



Building foundations for life

Reception Long Term Plan 2023-2024

At Date Palm we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ONCE UPON A TIME		COME OUTSIDE!		DISCOVER AND DO!	
GENERAL THEMES <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	ALL ABOUT ME! Getting to know me & Starting school Me and my family My likes and dislikes My body and my senses My home Being kind and making friends It's ok to be different	HOME AND AWAY! Traditional Tales Little Red Hen linked to Harvest festival Where has the Gingerbread Man been – linked to UTW Going to space Fly me to the moon! Who was Neil Armstrong?	OUR COMMUNITY! Cooking Gingerbread Man The giant jam sandwich People who help us Doctors/ Nurses/Dentist Fire fighters/ Police Builders / Mechanics	WONDERFUL WORLD! Plants & Flowers Weather / seasons The great outdoors Planting seeds Make a sculpture/ transient nature art linked to Climates / Hibernation Andy Goldsworthy How can we look after our Earth and animals?	AMAZING ANIMALS! Life cycles of butterflies, frogs and hens Safari animals Animals around the world Minibeasts Sea creatures Marine life Fossils Dinosaurs	GET GOING! Finding out about ways to travel in London. Where in the world have you been? Where do we live in the UK / world? Finding out about vehicles past and Present Designing our own vehicles. Holiday clothes and packing. Where in the world shall we go? Send me a postcard!
POSSIBLE TEXTS AND 'OLD FAVOURITES'	It's ok to be different Peace at last The great big book of families Goldilocks & the three bears Were going on a bear hunt Billy dogs gruff London bridge is falling down Build a little house When Goldilocks to the house of bears Elmer Owl Babies	The Gingerbread Man The Enormous Turnip Little Red Hen Tiger who came to tea Three billy goats gruff The 3 little pigs Goldilocks and the 3 bears Red riding hood Elves and the shoemaker Whatever Next! Aliens love underpants How to Catch a star The Way Back Home. Bob, The Man on the	Gingerbread Man Giant jam sandwich Ketchup on your cornflakes Mr Wolfs Pancakes The little red hen Zog the flying doctor An Engineer like me, You can't call an elephant in an emergency You choose Fireman Sam Bob the builder Dentist Surgery Topsy and Tim meet the police Topsy and Tim go dentist	Oliver's Vegetables Olivers fruit salad Jack and the Beanstalk Jasper's Beanstalk Tidy Someone Swallowed Stanley Wakey Wakey Not a daffodil The odd egg The ugly duckling The tiny Seed Seed to sunflower Grass For Tea (Hamilton)	Owls and dinosaurs The dirty great dinosaur Linus the vegetarian T-Rex The very hungry caterpillar The caterpillar Tadpoles promise The Bad Tempered Ladybird Aghh Spider! Giraffes Can't Dance Dinosaur non-fiction books Tyrannosaurus Drip Dinosaurs vs Humans Tiddler	You can't take an elephant on the bus Mrs Armitage The Hundred decker bus This is the way we cross the road

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		Moon			The Tickly Octopus What the Ladybird heard at the Seaside The Storm Whale	
ENRICHMENT OPPORTUNITIES / 'WOW MOMENTS'	Show and tell – personal belongings, baby photos Going on a bear hunt Time capsules Meet my family Vincent Van Gogh Study Visit the Masjid / East London Mosque / Idea Store	Autumn nature walk linked to the story – 3D Bridge (science experiments) Anti- Bullying Week Trip to Discover Centre School Assembly Incl Quraan, Islamic Studies	Heathy Eating Week Healthy Eating – Create a Subway Station Map work - make a map of our way to school/ to the park Trip to fire station Parent workshop (Talk about profession) Community officers Sending cards to orphans	Reading Picnic with parents Sky Garden Planting seeds Nature Scavenger Hunt Andy Goldsworthy Ramadan Shoe box appeal	Fossil hunting Dinosaur theme day Natural History Museum / Visit park to release butterflies	Seaside trip Uber Boats Trip to Emirates Cable Cars Eid party End of year assembly

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

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<p>CHARACTERISTICS OF EFFECTIVE LEARNING</p>	<p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>OVER ARCHING PRINCIPLES</p>	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PLAY At Date Palm We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

