

RECEPTION LONG TERM PLAN 25-26

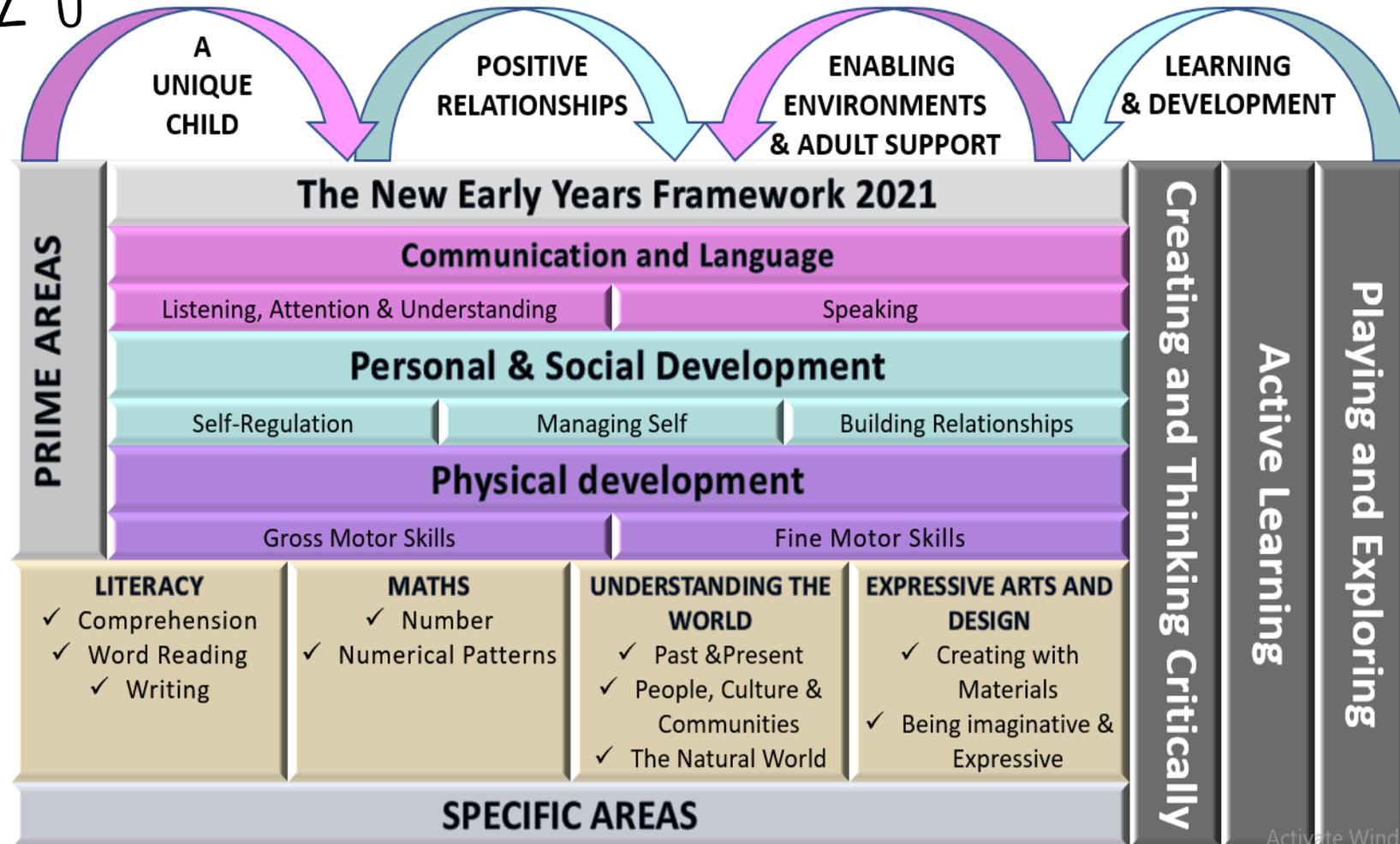


Our Christian values are respect, honesty, love and friendship, peace, thankfulness and courage.

Jesus said, 'I am the vine and you are the branches.'

TOP LEVEL GOALS...

- BE A CONFIDENT LEARNER
- TALK TO YOUR NEXT TEACHER
- HAVE GOOD MANNERS
- BE KIND
- KNOW WHEN TO ASK FOR HELP
- BE ORGANISED AND READY TO LEARN



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AUTUMN 1

ONCE UPON A TIME

Starting school / my new class / New Beginnings
Nursery Rhymes and songs
Traditional / Fairy Tales
Little Red Hen
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe
Library visits
Harvest

THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION



AUTUMN 2

FESTIVALS OF LIGHT

Traditional tales
Old favourites
Familiar tales
Weather / seasons
Does the moon shine?
Diwali
Bonfire night safety
The Nativity
Off to the Theatre
Christmas lists
Letters to Father Christmas
Christmas



SPRING 1

ANIMALS

Life cycles
Pets
How to care for animals
Animals around the world
Climates / Hibernation
Night and day animals
Animal patterns
Habitats
David Attenborough
Chinese New Year



SPRING 2

AUSTRALIA

Around the World
How do I get there?
Where in the world have you been?
Where do we live in the UK compared to Australia?
Compare flags
Send me a postcard!
Aboriginal dot art
Reduce, Reuse & Recycle
Dinosaurs
Mary Anning
Easter



SUMMER 1

VILLAGE LIFE

Plants & Flowers
Weather / seasons
The great outdoors
Taplow past and present
Model village
Traditional / Fairy Tales (alternate versions)
Staying healthy / Food / Human body
How have I changed?
Planting seeds
STEM challenges - bridges
Claude Monet Japanese footbridge



SUMMER 2

LIGHTHOUSES

Under the sea
Off on holiday / clothes
Lighthouses in the UK
Lifeboat rescue
Grace Darling
Farne islands
Google Earth
Puffins
Marine life
Seasides in the past
Compare: Now and then!
Seaside art
Repeating patterns
Transition to Year 1

READING FOR PLEASURE

NON-FICTION BOOKS ARE PRESENT THROUGHOUT THE LEARNING ENVIRONMENT

The Little Red Hen
Pumpkin Soup
Always and Forever
Rosie's Walk
The runaway pea
Pattan's pumpkin
RWI – Goldilocks and the 3 bears
RWI – Little red riding hood

Rocket Countdown
One Snowy Night
Whatever next!
Mog's Christmas Calamity
Amazing Kind
RWI – Oh, oh, the story man
RWI – The king who wanted to catch the moon

Ten in a bed
Owl Babies
Cleversticks
Full, full, full of love
Snowflakes
The lion inside
RWI – Where am I?
RWI – The enormous turnip

One is a snail, ten is a crab
Am I yours?
Big Blue Whale
Duffy's lucky escape
Meet the oceans
Luna loves art
RWI – Cake-o-Saurus
RWI – The tiger

Jasper's Beanstalk
There's a bear on my chair
Tatty Ratty
The magic porridge pot
Hats of faith
The extraordinary gardener
RWI – Bedtime March Past
RWI – The Ugly Duckling

Hello lighthouse
Tall
Tadpole's Promise
Commotion in the ocean
The pea and the princess
Puffin Peter
RWI – Zanzibar
RWI – Little bear

ENRICHMENT ACTIVITIES

Autumn trail
Stories in the woods
Harvest time in church
Baking bread

Theatre trip
Christmas Nativity

Visit from a veterinary nurse

Visit from the Fire service
Toast Café
Easter time in church

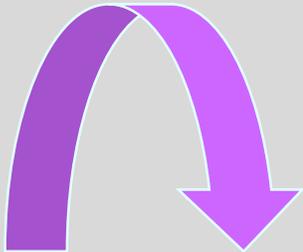
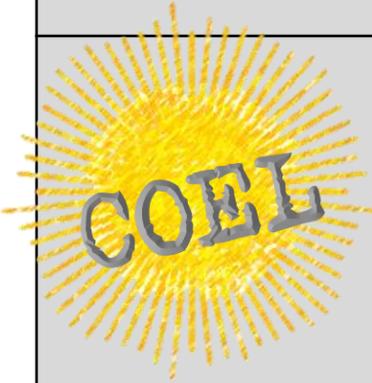
Trip to Bekonscot

