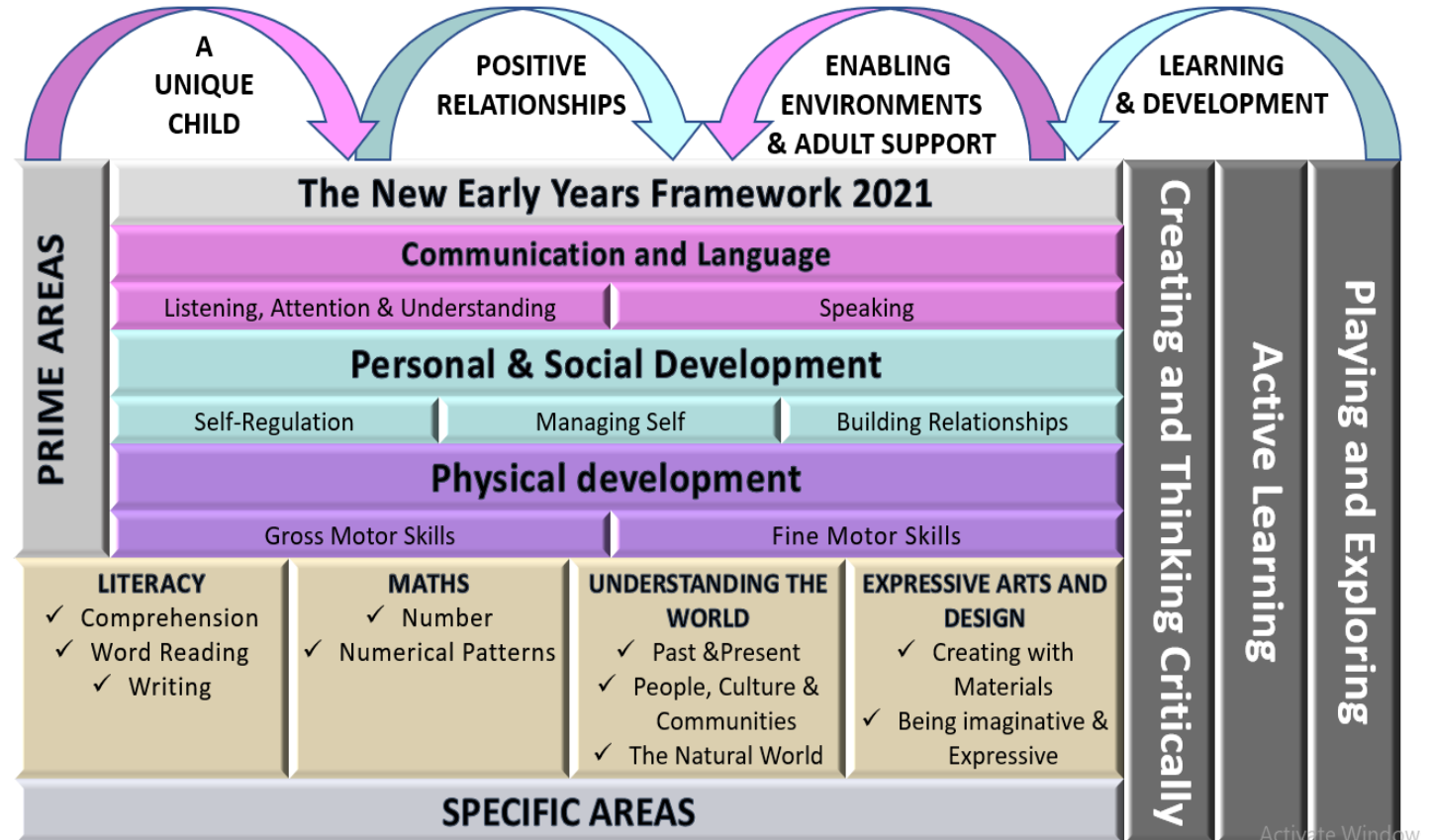


RECEPTION LONG TERM PLAN

IN RECEPTION CHILDREN WILL BE INSPIRED TO ACTIVELY GROW THEIR CURIOSITY FOR LEARNING , THROUGH OUR CURRICULUM AND LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS. THE CHILDREN WILL DEVELOP THEIR RESILIENCE AND RESOURCEFULNESS IN A CHALLENGING AND SUPPORTED SETTING WHERE THEY FEEL SAFE AND VALUED.