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GENERAL THEMES	ALL ABOUT ME!	HOME AND AWAY!	OUR COMMUNITY!	WONDERFUL WORLD	AMAZING ANIMALS!	GET GOING!
OUR BRITISH VALUES ASSEMBLIES PSHE CIRCLE TIMES	Mutual respect <i>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.</i>	Rule of law <i>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.</i>	Individual liberty <i>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.</i>	Democracy <i>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.</i>	Mutual Tolerance <i>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.</i>	Recap all British Values <i>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.</i>
ASSESSMENT OPPORTUNITIES	<i>Analyse Nursery Assessments for reception children In-house - Baseline data on entry Phonics assessment Weekly floor books/ displays</i>	<i>On going assessments Baseline analysis Parents evening EYFS reports EYFS team meetings In house moderation Phonics Assessment Weekly floor books/ displays</i>	<i>On going assessments EYFS team meetings Phase meeting and internal moderations EYFS data Weekly floor books/ displays</i>	<i>On going assessments EYFS team meetings Phonics Assessment Weekly floor books/ displays</i>	<i>On going assessments EYFS team meetings Phonics Assessment Weekly floor books/ displays</i>	<i>EYFS team meetings Parents evening EYFS reports Phonics Assessment Weekly floor books/ displays In house moderation EOY data</i>
PARENTAL INVOLVEMENT	<i>Staggered Start Meet the Teacher Day First week Home/School Agreement Phonics workshop Trips Uploading</i>	<i>Maths workshop Parental Reading Parents Evening Autumn reports Trips Uploading observations from home Parents to help make costumes</i>	<i>Parents to share a story Random acts of kindness challenge Trips Uploading observations from home Community helpers from the parents</i>	<i>Trips Parental Reading Uploading observations from home Growth of plants and children Growing a sunflower</i>	<i>Trips Parental Reading Open afternoon in class Chicks and butterflies</i>	<i>Trips Parental Reading Summer report Parents Evening End of year assembly</i>

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	observations from home			challenge		
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	HOME AND AWAY!	OUR COMMUNITY!	WONDERFUL WORLD!	AMAZING ANIMALS!	GET GOING!
COMMUNICATION AND LANGUAGE <i>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</i>	<p>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.</p>					

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<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p>DAILY STORY TIME</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them through the use of our news, time capsules and tapestry.</p> <p>Shared stories Model talk routines through the day. For example, arriving in school: “Assalamu alaikum, how are you?” Whole class language therapy</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Suggesting new ending of stories Sharing ideas Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.</p>	<p>Tell me why! Using language well. Encourage and model the use of how and why questions. Discovering Passions Retelling a story with story language – provide puppets and props. Encourage and model describing events in some detail and using the puppet area. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Encourage and model the use of time connectives when children are telling their news from home or retelling stories.</p> <p>Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time.</p> <p>Sustained focus when listening to a story</p>	<p>What happened? Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!</p>	<p>Time to share! Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.</p>
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GENERAL THEMES	ALL ABOUT ME!	HOME AND AWAY!	OUR COMMUNITY	WONDERFUL WORLD!	AMAZING ANIMALS!	GET GOING!
Personal Social and Emotional Development	<p>Being Me in My World</p> <ul style="list-style-type: none"> Describe themselves in positive terms and talk about their abilities. See themselves as a valuable individual. Manage their own needs e.g. personal hygiene. Identify and moderate their own feelings socially and emotionally. (Zones of Reg) Build constructive and respectful relationships. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I can talk about what I am good at. I understand that being different makes us all special I know ways that we are different and the same I can tell you how to be a kind friend I can tell you why my home is special to me I know ways to stand up for myself. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I understand that if I persevere, I can tackle challenges I can tell you a time that I didn't give up I can set a goal and work towards it I can use kind words to encourage people I know what it means to feel proud of myself. I can be a helper I understand the role of community helpers I can describe what I want to be when I am older I can describe the jobs of some of the people in my community I can describe what health eating I can make healthy decisions for myself I know why it is important to be healthy I know why it is important to brush my teeth 	<p>Healthy Me</p> <ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy I understand that moving and resting are good for my body I know which foods are healthy and not healthy I know how to help myself go to sleep and why it is good for me I can wash my hands thoroughly and I know why it is important to stay healthy I know what a stranger is and how to keep safe if a stranger approach me 	<p>Relationships</p> <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend 	<p>Changing Me</p> <ul style="list-style-type: none"> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception

