAL		Making fruit salads Baking	Christmas panto Forest School Setting a table	Cabin Crew Experience Chocks Away Bike Ability	Visit Gordale	Visit farms	Visits from emergency services

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EXPRESSIVE ARTS AND DESIGN	Music	Learn to sing nursery rhymes and action songs. Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place.	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Diwali tea light holders Make a gift for parents	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place. Junk modelling types transport.	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place.	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place.	Consolidate the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
	Art and DT	Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms.	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Exploration of other countries – dressing up in different costumes – Chinese New Year/ Making lanterns,	Pastel drawings, Easter eggs, Mother's Day crafts Easter crafts	Children will explore ways to protect the growing of plants by designing scarecrows. Life cycles, Flowers-Sun flowers. Bird House/feeders	

RECEPTION LONG TERM PLAN

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

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</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>ELG: Speaking</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>ELG: Self-Regulation</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>ELG: Managing Self</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>ELG: Building Relationships</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>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</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>ELG: Comprehension</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>ELG: Word Reading</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>ELG: Writing</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>ELG: Number</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>ELG: Numerical Patterns</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>ELG: Past and Present</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>ELG: People, Culture and Communities</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>ELG: The Natural World</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>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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>

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN