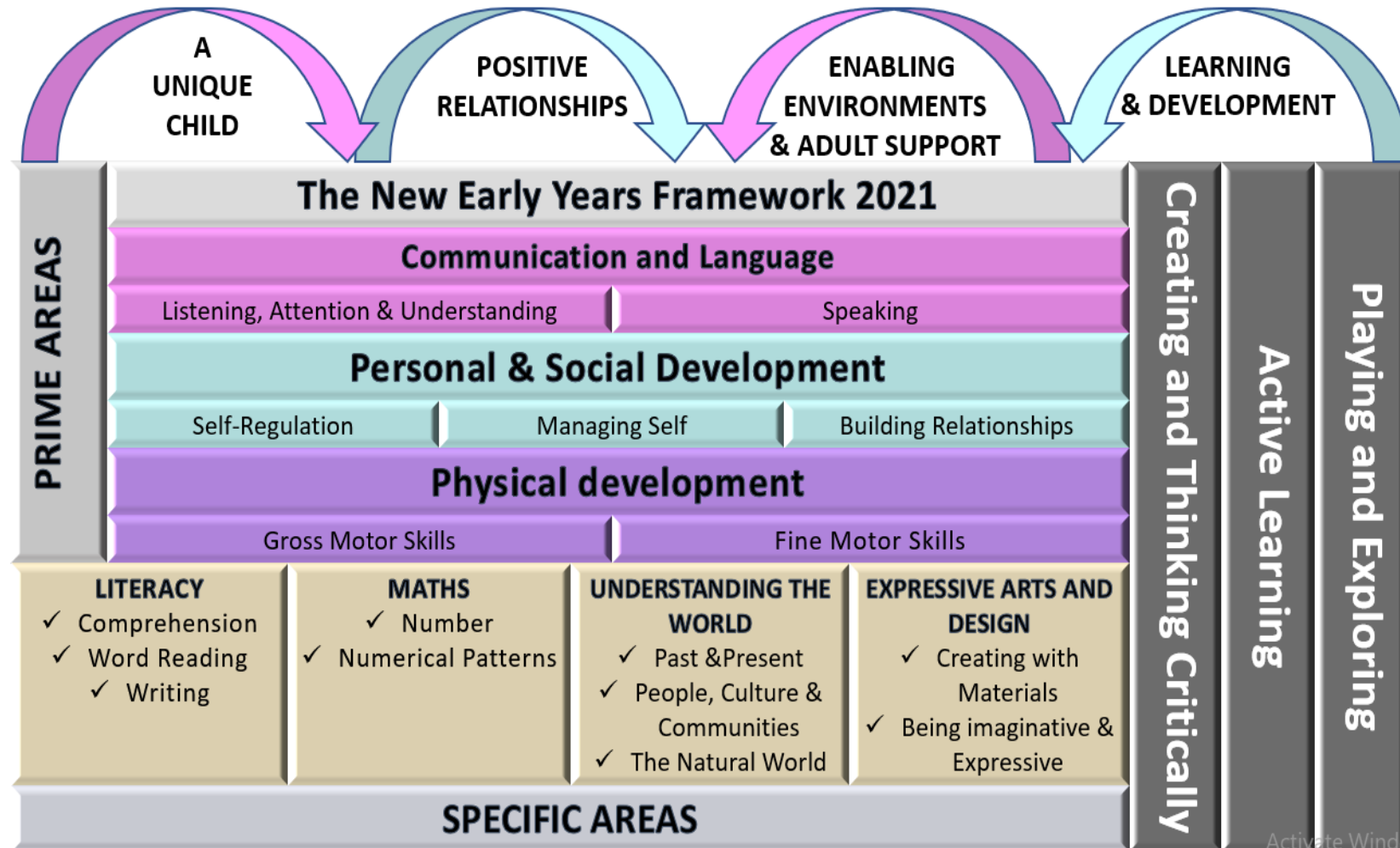


# Reception Long Term Plan 23-24

*At Fawkham, we encourage our children to be happy and confident learners. We help them to develop the skills they need in order to be independent in their learning, setting their own challenges and demonstrating the resilience they need to see tasks through to the end. Our children are inquisitive and learn from asking questions to find out information. They are encouraged to take managed risks in order to challenge themselves and move their learning on.*

*At Fawkham, we provide children with an inviting and enabling environment in order to learn and grow. We believe in giving children real life experiences and starting points in order to lead their learning.*

*Children are taught through a combination of adult directed and child led activities as a whole class, in group and individually. They have access to both indoor and outdoor classrooms throughout the day.*





# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Dates	Back to School Rosh Hashanah (15 <sup>th</sup> - 17 <sup>th</sup> ) Ganesh Chaturthi (19 <sup>th</sup> ) Yom Kippur (24 <sup>th</sup> - 25 <sup>th</sup> ) Sukkot (29 <sup>th</sup> Sept - 6 <sup>th</sup> Oct) Black History Month Harvest Festival (1 <sup>st</sup> ) Halloween (31 <sup>st</sup> )	Bonfire Night (5 <sup>th</sup> ) Remembrance Day (11 <sup>th</sup> ) Diwali (12 <sup>th</sup> ) World Nursery Rhyme Week (13 <sup>th</sup> - 17 <sup>th</sup> ) Anti-Bullying Week (13 <sup>th</sup> - 17 <sup>th</sup> ) St. Andrew's Day (30 <sup>th</sup> ) Hanukkah (7 <sup>th</sup> - 15 <sup>th</sup> ) Christmas Day (25 <sup>th</sup> ) New Year's Eve (31 <sup>st</sup> )	Epiphany (6 <sup>th</sup> ) Burns Night (25 <sup>th</sup> ) National Storytelling Week (29 <sup>th</sup> Jan - 5 <sup>th</sup> Feb) LGBT+ History Month Children's Mental Health Week (5 <sup>th</sup> - 11 <sup>th</sup> ) Safer Internet Day (6 <sup>th</sup> ) Chinese New Year/Lunar New Year (10 <sup>th</sup> ) Shrove Tuesday (13 <sup>th</sup> ) Valentine's Day (14 <sup>th</sup> ) Ash Wednesday (14 <sup>th</sup> )	St. David's Day (1 <sup>st</sup> ) World Book Day (7 <sup>th</sup> ) International Women's Day (8 <sup>th</sup> ) Mother's Day (10 <sup>th</sup> ) Ramadan (10 <sup>th</sup> Mar - 9 <sup>th</sup> Apr) St. Patrick's Day (17 <sup>th</sup> ) Holi (24 <sup>th</sup> - 25 <sup>th</sup> ) Easter Sunday (31 <sup>st</sup> )	Stress Awareness Month Eid-Al-Fitr (9 <sup>th</sup> - 10 <sup>th</sup> ) First Day of Passover (22 <sup>nd</sup> ) St. George's Day (23 <sup>rd</sup> ) Mental Health Week (13 <sup>th</sup> - 20 <sup>th</sup> ) Walk to School Week (20 <sup>th</sup> - 25 <sup>th</sup> ) Vesak (23 <sup>rd</sup> )	Father's Day (16 <sup>th</sup> ) Eid-Al-Adha (17 <sup>th</sup> ) International Day of Friendship (30 <sup>th</sup> )
Possible themes/ Lines of development	All About Me Families People Who Help Us Autumn Harvest	Fireworks Diwali Light and Dark Space In the Woods Nocturnal animals Winter/Christmas	Journeys Transport Lunar New Year	Traditional Tales World book day	Growing Minibeasts Life cycles	Animals Habitats Dinosaurs Seaside Summer
Key Texts	The Colour Monster/ The Colour Monster Goes to School So Much A Superhero Like you Little Red Hen	The Best Diwali Ever Owl Babies The Gruffalo Astrogirl One Snowy Night	On the Way Home Naughty Bus The Train Ride Mr Gumpy's Outing The Magic Paintbrush	The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears Little Red Riding Hood Hello Spring	The Tiny Seed The Very Hungry Caterpillar What the Ladybird Heard The Giant Jam Sandwich	The Rainbow Fish Handa's Surprise The Girl and the Dinosaur The Lighthouse Keepers Lunch Clean Up
'Wow' moments Trips/ Experiences	Little City Visit St. Mary's Church	Eagle Heights Pantomime	Transport trip	Library Visit Storyteller visit Visit to the lambs	Beekeeper visit Garden Centre	Wingham

# Reception Long Term Plan 23-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Over Arching Principles

## Characteristics of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

- Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.
- Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: At Fawkham, 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.'*

*We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.*

# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Our Core Christian values					
<p><b>Our Vision Statement</b> John Chapter 10 verse 10 'I came that you may have life, life in all its fullness'</p> <p><b>Core Principles</b></p>	<p><b>Care</b> Luke 6:31 "Treat others the same way you want them to treat you" Mark 6:30-44- Jesus Feed the 5000</p> <p>-Encouraging kindness by sharing resources, offering others to join in with their play -Helping others when they are upset or when they need an adult's help. -Good modelling from adults and coaching them to understand facial expressions. Link to Good Samaritan.</p>	<p><b>Respect</b> Romans 12:10 "Love one another warmly as Christians, and be eager to show respect for one another" Daniel 6-Daniel and the Lions Den</p> <p>-Respecting other peoples space on the carpet and around the classroom areas. -Speak in an indoor voice and politely using please and thank you to all members of the Fawkham Family. -Speaking at the correct times and putting hand up to answer. -Thinking carefully before you speak.</p>	<p><b>Honesty</b> Proverbs 21:21 "Be kind and honest and you will live a long life, others will respect you and treat you fairly" Luke 19:1-10- The Story of Zacchaeus the Tax Collector</p> <p>-Telling the truth is always best as that means that we can trust you. Whether you have done something wrong or not being honest helps us all to resolve a problem and move on.</p>	<p><b>Friendship</b> Proverbs 12:26 "The righteous choose their friends carefully, but the way of the wicked leads them astray" Ruth 1:16-17-Ruth and Naomi</p> <p>-Playing together and sharing. -Listen to each other and work things out together. Activities in groups and pairs taking turns. Compliment cards activity. -Modelling good social skills, good behaviour and how to be welcoming and inclusive. Friendship stop in playground.</p>	<p><b>Responsibility</b> 2 Timothy 1:7 "For God gave us a spirit not of fear but of power and love and self control" Genesis 2:19-God gives human beings the responsibility of caring for the world and of naming the animals.</p> <p>-Looking after your belongings. -Bringing in the appropriate resources to school e.g. hat, coat, sun cream, books. -Monitor roles to take on a responsibility. -Self registration. -Tidy away once you have finished working in an area.</p>	<p><b>Forgiveness</b> Ephesians 4:32 "And be kind and compassionate to one another, forgiving one another just as God also forgave you in Christ" Genesis 25:19-24- Jacob and Esau</p> <p>-Talking about love and what it means to you. Who do you love and why? If someone makes you sad how can you change your feeling to forgive them? -Talking about the word Sorry and what forgiveness means. Stories to explain forgiveness.</p>
<p><b>Our Fawkham Family helps everyone to:</b> Follow in the footsteps of God, with God's love, help and guidance Know that we are all special and different and that God has created us in this unique way Feel safe, happy and confident in our loving, caring Christian Family Work together through the living out day by day Core Christian Values Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish</p>						



# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>British Values</b></p> <p>We will 'dip in and out of each area' each term as and when we need to.</p>	<p><b>Mutual respect</b> 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><b>Mutual Tolerance</b> 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.</p>	<p><b>Rule of law</b> 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.</p>	<p><b>Individual liberty</b> 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><b>Democracy</b> 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><b>Recap all British Values</b> 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>
<p><b>Assessment opportunities</b></p>	<p>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonics assessment</p>	<p>On going assessments Baseline analysis Tracking meetings Parents evening EYFS team meetings Assessments Phonics assessment</p>	<p>Phonics assessment</p>	<p>Phonics assessment End of term assessment</p>	<p>Phonics assessment</p>	<p>Phonics assessment EOY data</p>
<p><b>Parental Involvement</b></p>	<p>Harvest Assembly Home / School Agreement Phonics workshop Parents Evening</p>	<p>Nativity Sponsored Rhyme Maths workshop Bedtime Story</p>	<p>Writing workshop Stay and Read morning Parents Evening</p>	<p>Book week activities Mother's day afternoon tea</p>	<p>Reports- parents evening follow up Father's Day event</p>	<p>Sponsored Sunflower Competition</p>

*We recognise that all children are unique and special.*



# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	<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 will 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 and language structures</b>.</p>					
<b>Poetry Basket</b>	Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples Leaves are Falling Breezy Weather	Who has seen the Wind? Cup of Tea Mice Shoes	Popcorn A Little House Pancakes Lets Put on Our Mittens I Can Build a Snowman Carrot Nose Spring Wind Furry Furry Squirrel Hungry Birdies	A Little Seed Stepping Stones Mrs Bluebird	I Have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas The Fox Monkey Babies by Irene Rawnsley and John Foster Thunderstorm Five Little Owls IF I Were So Very Small Under a Stone	

## Early Learning Goals

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.
- 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 and present and future tenses and making use of conjunctions, with modelling and help from their teacher.



# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b>PSHE focus lessons-scheme</b>	Self-Regulation-My Feelings	Building Relationships-Special Relationships	Managing Self-Taking on Challenges	Self-Regulation-Listening and Following instructions	Building Relationships- My Family and Friends	Managing Self-My Wellbeing
<b>Self - Regulation</b>  Link to Behaviour for Learning	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. <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> <li>✓ Behaving in ways that are pro-social</li> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> <li>✓ Persisting in the face of difficulty.</li> </ul>			<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>-Work and play cooperatively and take turns with others.</li> <li>-Form positive attachments to adults and friendships with peers.</li> <li>-Show sensitivity to their own and to others' needs</li> </ul>		

# Reception Long Term Plan 23-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Physical development</b></p> <p><b>Fine motor</b></p> <p><small>Continuously check the progress of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small></p> <p>Dough disco Daily opportunities For Fine Motor Activities</p> <p><b>Gross motor</b></p> <p>BEAM Squiggle whilst you wiggle Write dance Weekly PE session</p>	<p>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 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, co-ordination and agility</b>. 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>.</p>					
	<p>Planned PE lesson Focus</p>					
	<p>BEAM Write Dance</p>	<p>Me and Myself</p>	<p>Fitness</p>	<p>Ball Skills</p>	<p>Throwing and Catching</p>	<p>Fun and Games Cycle Me Tots</p>
<p style="text-align: center;">Early Learning Goals</p> <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>-Demonstrate strength, balance and coordination when playing.</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<p style="text-align: center;">Early Learning Goals</p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>-Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>			





# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>  <b>Word Reading</b> Children will be following the Little Wandle programme for early reading.	<p>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)</p>					
	<b>Phonic Sounds:</b> Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r I Week 5 h b f l <b>Tricky words- is, I, the</b>	<b>Phonic Sounds:</b> Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) <b>Tricky words- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</b>	<b>Phonic Sounds:</b> Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words <b>Tricky words- was you they my by all are sure pure</b>	<b>Phonic Sounds:</b> Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ <b>Tricky Words- Review all taught so far Secure spelling</b>	<b>Phonic Sounds:</b> Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <b>Tricky Words-</b> said so have like some come love do were here little says there when what one out today .	<b>Phonic Sounds:</b> Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es longer words <b>Tricky words-</b> Review all taught so far Secure spelling
<b>Drawing Club</b>	<p>We use Drawing Club as a vehicle to ignite children's love of reading and writing. Children are introduced to a range of texts which they become very familiar with. Key vocabulary is drawn from the text and learnt and practised in context. Children are then invited to draw different characters, settings and adventures from the story, using different codes to explain their drawing and how to make things happen within it.</p>					
<b>Early Learning Goals</b> -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 during role play. -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.			<b>Early Learning Goals</b> -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.			



# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>  <i>White Rose Maths</i>	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> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	Getting to know you Settling in Establishing routines Introducing areas of provision  Just Like Me! Match and sort Compare amounts Compare size, mass and capacity Exploring Pattern	It's me 1, 2, 3! Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and Triangles Positional Language  Light and Dark Representing numbers to 5 One more and less Shapes with 4 sides Time	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity  Growing 6, 7, 8 6,7 and 8 Making pairs Combining 2 groups Length an height Time	Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern  Consolidation	To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate  First, Then, Now Adding more Taking away Spatial reasoning (2) Compose and decompose	Find my Pattern Doubling, Sharing and Grouping Even and Odd Spatial reasoning (3) Visualise and Build  On the Move Deepening Understanding Patterns and Relationships Spatial reasoning (4) Mapping
	<b>Early Learning Goals</b> -Have a deep understanding of numbers to 10, including the composition of each number. -Subitise (recognise without counting) up to 5. -Automatically recall number bonds up to 5 and some numbers to 10, including double facts.			-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.		