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<u>Linked stories</u>	<u>Linked stories</u>	<u>Linked stories</u>	<u>Linked stories</u>	<u>Linked stories</u>	<u>Linked stories</u>
<p>Peace at last (Talk for writing)</p> <p>Do you like?</p> <p>My mum/My dad by Anthony Browne (Shared Reading)</p> <p>I am not sleepy (Shared Reading)</p> <p>Can you walk on tiptoe (POEM)</p> <p>I want to be a cat (POEM)</p> <p>I have a little brother (POEM)</p> <p>It's ok to be different (Main Book)</p> <p>Avocado baby</p>	<p>Troll Stroll by Elli Woollard / Three Little Rigs by David Gordon</p> <p>Goldilocks and Just the One Bear</p> <p>Me and You by Anthony Browne</p> <p>How to Catch a Star by Oliver Jeffers</p> <p>Aliens Love Underpants by Claire Freedman and Ben Court</p> <p>Bob's Alien Spotter Guide by Simon Bartram</p> <p>Look Inside: Space by Rob Lloyd Jones (Usborne)</p> <p>Goodnight Spaceman by Michelle Robinson</p> <p>Zoom Rocket Zoom (Awesome Engines) Margaret Mayo</p> <p>Any non-fiction books about space</p>	<p>Ketchup on your cornflakes</p> <p>Mr Wolfs Pancakes</p> <p>The little red hen</p> <p>Books on People who help us series</p> <p>An Engineer like me,</p> <p>Topsy and Tim meet the police</p> <p>Topsy and Tim go dentist</p> <p>Thank you very much (Poem)</p> <p>Lunchtime (Poem)</p> <p>The animals went in two by two (Poem)</p> <p>Dog eat dog</p>	<p>Rabbits spring adventure</p> <p>The cow that laid an egg</p> <p>A seed in need</p> <p>Enormous Turnip</p> <p>Jack and the beanstalk</p> <p>Handa's Surprise</p> <p>Not a daffodil</p> <p>Hen's song (Poem)</p>	<p>Dinosaurs in the supermarket</p> <p>Dinosaurs love underpants</p> <p>Caterpillar butterfly</p> <p>Crunching Munching</p> <p>Tadpoles to frog</p> <p>Teeny weeny tadpole</p> <p>Growing frogs</p> <p>Walking Through The Jungle</p> <p>Dear Zoo</p> <p>The Rainbow fish</p> <p>Sharing a Shell</p>	<p>I wonder why kangaroos have pouches</p> <p>Duck in the truck</p> <p>Mr Gumpys motor car</p> <p>Naughty bus</p> <p>If I built a car</p> <p>Oi! Get off the train</p> <p>Biking (Poem)</p>
<ul style="list-style-type: none"> -Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours <ul style="list-style-type: none"> -Being able to concentrate on a task -Being able to ignore distractions -Behaving in ways that are pro-social <ul style="list-style-type: none"> -Planning -Thinking before acting -Delaying gratification -Persisting in the face of difficulty. 					

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<p>PHYSICAL DEVELOPMENT</p>	<p>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.</p>					
<p>FINE MOTOR</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>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</p>	<p>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</p>
<p>GROSS MOTOR</p> <p>Daily opportunities for Gross Motor Development</p>	<p>Cooperation games including parachute games. Climbing using the 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.</p>	<p>Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers</p>	<p>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.</p>	<p>Balance- children moving with confidence Dance related activities in the stage area. 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.</p>	<p>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 nasheeds</p>	<p>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. Gymnastics ./ Balance</p>
<p>PE</p>	<p>Fundamental skills – movement & using space</p>	<p>Ball skills</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Tennis skills</p>	<p>Athletics</p>