Picnic in the woods
Making smoothies



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OVER
ARCHING
PRINCIPLES

Characteristics of Effective Teaching and 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 St. Nic's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

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



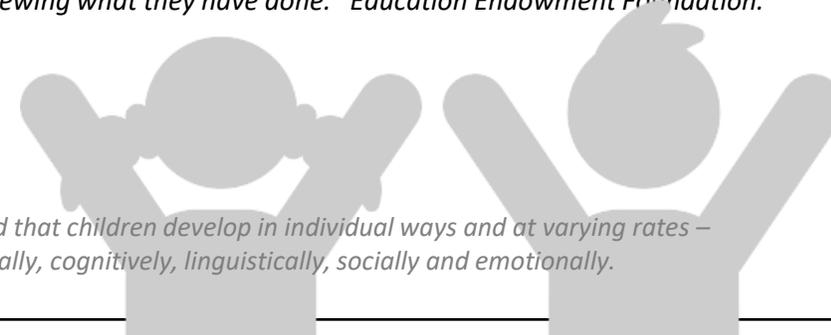
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COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>FOCUS AREA</p> <p>Developed through: high quality interactions, group discussions, sharing circles, drawing club, PSHE times, stories, singing, speech and language interventions, Tapestry sharing, assemblies and performances.</p> <p>LISTENING ATTENTION UNDERSTANDING SPEAKING</p>	<p>Welcome to EYFS</p> <ul style="list-style-type: none"> settling in activities make new friends play phrases talk about familiar experiences talk about passions / goals / dreams languages spoken at home rhyme / alliteration familiar print share facts about each other! share stories model talk routines e.g. “Good morning, how are you?” Introduce drawing club 	<p>Tell me a story!</p> <ul style="list-style-type: none"> settling in activities develop vocabulary through drawing club retell stories Use story language word hunts listening and respond to stories follow instructions Join in discussions understand how to listen carefully and why listening is important. use new vocabulary through the day listen to books that will develop vocab 	<p>Tell me why!</p> <ul style="list-style-type: none"> settling in activities use language well respond to how and why questions... retell a story with story language build on imagination in drawing club story invention- talk it! understand how to listen carefully and why listening is important. listen to and talk about stories to build familiarity and understanding learn rhymes, poems and songs 	<p>Talk it through!</p> <ul style="list-style-type: none"> settling in activities describe events in some detail (home experiences on Tapestry) 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 Using a wide range of vocab learnt through drawing club speak in full sentences, including use of past, present and future tenses. 	<p>What happened?</p> <ul style="list-style-type: none"> settling in activities Describe events in detail discover new passions re-read books Independent ideas for drawing club talk about what is happening in each illustration and relate it to own lives form opinions ask questions to find out more and to check understanding perform rhymes, poems and songs speak in class assembly 	<p>Time to share!</p> <ul style="list-style-type: none"> settling in activities speak in full sentences –correct use of past, present and future tenses read aloud own written work or talk about their creations during busy bee time and drawing club use knowledge of the world and speak about a current topic meet the teacher - communicate with year 1 teacher – talk about your passions
KEY RHYMES	<p>animals went in 2 by 2 Humpty Dumpty Head, shoulders, knees If you’re happy...</p>	<p>Twinkle twinkle little star Doctor Foster A cat came dancing Froggy went a-courting</p>	<p>Five little speckled frogs Five fat peas Five little ducks Five current buns</p>	<p>1,2,3,4,5... Five fat sausages 5 men in a flying saucer I hear thunder</p>	<p>Grand ole duke of York I can sing a rainbow Hickory dickory dock It’s raining it’s pouring</p>	<p>The big ship sails I’m a pirate Mary Mary quite contrary One finger one thumb</p>



