

# RECEPTION LONG TERM CURRICULUM PLAN 2021-22

**'We aspire for our pupils to be the best they can be, in an inclusive Christian environment. *Let your light shine as you grow.*'**

*"At St Mary's, children have the opportunity to learn through play. We ensure that learning is fun, engaging and we challenge and support all children so they make good progression from their individual starting point. The EYFS team are effective role models and we provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021 and through the children's own interests using floor books in our planning." Mrs Jeewan EYFS/KS1 Lead*

*"At St Mary's, we understand and appreciate the importance of the outdoor environment for our children. There is a continuation of indoor and outdoor provision and the outside areas are used at every opportunity. Our Forest school facilities enhance our provision across all areas of EYFS. At St Mary's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year through Tapestry, parent consultation meetings, parent workshops and events."*  
St Mary's EYFS Team.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL TOPICS</b> <i>NB: TOPICS MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	<b>MARVELLOUS ME!</b> Starting school / my new class New Beginnings Traditional tales How have I changed? I am Special, I am Me! My family, who is special to me - PSED focus What am I good at? How do I make others feel? Being kind and staying safe Being a good friend School rules and values	<b>COME ON AND CELEBRATE!</b> More Traditional Tales Little Red Hen – Harvest Harvest Samba Night and day animals Celebrating Festivals around the World The Light Festival At the Panto Christmas Lists Letters to Father Christmas	<b>THE WAY BACK HOME!</b> The Way Back Home Space Travel and Journeys Fly me to the moon! Vehicles Past and Present Signs of Spring	<b>AROUND THE WORLD!</b> Around the world with Mouk Looking at Maps / Atlas Around the Town How do I get there? Where in the world have you been? Where do your families live? Where do we live in the UK and in the world? Controlling the BeeBots	<b>READY, STEADY, GROW!</b> Plants & Flowers Weather / seasons Forest School Planting seeds Art- Van Gough <b>Arcimboldo</b> Reduce, Reuse & Recycle Fun Science Exploring Materials Habitats Minibeasts Life cycles	<b>SUPER LEARNING HEROES!</b> Superhero Day! Real life Superheroes People Who Help Us When I grow up I want to be... Keeping Safe Our super bodies Life cycle of a human Pantosaurs – Let's Talk Pants Story Writing
<b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b>	Marvelous Me! Starting School Button Box Monkey Puzzle Traditional Tales The Colour Monster Pete the Cat It's Ok to be Different Noah's Ark	Owl Babies Stick Man The Smartest Giant in Town Fox in the dark It was a Cold Dark Night The very Helpful Hedgehog Advent countdown Christmas Story & The Nativity	Epiphany The Way Back Home The Naughty Bus The Train Ride Bob, The Man on the Moon Beegu Aliens Love Underpants	Mouk Stories from around the world The Big Wide Mouthed Frog Handa's Surprise & Handa's Hen Rico the Parrot The Tiger Came to Tea	The Tiny Seed Oliver's Fruit salad Jack and the Beanstalk Jasper's Beanstalk Grow Your Own Reduce, Reuse, Recycle The Very Hungry Caterpillar What the ladybird heard The Healthy Wolf	Superworm Supertato – several stories Real Superheroes How to Save a Superhero Wunderpants Animal Pants Pants
<b>'WOW' MOMENTS / ENRICHMENT</b>	First Forest School Autumn Trail Harvest Time Birthdays Favourite Songs Special To Me Boxes Show and Tell Visit to St Mary's church	Library visit Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need The Light Festival Reverse Advent Christmas Service	Chinese New Year LENT World Book Day Story Telling Week Random Acts of Kindness Valentine's Day Internet Safety Day Travel to the Moon day! Nature hunt for signs of spring	Walk to the castle and museum Easter story Easter Scavenger Hunt Mother's Day Science Week Food tasting – different cultures Map work - Find the Treasure Pirate Day!	Caterpillars Planting sunflower seeds Minibeast hunt Making fruit smoothies, fruit kebabs, fruit salads Heathy Eating Week Number Day Elmer Day Day Trip TBC	Superhero Day! People Who Help us visitors Write & post a letter Father's Day Seaside Day Class Assembly & Graduation Move Up Day

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OVER ARCHING PRINCIPLES	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Encouraging children to investigate and experience things, independently finding out and exploring , ‘having 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 and drawing on what they know.</p> <p><b>Active learning:</b> - Children concentrate and learn to persevere if they encounter difficulties. Children 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 and resilience.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, caring, nurturing and strong &amp; positive partnerships between EYFS and whole school staff and see the relationships build between parents/carers. Promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> Children learn and develop 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><b>Learning and Development:</b> Children develop and learn at different rates and some children and families will need greater support than others. At St Mary’s we have a dedicated Health &amp; Welfare Officer to support children, parent/carers and families.</p>					



OVER  
ARCHING  
PRINCIPLES



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ST MARY'S SCHOOL VALUES & COLLECTIVE WORSHIP	Perseverance  Creation	Compassion  Incarnation	Respect  Lent	Trust  Easter	Truthfulness  Ascension & Pentecost	Friendship  Old testament stories
ASSESSMENT OPPORTUNITIES	Analyse pre-school information In-house - Baseline data on entry in first weeks National Baseline data by end of term EYFS Cluster Network meeting	On-going assessments Baseline analysis Pupil progress meetings Parent consultations Midterm Assessments Target Tracker data Phonics Tracker Talk Boost EYFS Cluster Network meeting	On-going assessments Phonics Tracker GLD Projections for EOY EYFS moderation EYFS/KS1 meeting and internal moderations EYFS Cluster schools moderation Interventions monitored	On-going assessments Phonics Tracker Pupil progress meetings Parent consultations EYFS team meetings Target tracker data EYFS Cluster Network meeting Interventions monitored	EYFS Cluster Moderation EYFS and Pre-school meetings Phonics Tracker data Expected EY outcomes Interventions monitored	Pupil progress meetings Parent consultations EYFS team meetings Target Tracker data End of Year data Parent Reports Transition meetings with YR1
PARENTAL INVOLVEMENT	Transition - staggered start New parents/children picnic Home / School Agreement WOW certificates Introduce Star of the Week Tapestry updates	Parent Workshops Parent Consultations Encourage 'Book at Bedtime' Reading Rewards Nativity Tapestry updates PTA event	Parent workshops Stay and Read morning Look at me! Talent show! Tapestry updates	Class Assembly and parents visit classroom and opportunity to see work Parent Consultations Tapestry updates Reading Rewards PTA event	Wow, see how far we have come celebration of children's work Tapestry updates	Wow certificates for the year Parent Consultations Parent's PTA event Reading rewards Graduation Assembly Parents visit classroom Meet next year's teacher/s



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COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners can build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>. <b>Early Talk Boost introduced early on as well as Wellcom screenings</b> to assess which children need more speech and language support than others.</p>					
Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, Some Talk 4 Writing actions, EYFS productions, assemblies and weekly interventions.	<p><b>Welcome to EYFS</b>            Settling in activities            Making friends            Children talking about experiences that are familiar to them            What are your passions / goals / dreams?            Marvellous me!            All about me            Rhyming and alliteration            Familiar Print            Sharing facts about me            Shared stories            Model talk routines through the day:            For example, arriving in school: “Good morning, how are you?”            Wellcom S&amp;L screening</p>	<p><b>Tell me a story!</b>            Settling in activities            Develop vocabulary            Discovering Passions            Storytelling - retelling then making up own            Story language            Word hunts            Listening and responding to stories            Following instructions            Group discussions            Understand how to listen carefully and why listening is important.            Use new vocabulary through the day.            Choose books that will develop their vocabulary            Early Talk Boost assessments</p>	<p><b>Tell me why!</b>            Using language well            Ask how and why?            Discovering Passions            Retell a story with story language            Story invention – talk it!            Ask questions to find out more and to check they understand what has been said to them.            Describe events in some detail.            Listen to and talk about stories to build familiarity and understanding.            Learn rhymes, poems and songs.            Talk Boost</p>	<p><b>Talk it through!</b>            Describe events in detail – time connectives            Discovering Passions            Understand how to listen carefully and why listening is important.            Use picture cue cards to talk about an object:            “What colour is it? Where would you find it?            Sustained focus when listening to a story            Which of the pictures are different? Explaining their reasons why.            Thinking about similarities and differences.            Talk Boost</p>	<p><b>What happened?</b>            Revisiting stories            Introduce new vocabulary            Discovering Passions            Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives            Past and present.            Talk Boost</p>	<p><b>Time to share!</b>            Show and tell            Weekend news            Discovering Passions            Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.            Children write and read own stories.</p>
DAILY STORY TIME						



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Caring, nurturing, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>. Through the <b>Zones of Regulation</b> children are encouraged to express their emotions and decide during the day how they are feeling and strategies to support them.</p>					
MANAGING SELF  SELF - REGULATION  LINK TO BEHAVIOUR FOR LEARNING	<p>New Beginnings See themselves as a valuable individual It’s Ok to be Different Being Marvellous Me Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Introducing the Colour Monster and the Zones of Regulation School motto Shine Your Light New Behaviour system – 3 key words: Respect, Effort, Safe</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Thinking about similarities and differences</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves. Looking after our bodies and oral hygiene</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Super learning behaviours RSE &amp; Staying safe</p>
	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> </ul>			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p> <ul style="list-style-type: none"> <li>✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>		



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PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	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 Introduce woodworking activities	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.	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	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a>	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Obstacle courses, climbing. And balancing in outside area Dance related activities 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, skateboards, wheelbarrows, prams and carts are all good options	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. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities 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.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Throwing & Catching. Controlling a ball in different ways Athletics and Sports Day activities.

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES INCLUDING THE INTRODUCTION OF WOODWORKING

GROSS MOTOR

BIG PAPER, COSMIC YOGA, CLIMBING FRAME AND OBSTACLE COURSES



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LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.  Encourage Storytelling and then let children begin to write part of the stories themselves then act out with friends on class 'stage'.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to books reading. Encourage parents to read at home with child.	Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Timeline of how plants grow.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters	Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.
WORD READING	<b>Phonic Sounds:</b> Phase 1 Sounds <b>Reading:</b> reciting know stories, listening to stories with attention and recall. 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 Listening walks, making rhymes.	<b>Phonic Sounds:</b> Phase 2 Sounds <b>Reading:</b> Initial sounds, oral blending, CVC sounds, blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.  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. Using Tricky words songs to help.	<b>Phonic Sounds:</b> Phase 2 sounds <b>And introducing Phase 3 digraphs/trigraphs</b> Differentiated groups <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Spotting digraphs in words. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	<b>Phonic Sounds:</b> Phase 3 sounds Differentiated groups <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.  Children should not be required to use other strategies to work out words.	<b>Phonic Sounds:</b> Phase 3/5 for some Differentiated groups: <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.  High Frequency words checklists – encourage those to join 100 Club to read first set 100 words consistently	<b>Phonic Sounds:</b> Differentiated groups Revisiting any tricky sounds  <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff
	First set of High Frequency Words and reading using phonic decoding skills. Oxford Reading Tree Biff Chip & Kipper books and Songbirds Phonic stories  Phonics Tracker consistently used to monitor class/individual progression					



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WRITING MARK MAKING OPPORTUNITIES THROUGHOUT CLASS /OUTSIDE AREAS  PENCIL CONTROL  NAME WRITING  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters</p> <p>Monkey Puzzle Traditional Tales</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists, Some writing initial sounds, most names and a few simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels.</p> <p>Label pictures or messages. Create a Message centre!</p>	<p><b>Texts as a Stimulus:</b> The Little Red Hen Sequence the story Speech bubbles</p> <p>The Three Billy Goats Gruff (Defeat Monster)</p> <p>Create a wanted poster to catch the troll</p> <p>OWL Babies- captions or speech babies what are the different owls saying or feeling?</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell.</p> <p>Sequence the story.</p> <p>Write a sentence /caption / CVC words</p>	<p><b>Texts as a Stimulus:</b> The Way Back Home – writing simple captions using high frequency words &amp; phobic skills</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p> <p>Write about Space – label planets, design a spaceship...</p> <p>Write a Space Fact File</p>	<p><b>Texts as a Stimulus:</b> Handa’s Surprise (Journey story) &amp; Handa’s Hen Retell the story in own words / reverse the journey</p> <p>Describe each animals – draw and label animals and what noise they make. Write new version Where is the story set? Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems / poems from around the world</p>	<p><b>Texts as a Stimulus:</b> Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Mini beasts Fact File – Compare two minibeasts.</p> <p>The Very Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Sunflower Diary</p> <p>Writing recipes, lists.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Rules of writing.</p>	<p><b>Texts as a Stimulus:</b> Superhero stories – Supertato, Superworm, Real Life Superheroes, Wonderpants, Elliot the Midnight Superhero...</p> <p>Write a postcard / diary writing of a Superhero</p> <p>Superhero Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Supertato/Superworm</p> <p>Make a comic book / storyboard for a comic strip</p> <p>Write three sentences – B, M &amp; E.</p>