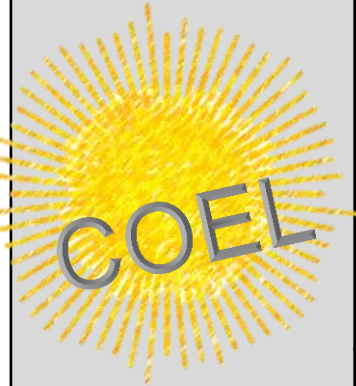

WE DELIVER MATHS AND LITERACY TASKS WHICH ENCOURAGE CHILDREN'S LEARNING SO THEY CAN REACH THEIR FULL POTENTIAL AND BE THE BEST THEY CAN BE. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED AND WITH THE INDEPENDENT SKILLS TO CONTINUE THEIR THIRST TO LEARN. THE EYFS TEAM AT MOORSIDE



RECEPTION LONG TERM PLAN

	AUTUMN 1 	AUTUMN 2	★ SPRING 1	🌸 SPRING 2 	SUMMER 1 	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</p>	<p>BEARS!</p> <p>I WONDER WHO IT IS?</p> <p>Starting school My new class Routines Rules and Expectations New Beginnings Similarities and differences Environments Hibernation Resilience</p>	<p>THE WORLD</p> <p>I WONDER WHAT'S OUT THERE?</p> <p>Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas Where in the world shall we go?</p>	<p>HOMES!</p> <p>I WONDER WHO LIVES THERE?</p> <p>Geography/History Focus Local area walk types of homes Where do we live in the UK / world? Chinese New Year</p>	<p>LETS GROW!</p> <p>I WONDER HOW THINGS GROW?</p> <p>The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Fun Science / Materials Where our food comes from. New Life</p>	<p>AMAZING ANIMALS!</p> <p>I WONDER HOW THINGS CHANGE/ADAPT?</p> <p>Farm visit Life cycles Different Environments/ Habitats/animals</p>	<p>PEOPLE WHO HELP US!</p> <p>I WONDER HOW PEOPLE HELP!</p> <p>Reduce, Reuse & Recycle Sustainability Environment</p>
<p>HIGH QUALITY TEXTS</p> <p>NB: TEXT MAY RUN FOR LONGER OR NEW TEXTS MAYBE ADDED IN ACCORDING TO THE CHILDREN'S INTERESTS</p>	<p>Brown Bear, Brown Bear We're going on a Bear Hunt Goldilocks Ghanaian Goldilocks Peace at Last</p>	<p>Golden Domes and Silver Lanterns Diwali non-fiction Smeds and Smooobs Astro Girl The Christmas Story Christmas Week</p>	<p>Stick Man Three Little Pigs Chinese New Year- The magic paintbrush Homes – Local Area – Non Fiction Homes From the Past – Non Fiction</p>	<p>Errols Garden Jasper's Beanstalk Oliver's Vegetables Oliver's Fruit Salad Farmyard Hullabaloo (Poetry)</p>	<p>Farm life cycles- where our food comes from The very hungry caterpillar Lost and Found Lost and Found Monkey puzzle Giraffes Can't Dance The Ugly Five Elmer</p>	<p>Blue Planet David Attenborough Little People Big Dreams- Non Fiction</p>
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Bear Hunt around our school environment Autumn Trail Porridge making National Poetry Day 7th October</p>	<p>Guy Fawkes / Bonfire Night/firefighter visit Making Barfi- Diwali Remembrance day Christmas Time / Nativity/Santa Diwali Day Stay and Play with Parents</p>	<p>Valentines day Chinese New Year Food tasting different cultures Map work - Find the</p>	<p>Weather experiments Planting and growing fruits and vegetables Fruit smoothies/ veg soup Mother's Day – 19th March Pancake Day – 21st Feb World Book Day 3rd March Stay and Play with Prens</p>	<p>Farm Visit Caterpillars to observe in classroom and discuss how they change Frog spawn to observe in classroom and discuss how they change</p>	<p>Interviewing school staff, Visit from community worker- police officer, Sports day End of term celebration picnic with parents</p>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