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
CORAM SCARF (WHOLE SCHOOL SCHEME) SELF-REGULATION MANAGING SELF BUILDING RELATIONSHIPS	Me and my relationships All about me What makes me special Me and my special people Who can help me My feelings	Valuing difference I'm special Same and different Same and different families and homes Kind and caring	Keeping myself safe What is safe to go into my body Safe indoors and outdoors Keeping safe online Listening to my feelings People who help to keep me safe	Rights and responsibilities Looking after my special people and friends Being helpful and caring Caring for our world Spending and saving money	Being my best Bouncing back when things go wrong Determination Healthy eating Moving our body A good sleep	Growing and changing Seasons Life stages – humans, plants animals Different families Where do babies come from? Getting bigger Me and my body
	<p>Every child is unique and we celebrate the differences between us all, reinforced through informal conversations about people and communities. Children will learn appropriate ways to behave and interact, through adult modelling and through stories and discussions. They will learn play phrases to aid interactions with others, in order to build respectful friendships. Everyone will be free to express their feelings but to consider how their words or actions might affect others. Children will learn good hygiene practises: washing hands before snack, using tissues to wipe noses, flushing the toilet and washing hands. Children will be supported to become independent with basic needs such as toileting and dressing. Children will be encouraged to show resilience and perseverance in everything they do and to not give up. They will be encouraged to find ways to solve simple problems by themselves.</p>			<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> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		





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PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR	<ul style="list-style-type: none"> Fine Motor activities. manipulate objects with good fine motor skills hold pencil/paint brush beyond whole hand grasp practise pencil grip teach and model correct letter formation – large chalks outside 	<ul style="list-style-type: none"> Fine Motor activities. develop muscle tone to put pencil pressure on paper use tools to effect changes to materials guided drawing teach and model correct letter formation 	<ul style="list-style-type: none"> Fine Motor activities. form letters correctly – curly letters c,a,d,o,g,q encourage children to draw freely zip up coat teach how to hold scissors 	<ul style="list-style-type: none"> Fine Motor activities. hold pencil effectively with comfortable grip form letters correctly – curly letters c,a,d,o,g,q button clothing cut along straight lines practise drawing inside of lines 	<ul style="list-style-type: none"> Fine Motor activities. develop pencil grip and letter formation continually use one hand consistently for fine motor tasks cut along a curved line, like a circle 	<ul style="list-style-type: none"> Fine Motor activities. form letters correctly use a knife and fork start to draw pictures that are recognisable build things with smaller linking blocks, such as Lego
GROSS MOTOR	<ul style="list-style-type: none"> cooperation games - parachute / circle games yoga explore ways of moving changing for PE scooters and trikes balance bikes (city of London plans) <p>wheeled resources for children to balance, sit or ride on, or pull and push. hoops, bats and balls paintbrushes / water chunky chalks</p>	<ul style="list-style-type: none"> topic dance related activities Nativity dance changing for PE scooters and trikes balance bikes 	<ul style="list-style-type: none"> gymnastics / balance / jumps wall bars – moving over, under, through and around equipment changing for PE scooters and trikes balance bikes Chinese ribbon dance 	<ul style="list-style-type: none"> topic dance related changing for PE provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking 	<ul style="list-style-type: none"> Topic folk dance related Encourage children to be highly active and get out of breath several times every day. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking 	<ul style="list-style-type: none"> Races / team games dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.