# RECEPTION LONG TERM PLAN 21-22



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GENERAL TOPICS	MARVELLOUS ME!	COME ON AND CELEBRATE	THE WAY BACK HOME	AROUND THE WORLD	READY, STEADY GROW!	SUPER LEARNING HEROES
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
LINKING WITH WHITE ROSE MATHS SCHEME	JUST LIKE ME! Assessing maths skills on entry	IT'S ME, 1,2,3! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles Positional Language	ALIVE IN 5! Introducing 0 Comparing Numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2)	BUILDING 9 AND 10 9 & 10 Comparing Numbers to 10 Number Bonds to 10 3D Shape Pattern (2)	TO 20 AND BEYOND Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning Match, Rotate, Manipulate	FIND MY PATTERN Doubling Sharing & Grouping Even & Odd Spatial Reasoning (3) Visualise & Build
NUMBERBLOCKS	Match & Sort Compare Amounts Compare Size, Mass & Capacity Exploring Pattern	LIGHT & DARK Representing Numbers to 5 One More & One Less Shapes with 4 Sides Time	GROWING 6,7,8 6,7,8 Making Pairs Combining 2 Groups Length & Height Time (2)	CONSOLIDATION Revisiting 0-10 SSM	FIRST, THEN & NOW Adding More Taking Away Spatial Reasoning (2) Compose and Decompose	ON THE MOVE Deeping Understanding Patterns & Relationships Spatial Reasoning (3) Mapping
MATHS STORIES						
DEVELOPING SUBITIZING & NUMBER BOND SKILLS						



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<p>UNDERSTANDING THE WORLD 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> <p>DAILY COLLECTIVE WORSHIP</p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How time has changed. Using cameras.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas’ in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>Looking at SPACE</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals as well as in space</li> <li>Use their imaginations.</li> <li>Seasons - Change in living things – Changes in the leaves, weather, seasons,</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Can children make comments on the weather, culture, clothing, housing. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a ‘Bug Hotel’</li> <li>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>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.</li> <li>Around the world – where do some of the children’s family / friends live or originate from?</li> <li>Look at atlas, ,maps, globe</li> <li>Use google maps to see where we live.</li> </ul>	<ul style="list-style-type: none"> <li>Use Handa’s Surprise to explore a different country and where things grow.</li> <li>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.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Introduce the children to NASA and America.</li> <li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction texts about People Who Help US</li> <li>Superhero stories – why are they popular?</li> <li>What does it mean to be like a superhero and have superhero values?</li> <li>To understand where Share non-fiction texts that offer an insight into different occupations and ways of life.</li> <li>Listen to how children communicate their understanding of their families lives and jobs that they have</li> <li>What do we want to be when we grow up? What do we need to be like?</li> <li>Children discuss and draw themselves as an adult – When I Grow Up I want to be....</li> <li>Challenge misconceptions of male/female job roles Watch documentary of when school children met fighter pilot, ballerina, mechanic etc</li> </ul>










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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</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>Light Festival activities</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</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>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Space &amp; Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-</p> <p>Sun flowers Van Gough</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Super hero pictures and crafts</p> <p>Making capes, masks and design own superhero</p> <p>Portraits of people who are like superheroes</p> <p>Superhero songs and dances</p> <p>Colour mixing – superhero outfits and sky scenes Using different art materials and resources</p> <p>Create storybook, comic strip or story board</p> <p>Class Assembly activities</p> <p>Father's Day Crafts</p>



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## EARLY LEARNING GOALS – FOR THE END OF THE YEAR

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. 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>