# Reception Long Term Plan 22-23

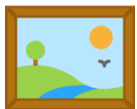
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>UNDERSTANDING THE WORLD</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of 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>					
	Life cycles of humans Taking care of themselves Senses Families	Identify electrical devices Use battery powered devices Explore light sources Shine light on or through different materials Explore shadows Learn about the Earth, Sun, Moon, planets and stars Learn about space travel	Exploring rainbows Explore forces Feel forces Explore how things work Explore how to change how things work Explore how the wind can move objects Explore how objects move in water Explore and identify sounds (covered through Kapow music)	Explore a range of materials Observe, measure and record how materials are changed when they are heated and cooled Compare how materials change over time and in different conditions	Life cycles Comparing adult/baby animals Growing animals	Name and describe animals that live in different habitats Describing habitats Explore plants and animals in a contrasting natural environment.
<b>OUTDOOR EXPLORERS</b>	Exploring the natural environment Exploring natural objects Play and explore in all seasons Observe living things throughout the year	Exploring the natural environment Exploring natural objects Play and explore in all seasons Observe living things throughout the year Describe some signs of Autumn Say why some trees lose their leaves in the Autumn Say what seeds are and why they are important Describe what squirrels are like and how to look after them Say what bird migration is and name some birds that migrate. Say what a spider is like and how we can look after spiders	Exploring the natural environment Exploring natural objects Grow plants Play and explore in all seasons Observe living things throughout the year Describe some signs of winter Say how trees survive in the winter Identify mistletoe and explain how some plants depend on other plants to live. Identify signs of animal activity and recognise some animal footprints Explain how birds survive during the winter. Explain what happens to minibeasts in winter.	Exploring the natural environment Exploring natural objects Grow plants Play and explore in all seasons Observe living things throughout the year. Describe some signs of spring Explain what a bud is Explain that new growth happens in spring. Tell you about the life cycle of a frog Talk about birds and understand how to look after them. Talk about bees and why they are important.	Exploring the natural environment Exploring natural objects Play and explore in all seasons Observe living things throughout the year Describe some signs of summer Recognise some trees by looking at their leaves and talk about why leaves are important. Explain why some plants produce fruit and identify some fruits that grow in the UK in the summer. Name some baby woodland animals and know how to care for them. Say how a baby bird changes. Say what a caterpillar is like and how it changes in to a butterfly or moth.	Exploring the natural environment Exploring natural objects Play and explore in all seasons Observe living things throughout the year
<b>RE/FESTIVALS</b>	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity plays at Christmas?	What do Christians believe is special about Jesus and the message he brings?	Why do Christians put a cross in an Easter garden?	What stories are told by and about people of different faiths and beliefs?	What stories are told by and about people of different faiths and beliefs?



# Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNDERSTANDING THE WORLD	<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>					
	<p><b>Early Learning Goal Past and Present</b></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><b>Early Learning Goal People, Culture and Communities</b></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><b>Early Learning Goal The Natural World</b></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>		





# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive Arts and Design</b>	<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>					
Kapow Music	Exploring nursery rhymes Sponsored Nursery rhyme challenge	Celebration Music	Exploring Sound	Music and Movement	Musical Stories	Big band
Kapow Design and Technology	Junk Modelling Making Hedgehog boxes	Cooking and Nutrition- soup Santa Sliding chimneys	Boats	Bookmarks Easter Egg Decorations	Spring Threading	Making a rainbow salad
Art	Portraits Picasso/ Kahlo Colour Alma Thomas	Starry Night- mixed media Van Gogh Jackson Pollock	Lunar New year- Blossom tree printing Yayoi Kusama	Fruit and veg head Guiseppe Arcrimboldo	Collage Henri Matisse	Fish Magic Paul Klee
Access Art Projects	Finding Circles Mark Making and Sound: Part one and two Movement Maps Explorers Books: Collecting Colour	Galaxy Painting Imaginary Landscapes Transforming objects Autumn floor textiles Clay play Top tips for cardboard creations	Lets start with collage Collecting, arranging, drawing Printing with string Nursery Night time collage	Fruit and Veg head Still life compositions inspired by Cezanne Modroc plasterboards Insect hotels Marbelled Hole punch sketchbook Burton Hathow Ducklings	Repeat Pattern Printing roller Collage Streets Painting the Savannah Prop making for toys.	Shells- Observational drawing Collaging with wax crayon rubbings Drawing on pebbles Hands, feet and flowers
Planned Provision	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.			<p><b>Early Learning Goals</b> <b>Creating with Materials</b> 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>Being Imaginative and Expressive</b> 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>		

# Reception Long Term Plan 23-24

## 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><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</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><b>ELG: Speaking</b></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><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.</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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><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.</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><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.</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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><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.</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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><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.</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><b>ELG: Being Imaginative and Expressive</b></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>