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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<ul style="list-style-type: none"> Understand five key concepts: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, names of the different parts of a book, page sequencing talk about familiar books 	<ul style="list-style-type: none"> Understand a question or instruction that has two parts Understand 'why' questions Use new vocabulary through the day Engage in extended conversations about stories, learning new vocabulary Sequence a story 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Describe events in some detail work out problems and organise thinking explain how things work and why they might happen 	<ul style="list-style-type: none"> Re-read stories Listen to and talk about stories to build familiarity and understanding Link events in a story to own experiences. Talk about main plot / problem in a story Identify characters, and talk about their feelings, actions and motives 	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary in different contexts Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> talk about selected non-fiction to develop a deep familiarity with new knowledge / vocab Re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives
READING COMPREHENSION IS DEVELOPED THROUGH:	<ul style="list-style-type: none"> DRAWING CLUB PLANS READ, WRITE INC. PLANNED PROVISION QUALITY INTERACTIONS WELL-CHOSEN TEXTS, STORIES, POEMS, SONGS AND RHYMES LINKS TO TOPIC / THEME 					
WORD READING	<ul style="list-style-type: none"> set 1 sounds Read individual letters by saying the sounds for them 	<ul style="list-style-type: none"> set 1 sounds Read individual letters by saying the sounds for them Blend sounds into words Read digraphs Begin to read exception words 	<ul style="list-style-type: none"> set 1 sounds Blend sounds into words Read short CVC and CVCC words Read digraphs in words Begin to read simple phrases and sentences read exception words 	<ul style="list-style-type: none"> set 1 & 2 sounds Blend sounds into words Read short CVC and CVCC words Read digraphs in words Read simple phrases and sentences read exception words 	<ul style="list-style-type: none"> set 2 & 3 sounds Blend sounds into words Read short CVC and CVCC words Read digraphs in words Read phrases and sentences incl. exception words 	<ul style="list-style-type: none"> set 2 & 3 sounds Blend sounds into words Read short CVC and CVCC words Read digraphs in words Read phrases and sentences incl. exception words
CHILDREN WILL BE WORKING IN DIFFERENTIATED GROUPS FOR READ WRITE INC.	Children will be working in differentiated groups for Read Write Inc.					

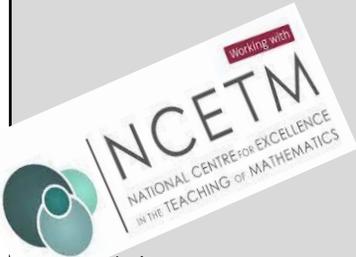


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LITERACY WRITING TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS SEE MEDIUM TERM PLANS FOR KEY VOCAB WRITING IS DEVELOPED THROUGH: <ul style="list-style-type: none"> DRAWING CLUB PLANS READ, WRITE INC. PLANNED PROVISION QUALITY INTERACTIONS LINKS TO TOPIC / THEME 	Drawing club texts: A little bit brave Chicken Licken Rosie's Walk Farmer Duck The pea and the princess Goldilocks & the 3 bears	Drawing club texts: The Christmas pine A dark, dark tale Not now, Bernard Would you rather? Where the wild things are Mixed	Drawing club texts: Lost and found Superworm Penguin Detective dog The colour monster The tiger who came to tea	Drawing club texts: The koala who could Are the dinosaurs dead, dad? Michael Recycle The odd egg Little rabbit foo foo Stuck	Drawing club texts: The 100-decker bus Goldilocks The giant of Jum Room on the broom 3 little pigs Billy goats gruff	Drawing club texts: Pirate Pete The night pirates Tiddler Shark in the park What the ladybird heard at the seaside Puffin
	Whole class writing stimulus: Going on a bear hunt Little red riding hood The little red hen Oliver's vegetables The leaf thief Pumpkin Soup	Whole class writing stimulus: Winter festivals (NF) Mika The Christmas story Rama and Sita My pet star How to catch a star	Whole class writing stimulus: Day & Night animals (NF) Owl Babies Elmer Animals in winter Text TBC -world book day Katie's picture show	Whole class writing stimulus: World atlas (NF) Diary of a wombat Smile crocodile smile Am I yours? The rainbow serpent Where the forest meets the sea	Whole class writing stimulus: Trains (NF) Oi! Get off the train A chair for baby bear Jasper's beanstalk On the way home Look out! It's the wolf	Whole class writing stimulus: Oceans and Seas (NF) Lighthouse keeper's lunch Hello Lighthouse Commotion in the ocean The wide, wide sea Marli's tangled tale
	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Describe foods / adjectives	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story. CVC words / simple sentence writing using high frequency words. Christmas lists and letters to Father Christmas	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Write facts about whales Write a postcard from Australia. Labels and captions. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.	Write days of the week. Writing recipes, instructions for porridge. lists. 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. Character descriptions.	Story writing, writing sentences using a range of tricky words that are spelt correctly. Instructions – how to make a sandwich 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 descriptions