 	Characteristics of Effective Learning					
	<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. (Links to Learning Zoo)</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. (Links to Learning Zoo)</p> <p>Creating and thinking critically: - Children have and 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. (Links to Learning Zoo)</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. Children should feel proud to be part of the Moorside family and support each other in every aspect of school life.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where they feel happy and valued. Routines are established and adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: We recognise that our children are unique and therefore their learning and development will progress at different rates. Through individualised support we will ensure they are challenged and progress at their own pace.</p>						
<p><i>At Moorside, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p>						
<p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS!	PEOPLE WHO HELP US!
OUR MOORSIDE VALUES	<p><u>HOPE: LOOKING FORWARD TO THE FUTURE</u></p> <p><u>BOOKS:</u> LOST AND FOUND HOW TO CATCH A STAR LION INSIDE IF ALL THE WORLD WERE....</p>	<p><u>LOVE: FRIENDSHIPS AND POSITIVE RELATIONSHIPS</u></p> <p><u>BOOKS:</u> MY DAD IF ALL THE WORLD WERE WE ARE FAMILY GUESS HOW MUCH I LOVE YOU</p>	<p><u>RESPECT: RESPECTING OURSELVES AND OTHERS</u></p> <p><u>BOOKS:</u> ONE WORLD BOG BABY THE GREAT KAPOK TREE MY SHADOW IS PINK LITTLE PEOPLE BIG DREAMS BOOKS</p>	<p><u>PRIDE: BEING PROUD OF WHO WE ARE AND OUR AND OTHERS ACHIEVEMENTS</u></p> <p><u>BOOKS:</u> MY SHADOW IS PINK PAPER DOLL LION INSIDE GIRAFFES CAN'T DANCE</p>	<p><u>EQUALITY : WE ARE ALL DIFFERENT BUT ALL EQUAL</u></p> <p><u>BOOKS:</u> MY SHADOW IS PINK ASTRO GIRL SMEDS AND SMOOS</p>	<p><u>RESPONSIBILITY: BEING RESPONSIBLE FOR OURSELVES AND OUR PLANET:</u></p> <p><u>BOOKS:</u> ONE WORLD BOG BABY THE GREAT KAPOK TREE ERROL'S GARDEN LITTLE PEOPLE BIG DREAMS BOOKS</p>
	<p>OUR SCHOOL'S OVERARCHING AIMS AND OBJECTIVES FOR OUR PUPILS ARE 'TO FOSTER A CARING COMMUNITY WHERE ALL CHILDREN ACTIVELY PARTICIPATE IN ENQUIRY-LED, PURPOSE-DRIVEN LEARNING WHICH PROMOTES RESILIENCE, RESOURCEFULNESS AND SUSTAINABILITY. CHILDREN ARE CHALLENGED AND SUPPORTED TO FULLY EXPLORE THEIR INDIVIDUAL TALENTS, BE THE BEST THAT THEY CAN BE, BE PROUD OF WHO THEY ARE, AND BE PROUD OF THE AREA IN WHICH THEY LIVE.'</p> <p>OUR CURRICULUM PROMOTES THE SPIRITUAL, MORAL, SOCIAL, CULTURAL, MENTAL AND PHYSICAL DEVELOPMENT OF PUPILS. UNDERPINNING THIS POLICY AND OUR WIDER APPROACH WITH PUPILS ARE THE VALUES OF MOORSIDE SCHOOL</p> <p>THESE VALUES ARE ACTIVELY SHARED AND PROMOTED THROUGH EXPLORING THEM AND MODELLING THEM THROUGH OUR PROFESSIONAL CONDUCT AND ENCOURAGING CHILDREN TO DISPLAY THESE VALUES IN THEIR EVERYDAY CONDUCT AROUND SCHOOL.</p>					

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
BRITISH VALUES SHARING CIRCLES	<p>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.</p>	<p>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. Done through celebrations</p>	<p>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. Class rules</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Tricky word assessments</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Tricky word assessments</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Welcome meeting Phonics workshop My first week</p>	<p>Tapestry involvement Nativity Parents Evening Reading workshop Stay and play</p>	<p>Tapestry involvement Stay and play</p>	<p>Tapestry involvement Parents Evening</p>	<p>Tapestry involvement Stay and play</p>	<p>Tapestry involvement End of year family Picnic</p>



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
COMMUNICATION AND LANGUAGE	<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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSE times, stories, singing, speech and language interventions, Word Aware. Key vocab selected from texts which chn are encouraged to use in play.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Follow instructions (settling in, putting my things away) Class role play areas as well as other CP areas.</p> <p>Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>	<p>Tell me a story! Develop vocabulary: Word aware Tell me a story - retelling stories: Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. describe events (Chinese New Year)</p>	<p>Tell me why! Develop vocabulary: Word aware Using language well Ask's how and why questions... Retell a story with story language – T4W Remember key points from a text Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. talk about similarities and differences between things in the past and now</p>	<p>Explain to me! Word Aware: explore vocab Reciting poems and songs learn and recite, poems and songs Tell me a story - retelling talk for writing Articulate a life cycle listen to and engage in and talk about selected non-fiction articulate my ideas and thoughts into well-formed sentences describe events in some detail</p>	<p>Can you recount an event? Word Aware: Explore Vocab learn and recite, poems and songs: listen to, engage in and talk about non-fiction Describe events in detail- farm trip Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Tell me about differences? Word Aware: Explore Vocab learn and recite, poems and songs: Talk about how our actions can affect the world talk about the experiences I have had at different points in the school year (end of year video) Talk about different places in our world that we have learnt about over the year.</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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.</p>					
MANAGING SELF SELF REGULATION BUILDING RELATIONSHIPS	<p>Induction- Me, my family, my positive relationships, forming new positive relationships.</p> <p>Managing Feelings and Behaviours.</p> <p>Developing routines, learning the rules.</p> <p>Handwashing</p> <p>Class rules:</p> <p>Behavioural expectations in the class/boundaries set</p> <p>Class rules</p> <p>Feelings- zones of regulation encourage children to talk about their feelings and how to manage them.</p>	<p>Me and my uniqueness and respecting others differences.</p> <p>Learning Self Care.</p> <p>Diversity – we are all different but the same.</p> <p>Learning how to breakdown communication barriers.</p> <p>How to be a good friend to others.</p> <p>Similarities and differences between myself and others (cultures and family traditions)</p>	<p>Start introducing mini me's and children self manage their learning and complete tasks independently.</p> <p>Talk about their learning.</p> <p>Take pride in their work.</p>	<p>Personal Health and Hygiene.</p> <p>Diet and personal needs.</p> <p>What do we need for a healthy lifestyle</p> <p>How to take care of ourselves</p> <p>Developing fine and gross motor skills.</p> <p>Becoming more confident with tackling challenges</p> <p>Explain why rules are important</p> <p>Take pride in their work</p>	<p>Talk about ways we might improve</p> <p>Begin to solve conflicts with minimal adult support</p> <p>Understand the feelings of others and begin to respond appropriately.</p> <p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p>People Who help Us thinking about how to keep safe and how to look after our bodies including oral hygiene linked to dentist visit.</p> <p>Focus on Positive role models in school and around us (children and adults)</p> <p>Transition into Year 1</p> <p>Year 1 readiness</p>
<p>Early learning Goals: 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.</p> <p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>						



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GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
PHYSICAL DEVELOPMENT	<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>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills- e.g. a knife and fork Draw lines and circles using gross motor movements- squiggle whilst you wiggle Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on</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 / zips Cutting with Scissors Build things with larger linking blocks, such as Duplo Handwriting Practice (for those that are ready)</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use knives and forks to cut fruit / veg in food preparation and role play. Handwriting practice (for those that are ready)</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 Handwriting practice</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Control objects e.g a knife and fork Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego</p>
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Fundamental Movement Skills Balance Agility Different ways of moving- running, jumping Speed Negotiate space Travelling with confidence Refining fundamental skills Under arm throw Over arm throw catching</p>	<p>Fundamental Movement Skills Balance Agility Different ways of moving- running, jumping Speed Negotiate space Travelling with confidence Refining fundamental skills Under arm throw Over arm throw Catching</p>	<p>Gymnastics Balance Core muscle strength Develop Agility and co-ordination Jumping and landing Travelling in different ways Balancing in different ways Awareness of space Encourage position and accuracy when beginning and ending movement</p>	<p>Dance Negotiate space Move energetically Copy basic actions Move to music Develop control and Grace of Movements</p>	<p>Games Ball skills: throwing, catching, kicking, rolling Sending and receiving Aim at a target Hit a target whilst moving Using different sized balls Follow the rules of a game</p>	<p>Athletics Running skills Agility Throwing Jumping Sports day Movement Move in different ways: Spin/rock/ tilt/fall/ slide Climb on/ off apparatus</p>
GROSS MOTOR	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled wheelbarrows, prams and carts. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
WEEKLY COSMIC KIDS YOGA LESSON						