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<p>LITERACY</p>	<p>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)</p>					
<p>COMPREHENSION</p> <p>Developing a passion for reading</p> <p>Children will visit the library weekly/have 3 opportunities to change their reading books per week and read to their reading buddies once a week.</p> <p>WORD READING</p> <p>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</p>	<p>Begin to understand simple sentences</p> <p>-Demonstrate understanding when talking with others about what they have read. Share and enjoy Do you like? looking at illustrations. (Show on IWB.) Do chn share any of the likes/dislikes of the children in the story?</p> <p>Do you like? Again, asking chn to predict the second page in each pair: 'Yes but... Discuss ideas for new pages in the book. What do chn like? What do they like better?</p> <p>Encouraging chn to join in and read it with you. Ask chn what they dislike? What do they dislike even more?! Brainstorm ideas for dislikes as well as likes.</p>	<p>Listen attentively to stories; accurately anticipating key events, responding with relevant actions.</p> <p>Retell stories related to events through acting/role</p> <p>Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps.</p> <p>Retelling of stories. Editing of story maps and orally retelling new stories..</p> <p>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.</p> <p>Enjoys an increasing range of books</p> <p>Re-telling or acting out a familiar story with a repeating pattern</p> <p>To read some common irregular words.</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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.</p> <p>Sort books into categories.</p>
<p>Phonic Sounds: m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh</p> <p>Tricky words: the, no, to, into, go, l</p> <p>Reading: Use phonic knowledge to decode simple familiar words (e.g. mummy, daddy). <i>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</i> Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Tricky words: all, are, be, he, her, me, my, she, they, was, we, you</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Begin to read words and simple sentences; -Use vocab influenced by experience of books - To read some common irregular words. Reading a repetitive phrase 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: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Tricky words: was you they my by all are sure pure</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: Review SET 1 & 2 sounds</p> <p>Tricky words: review the words taught so far</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Phonic learning: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words</p> <p>Tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Phonic learning: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words</p> <p>Tricky words: Review all taught so far.</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p>	

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<p>WRITING</p> <p><i>Texts may change due to the children's interests</i></p>	<p>Texts as a Stimulus:</p> <p><i>Peace at last (Talk for writing)</i> Do you like?</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>- Use phonic knowledge to write words in ways that match their spoken language.</p> <p>- Write own name and labels and captions</p> <p>- Write simple sentences that can be read by themselves and others.</p> <p>Writing initial sounds and simple captions.</p> <p>Children will begin to write letters from their names.</p> <p>Name writing practice We're Going on a Bear Hunt.</p>	<p>Texts as a Stimulus:</p> <p>Little Rabbit Foo Foo Bob, The Man on the Moon Whatever Next! How to Catch a Star The Way Back Home.</p> <p>Poems: Bear was Afraid , Who stole the cookie? Allah is always with us and he is looking after us. Nothing happens without his knowledge</p> <p>Writing lists e.g. what would we pack to take to space?</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.</p> <p>- Attempt to write short sentences in meaningful contexts.</p> <p>- To use their phonic's knowledge to write words in ways which match their spoken sounds.</p> <p>- To handle equipment and tools effectively, including pencils for writing.</p> <p>To introduce a storyline or narrative</p> <p>- To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>Texts as a Stimulus:</p> <p><i>Gingerbread Man</i> Giant jam sandwich</p> <p>Zog the flying doctor An Engineer like me, You can't call an elephant in an emergency You choose Fireman Sam Bob the builder Dentist Surgery</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences about food, recipes and community workers</p>	<p>Texts as a Stimulus:</p> <p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tidy Someone Swallowed Stanley</p> <p>Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus:</p> <p>The Snail and the Whale The Way Back Home Tiddler The Tickly Octopus What the Ladybird Heard at the Seaside The Storm Whale Dinosaur non-fiction books Tyrannosaurus Drip Dinosaurs vs Humans</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly. Rhyming words.</p> <p>Labels and captions – life cycles</p>	<p>Texts as a Stimulus:</p> <p>The Naughty Bus Mr. Gumpy's Outing The Train Ride</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Tyrannosaurus drip and Tiddler</p>

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MATHEMATICS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Early Mathematical Experiences</p> <ul style="list-style-type: none"> Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising to 5. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. <p>Pattern and early number</p> <ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. A number a week. 	<p>Numbers within 6</p> <ul style="list-style-type: none"> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six <p>Addition and subtraction within 6</p> <ul style="list-style-type: none"> Explore zero Explore addition and subtraction <p>Measures</p> <ul style="list-style-type: none"> Estimate, order compare, discuss and explore capacity, weight and lengths <p>Shape and sorting</p> <ul style="list-style-type: none"> Describe, and sort 2-D & 3-D shapes Describe position accurately <p>Calendar and time</p> <ul style="list-style-type: none"> Days of the week, seasons Sequence daily events 	<p>Numbers within 10</p> <ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> Explore addition as counting on and subtraction as taking away <p>Numbers within 15</p> <ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer 	<p>Grouping and sharing</p> <ul style="list-style-type: none"> Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing <p>Numbers within 20</p> <ul style="list-style-type: none"> Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer <p>Doubling and halving</p> <ul style="list-style-type: none"> Doubling and halving & the relationship between them 	<p>Shape and pattern</p> <ul style="list-style-type: none"> Describe and sort 2D and 3D shapes Recognise, complete and create patterns <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> Commutativity (e.g. 3+2 is the same as 2+3) Explore addition and subtraction Compare two amounts Relationship between doubling and halving <p>Money</p> <ul style="list-style-type: none"> Coin recognition and values Combinations to total 20p Change from 10p <p>Measures</p> <ul style="list-style-type: none"> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths 	<p>Depth of numbers within 20</p> <ul style="list-style-type: none"> Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards <p>Numbers beyond 20</p> <ul style="list-style-type: none"> One more one less Estimate and count Grouping and sharing