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GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
LITERACY	<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>					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly	<p>I can talk about a familiar story</p> <p>I can talk about the characters in a familiar story</p> <p>I can listen and participate in small group and 1:1 discussions about stories</p> <p>Retell a simple story using story vocab</p> <p>Join in with familiar rhymes</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p> <p>I can listen and participate in small group and 1:1 discussions about stories using recently introduced vocabulary</p> <p>I can retell a familiar story using props</p> <p>I can begin to make predictions about that might happen next</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p> <p>I can listen and participate in a large group discussions about stories using recently introduced vocabulary correctly.</p> <p>I can show a good understand of story structure</p> <p>I can retell stories and make up my own using my imagination</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> <p>I can listen and participate in a whole class discussions about stories using recently introduced vocabulary correctly.</p> <p>I can begin to remember facts from non-fiction texts.</p>	<p>I am beginning to notice if my reading makes sense</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p> <p>I can listen and participate in a large group/ whole class discussions about stories and offer my own ideas.</p> <p>I can ask questions to clarify my understanding</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>I can listen and participate in a large group/ whole class discussions about stories using full sentences and in the correct tense when modelled by a teacher.</p>
WORD READING Children will be working in different groups for letters and sounds- Focus on consolidation of phase 2 and 3 sound. All home reading books to match children's phonics stage and a reading for pleasure book from the library for parents to read.	<p>Phonics: Letters and sounds Phase 1&2</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can start to understand that every letter has a sound.</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme clap syllables in a word</p>	<p>Phonics: Letters and sounds Phase 2</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p>	<p>Phonics: Letters and sounds Phase 2/3</p> <p>I can locate and read the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters and diagraphs</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>Phonics: Letters and sounds Phase 3</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p>Phonics: Letters and sounds Phase 3/4</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Phonics: Letters and sounds Phase 3/4</p> <p>I can read aloud simple sentences and books that are consistent with my phonics knowledge including some common exception words. (ELG)</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>



RECEPTION LONG TERM PLAN


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
WRITING	<p>Suggested Texts as a Stimulus: Brown Bear, Brown Bear We're Going on a Bear Hunt Goldilocks Peace at Last</p> <p>I can write some letter accurately</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing, Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Writing for a purpose in role play, Innovation of familiar texts model discuss</p>	<p>Suggested Texts as a Stimulus: Space – Astro Girl Diwali – I am a Hindu(Non- Fiction) Rama and Sita Golden Domes and Silver Lanterns Christmas</p> <p>I can write some letters accurately</p> <p>Spell words by identifying the sounds (Phonics Fingers)</p> <p>Card writing, Name writing, labelling, letter writing, short captions, discuss aspirations.</p> <p>Writing tricky words such as: I, me, my, into, no, go to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Suggested Texts as a Stimulus: 3 little pigs Homes Local (Non – Fiction) Old Homes (Non- Fiction) Stick Man Magic Paintbrush</p> <p>I can attempt to write short sentences using words with known sound letter correspondences.</p> <p>Simple Sentences Captions- characters descriptions Adapting own endings Writing short sentences to accompany story maps.</p>	<p>Suggested Texts as a Stimulus: Errol's Garden Oliver's Vegetables Oliver's fruit Salad Jasper's Beanstalk Farm (1 Week Non- Fiction)</p> <p>I can attempt to write short sentences with words with known sound letter correspondences.</p> <p>Form Lower case and upper case letters Exciting adjectives 'Wow words' Rhyming words, Character descriptions, writing captions and labels, writing simple sentences. Instructions</p>	<p>Suggested Texts as a Stimulus: Lost and Found Monkey puzzle Giraffes Can't Dance The Ugly Five Elmer Non-fiction books The very hungry Caterpillar</p> <p>I can re-read my sentence to check it makes sense . Form lower-case and capital letters correctly.</p> <p>Create our own story maps, Writing for a purpose in role play , beginning to use finger spaces. Rhyming words, fact files. Innovation of familiar texts using familiar texts as a model for writing</p>	<p>Suggested Texts as a Stimulus: Little people Big Dreams Books David Attenborough- Little people big ideas (Biography) Sharing and Shell The Journey Home Happily ever after (By North West Ambulance)</p> <p>I can write phrases and sentences that can be read by others (ELG)</p> <p>Non fiction fact writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using own ideas for how they can help the world.</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY DUE T CHILDREN'S INTERESTS						




RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES						
MATHS	<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>					
	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation


RECEPTION LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	BEARS!	 THE WORLD!	HOMES!	LET'S GROW!	AMAZING ANIMALS!	PEOPLE WHO HELP US!
Understanding the world	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.					
PAST AND PRESENT	<p><u>Past and Present</u></p> <p><u>Talk about the lives of people around them and their roles within society.</u> All about me- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them discussing why they are special to them.</p> <p>Show an interest in the lives of other people who are familiar to me.</p>	<p><u>Past and Present</u></p> <p><u>Talk about the lives of people around them and their roles within society.</u></p> <p>Talk about significant events in my own experience – starting school, moving house etc.</p> <p>Recognise and describe special times or events for myself, family or friends e.g. birthdays – Discuss how we have grown and changed since birth</p> <p><u>Understand the past through settings, characters, and events encountered in books read in class and story telling.</u></p> <p>Timeline of key events through their lives and historical events- First person on the moon (Astro Girl, world war 1, any other events they know)</p> <p>Compare and contrast character from stories, including figures from the past: Guy Fawkes- bonfire night</p>	<p><u>Past and Present</u></p> <p><u>Know some similarities and differences between things in the past and now drawing on their own experiences and what has been read in class.</u></p> <p>Use images, video clips, shared texts/ artefacts and other resources to bring the past to life looking at similarities and difference between how we live now and how we used to live.</p> <p>Looking at a familiar, local building (Ashton memorial) and why it is important to our community.</p>			<p><u>Past and Present</u></p> <p><u>Understand the past through settings, characters, and events encountered in books read in class and story telling.</u></p> <p>Understand people in their life time that have made an impact to our lives. David Attenborough, Queen Elizabeth II, Gretna Thumberg</p>
KEY VOCABULARY	today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday, day, week, month, year, long ago, old, new/recent, history, modern parent, grand-parent, great grand-parent, clue, artefact, memory, Who?, What?, materials, remember, poppy, same/different, change, people, lives					

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	 THE WORLD!	HOMES!	LETS GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
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>					
PEOPLE, CULTURE AND COMMUNITIES	<p><u>People culture and communities</u></p> <p><u>Describe their immediate environment using knowledge from observations, discussions, stories, non – fiction texts and maps.</u> Explore our school environment and the different geographical features they have.</p> <p>Draw a simple map from first hand experiences (going on a bear hunt around school grounds)</p> <p>Ask questions about their familiar world such as the place where I live or the natural world.</p> <p>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.</p> <p>Become more familiar with the people in their class and understand that some people are different to them.</p>	<p><u>People culture and communities</u></p> <p><u>Know some similarities and differences between religious and cultural communities in this country drawing on their experiences and what has been read in class.</u></p> <p>Listen carefully to stories about different places and begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries</p> <p>Recognise the similarities and differences between other cultures and how events are celebrated: Diwali/ Eid/Christmas</p> <p>Understand other people may have different beliefs to them and celebrate in different ways.</p> <p><u>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</u></p> <p>Understand there are other countries in our world</p>	<p><u>People culture and communities</u></p> <p><u>Describe their immediate environment using knowledge from observations, discussions, stories, non – fiction texts and maps.</u></p> <p>Create Maps of our journey to school.</p> <p>Look on Google Earth: features of local environment, maps of local area comparing places on Google Earth:</p> <p>Environment houses and home walk. Talk about what they can see.</p> <p><u>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</u></p> <p>Understand there are other countries in our world</p> <p>Enjoy and discuss Chinese new year celebrations look at how they are similar and different to the other celebrations we have looked at. Try new and different food from different cultures.</p>	<p><u>People culture and communities</u></p> <p><u>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</u></p> <p>Understands that some places are special to members of their community.</p> <p><u>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</u></p> <p>Describe our environment and its features- recall learning from our local walk and from google earth. Compare this with our trip to the farm and make geographical comparisons and maps.</p>	<p><u>People culture and communities</u></p> <p><u>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</u></p> <p>Compare the similarities and differences between life in another country and our own discuss how our environment is different from Polar Region, Africa, Brazil/Australia jungle</p>	<p><u>People culture and communities</u></p> <p><u>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.</u></p> <p>Comparing our environment and how we look after it, to that of a place in environmental crisis- link to the places we looked at last half term deforestation and the ocean.</p> <p>Develop a wider understanding of the wider world and draws comparisons between own local environment and other places.</p>
KEY VOCABULARY	World, map, environments, country, united kingdom, Lancaster, England, Lancashire, physical, human, buildings, symbols, places, prepositions (in front etc), routes, land, sea, habitats, cultures, community, local features of our community, town, country, buildings, structure.					

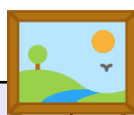
RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	 THE WORLD!	HOMES!	LETS GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
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>					
THE NATURAL WORLD	<p><u>Explore the natural world around them, making observations and drawing pictures of animals and plants.</u></p> <p>Talk about how we need to look after and care for our school environment. How can we look after our school?</p> <p>Children describe what they can see, how they feel and what they can hear outside in our learning environment: Dingle Dell. Sounds walks/ making instruments/ blind trail, singing.</p> <p><u>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</u></p> <p>Observe seasonal change on our seasons walk- Autumn. What can they see is happening, how do they feel outside?</p> <p>Make porridge and discuss how it changes once hot liquid is added. Discuss key vocab: ingredients, combined, liquid, soggy.</p>	<p><u>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</u></p> <p>Observe seasonal change on our seasons walk- Winter. What can they see is happening, how do they feel outside?</p> <p>Ice Experiment- What melts ice the fastest?</p> <p>Discuss clothing that should be worn to keep us warm in this weather.</p> <p><u>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</u></p> <p>What do we need to survive in our world. Wants/needs discussions.</p>	<p><u>Explore the natural world around them, making observations and drawing pictures of animals and plants.</u></p> <p>Local areas walk describe what they can see in our locality, how do they feel, what can they hear outside in our local environment?</p> <p><u>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</u></p> <p>Observe seasonal change on our seasons walk- Spring. What can they see is happening, how do they feel outside compared to our last seasonal walk?</p>	<p><u>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</u></p> <p>Growing plants and observing how they change over time.</p> <p>Look at a variety of different plants, flowers, vegetables and discuss their features and how they are the same/different.</p> <p>Think about what plants need to grow and answering key questions- e.g do all plants need the same things to grow?</p> <p>Show care and concern for living things by helping keep our plants/ vegetables alive.</p> <p><u>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.</u></p> <p>Compare our local environment (city) to the farm (countryside) what could we see there that is the same/different to our local environment?</p>	<p><u>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.</u></p> <p>Understand the key features of a life cycle: Life cycle of a butterfly- observe how the caterpillars change over time and the different processes.</p> <p>Talk about what they have observed</p> <p>Show care and concern for living things. Discuss what certain animals/ creatures need to survive. Look after our caterpillars and watch them grow and change through their life cycle stages.</p> <p>Look at different countries and discuss the animals that live their (habitats) and their features that help them adapt to living there.</p>	<p><u>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</u></p> <p>Observe seasonal change on our seasons walk- Summer. What can they see is happening, how do they feel outside? Compare to other seasonal walks. What have we learnt through these different walks? Explain the seasonal cycle.</p> <p>Climate change and looking after our planet- how we can help. Reuse, reduce and recycle.</p>
KEY VOCABULARY	<p>Plants: tree, petals, trunk, fruit, branch, roots, leaves, bulb, flowers, seed, stem, oxygen, carbon dioxide, pollen Animals including humans: human, survive, hydration, healthy, shelter, oxygen, adapt, habitat, recycle, sustainability, environment, pollution, birth, life cycle, food chain, hibernate, nocturnal Seasons: Summer, Spring, Autumn, Winter, day, dark, light, night, season, moon, sun, freezing, ice, frost, change, melting</p>					



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD!	HOMES!	LETS GROW!	AMAZING ANIMALS	PEOPLE WHO HELP US!
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>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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. I can show an interest in different occupations and ways of life I can draw a simple map (Bear Hunt) Set up roadway of our half term’s learning I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world 	<ul style="list-style-type: none"> I can compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: I can recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> I can make a simple Map of my journey to school I can identify looking on Google Earth: key features of local environment, I can discuss differences between houses I can compare maps of local area on Google Earth: how are areas are similar/different? I can gather information from a variety of sources Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. I can talk about different celebrations - Celebrate Chinese New year I can recognise that people have different beliefs I can show respect to everyone I can Talk about lives of people around us I can Talk about experiences at different points in the year (class calendar for each month) I can discuss Changing seasons: winter I Know there are different countries in the world (China) I have explored google earth I understand the effects of changing seasons on the world around me 	<ul style="list-style-type: none"> I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal 	<ul style="list-style-type: none"> Growth & Change: caterpillar life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can understand and talk about environments that are different to my own. Explain similarities and differences between countries/environments/Africa/Animals using Handa I can talk about how different animals live in different environments 	<ul style="list-style-type: none"> I can talk about objects and their simple properties I can talk about different environments Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment I can recognise the different way people help me in my community
	<p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Moorside family</p>	<p>What times are special and why? Which stories are special and why?</p>	<p>What times are special and why?</p>	<p>What times are special and why? What places are special and why?</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world?</p>



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD	HOUSES AND HOMES!	LET'S GROW	AMAZING ANIMALS	PEOPLE WHO HELP US!