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ADVENTURE!	OUR COMMUNITY!	WONDERFUL WORLD!	AMAZING ANIMALS!	GET GOING!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems 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>					
<p>Science History Geography RE / Festivals</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>	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion 	<ul style="list-style-type: none"> Explore a variety of natural materials and materials for joining. Explain how they can join materials together. Talk about properties of different materials, sand, ice, metal etc. Experiment with materials and the change occur – melting ice. Learn some of the planets and its properties. Discuss what they think will happen as they approach the sun in their rocket? What can they do to keep themselves safe? To be aware of the dangers associated with the sun Share different cultures versions of famous traditional tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. 	<ul style="list-style-type: none"> Talking about what plants need to grow Describing the stages of plant growth Talking about how animals change through growth. Sequencing the lifecycle of an animal explain 'why' questions, like: "Why do you think the caterpillar got so fat?" Investigate and explain the key features of the life cycle of a plant and an animal. Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' 	<ul style="list-style-type: none"> Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/ different? Introduce children to significant figures who have 	<ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

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	<p>between themselves regarding their experience of past birthday celebrations.</p> <ul style="list-style-type: none"> • Long ago – How time has changed. 	<ul style="list-style-type: none"> • Different aspects of earth and comparing to other planets. How Allah has created this planet to be suitable to for humans. 	<p>Listen to what children say about what they see</p> <ul style="list-style-type: none"> • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Look for children incorporating their understanding of the seasons and weather in their play. • Use the BeeBots • Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. • 	<p>been to space and begin to understand that these events happened before they were born.</p> <ul style="list-style-type: none"> • Can children differentiate between land and water. • Take children to places of worship and places of local importance to the community. 	
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	HOME AND AWAY!	OUR COMMUNITY!	WONDERFUL WORLD!	AMAZING ANIMALS!	GET GOING!
EXPRESSIVE ARTS AND DESIGN	<p>Join in with familiar songs.</p> <p>Beginning to mix primary colours to make secondary colours.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Sings call-and-response songs, echoing phases adults sing.</p> <p>Van Gough: Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Create planets</p> <p>Create spaceships</p> <p>Make pants out of felt and link to my personal space and what touching is permitted.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</p>	<p>Any Goldsworthy: Make different textures; make patterns using different colours/natural materials</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs.</p> <p>Collage animals / Making houses. Pastel drawings, printing, patterns on Life cycles, Flowers-Sun flowers</p> <p>Artwork themed around minibeasts / The Seasons</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories.</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p>	<p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Claude Monet: Sand pictures / Rainbow fish collages</p> <p>Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing, wax resistant painting, masking tape batik – underwater pictures.</p>

EARLY LEARNING GOALS

End of Year Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p>ELG: Speaking</p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p>ELG: Self-Regulation</p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>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.</i></p> <p>ELG: Managing Self</p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p>ELG: Building Relationships</p> <p><i>Work and play cooperatively and take turns with others.</i></p> <p><i>Form positive attachments to adults and friendships with peers.</i></p> <p><i>Show sensitivity to their own and to others' needs.</i></p>	<p>ELG: Gross Motor Skills</p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p>ELG: Fine Motor Skills</p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p>	<p>ELG: Comprehension</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p> <p>ELG: Word Reading</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p>ELG: Writing</p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>ELG: Number</p> <p><i>Have a deep understanding of number to 10, including the composition of each number;</i></p> <p><i>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.</i></p> <p>ELG: Numerical Patterns</p> <p><i>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.</i></p> <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>	<p>ELG: Past and Present</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>ELG: People, Culture and Communities</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p>ELG: The Natural World</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p>ELG: Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p>ELG: Being Imaginative and Expressive</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><i>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.</i></p>