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.

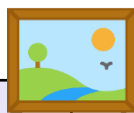
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Work will be displayed in the classroom

lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.



Build models using construction equipment.	Use different textures and materials to make firework pictures	Explore how colour can be changed	Explore and make different textures; make patterns using different colours	Collage-farm animals / Making houses. Pastel drawings, Life cycles,	Water pictures, collage, shading by adding black or white, Colour mixing – underwater pictures.
Junk modelling, take picture of children's creations and record them explaining what they did.	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue	Talk about a famous artist.	Explore mixing colours to paint plants and flowers and their features e.g. van gough-sunflowers	Junk modelling, houses, bridges boats and transport.	Father's Day Crafts
Learn how to use a variety of tools e.g. paintbrush to access in provision	Making a stick man using natural objects	Making lanterns, Chinese writing, puppet making,	Mother's Day crafts	Provide children with a range of materials for children to create/construct with.	Making models from recycled materials: link to keeping our sea clean
Begin to select the correct tools to achieve certain effects	Printing different materials to achieve different effects- link to Christmas card	Make our own musical instruments using junk modelling and joining skills taught last half term	Encourage children to create their own music.	Create collaboratively: papier mache: working in pairs	Using clay to make a coil pot (link to the curled shell in Sharing a Shell)
Begin to mix two colours together to make a new colour	Begin to talk about what materials we have used and why	Recognise, create and describe pattern:	Easter crafts printing, patterns on Easter eggs	Use various construction materials	Safely use a variety of tools and resources
To draw a self-portrait (enclosing lines): draw definite features		Safely use a variety of tools to create their designs.	Rubbings of leaves/plants	Explore textiles and fabrics and what we can create with them.	Talk about our work and why we have used certain materials to create certain effects
Explore different textures using different media		Give reason for our choices	Combine media to make a collage	Artwork themed around African Art	Review our work and discuss our likes and improvement
Practise snipping skills with scissors		Begin to talk about our creations	Andy Goldsworthy Natural Art	Begin to talk about our work and what we like / would do differently	
Feelings: taking photos of children acting out emotions			Begin to plan ideas	Child make independent choices about what tools they need to complete their crations	
			Child make independent choices about what tools they need to complete their crations	Child make independent choices about what tools they need to complete their crations	
			Talk about what we like about our work	Exploration of other countries – dressing up in different costumes	



RECEPTION LONG TERM PLAN










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	BEARS!	THE WORLD	HOUSES AND HOMES!	LET'S GROW	AMAZING ANIMALS	PEOPLE WHO HELP US!
BEING IMAGINATIVE	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>Join in with songs – Hello song, Traditional Nursery Rhymes, Seasonal songs (out of the ark)</p> <p>Play pitch matching games, humming or singing</p> <p>Ring game songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Drama conventions through literacy</p> <p>Build stories around toys (small world) use available props to support role play</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Listen to music and make their own dances in response.</p> <p>, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play of The Nativity</p> <p>Perform The Nativity to an audience</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p>	<p>Sing action songs</p> <p>Learn about pitch, rhythm and pitch in music</p> <p>Make our own musical instruments</p> <p>Sing seasonal songs in singing assembly and class time</p> <p>Learn and recite a traditional poem</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Sing seasonal songs in singing assembly and class time</p> <p>Music and drama areas added outdoor classroom now weather improving for children to perform</p> <p>Drama conventions and role play through literacy</p> <p>Children respond to music playing in their environment linked to their interests.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Sing seasonal songs</p> <p>Sing traditional poems and songs linked to farm and animals/life cycles</p> <p>Dressing in role play for children to assume characters</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Create a sequence of movements in response to different genres of music</p> <p>Drama conventions and role play through literacy</p>	<p>Sing seasonal songs</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Create a sequence of movements in response to different genres of music</p> <p>Collaboratively perform songs / stories with others or as a class</p> <p>Musical instruments in the areas of learning for children to explore different sounds and make their own music.</p> <p>Drama conventions and role play through literacy</p>	





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>