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 <p>MATHS</p> <p>NUMBER & NUMERICAL PATTERNS</p> <p>WE FOLLOW THE NCETM MASTERING NUMBER PROGRAMME</p>	<p>Developing a strong number sense is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Numbers within 5</p> <ul style="list-style-type: none"> • identify when to subitise or to count • subitise using Hungarian number frame • numbers within 5 and develop subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Numbers within 5</p> <ul style="list-style-type: none"> • develop counting skills and knowledge, including: cardinality • accurate counting, 1:1 correspondence; count actions and sounds • compare sets of objects by matching • connect quantities and numbers to finger patterns • 'staircase' pattern - each number is one more 	<p>Numbers beyond 5</p> <ul style="list-style-type: none"> • subitising numbers within and beyond 5, and connect quantities to numerals • begin to identify missing parts for numbers within 5 • structure of numbers 6 and 7 as '5 and a bit' - use finger patterns and Hungarian number frame • comparison - equal and unequal groups 	<p>Numbers beyond 5</p> <ul style="list-style-type: none"> • subitise within and beyond 5 - connect quantities to numerals • doubles - two equal groups - connect this to finger patterns • sort odd and even numbers according to their 'shape' • counting sequence - link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • verbal counts beyond 20 - hear the repeated pattern 	<p>Numbers within 10</p> <ul style="list-style-type: none"> • develop counting skills counting larger sets as well as counting actions and sounds • representations of numbers - arrange doubles in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 	<p>Numbers within 10</p> <ul style="list-style-type: none"> • develop conceptual subitising skills including when using a rekenrek • 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary



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GENERAL THEMES	ONCE UPON A TIME	FESTIVALS OF LIGHT	ANIMALS	AUSTRALIA	VILLAGE LIFE	LIGHTHOUSES
MATHS SHAPE, SPACE & MEASURE DEVELOPED THROUGHOUT THE YEAR THROUGH: <ul style="list-style-type: none"> PLANNED PROVISION QUALITY INTERACTIONS LINKS TO TOPIC / THEME STORIES, SONGS, RHYMES ADULT LED SESSIONS 	Shape, Space and Measure & Computing is not measured as an early learning goal. However children need to be taught these areas of learning in order to access the Key Stage 1 curriculum, and to be able to progress in skills relating to these areas.					
	Shape & position <ul style="list-style-type: none"> Build with 3D shapes Junk models Puzzles Carpet spot position Calendar and time <ul style="list-style-type: none"> Days of the week Seasons (autumn) Sequence the school day (present) Measures <ul style="list-style-type: none"> Explore sand and water toys Build with construction toys and talk about size 	Shape & position <ul style="list-style-type: none"> Name / describe 3D shapes Make 3D models Dance positions Calendar and time <ul style="list-style-type: none"> Days of the week Clocks go back Talk about important events in the past Measures <ul style="list-style-type: none"> Explore sand and water toys Build with construction toys and talk about size 	Shape & position <ul style="list-style-type: none"> Make 2D shape pictures Name and describe 2D shapes Copy 2D patterns Positional language Calendar and time <ul style="list-style-type: none"> Days of the week Seasons (winter) Ordinal numbers New Year Measures <ul style="list-style-type: none"> Talk about length, weight and capacity 	Shape & position <ul style="list-style-type: none"> select, rotate and manipulate shapes to develop spatial reasoning skills Positional language Calendar and time <ul style="list-style-type: none"> Days of the week Seasons (winter - spring) Clocks go forward Past, present, future Measures <ul style="list-style-type: none"> compare length, weight and capacity 	Shape & position <ul style="list-style-type: none"> Combine 2D shapes to make new shapes continue, copy and create repeating patterns position, direction and movement Calendar and time <ul style="list-style-type: none"> Days of the week Seasons (spring) Past and present Measures <ul style="list-style-type: none"> compare length, weight and capacity 	Shape & position <ul style="list-style-type: none"> Make patterns with varying rules (including AB, ABB and ABBC) position, direction and movement Calendar and time <ul style="list-style-type: none"> Days of the week Seasons (summer) Past, present, future Measures <ul style="list-style-type: none"> Make and test predictions about length, weight and capacity
COMPUTING	<ul style="list-style-type: none"> Listen to and play digital stories Talk about digital devices Ask questions about devices 	<ul style="list-style-type: none"> Use technology to learn about the world Use a mouse to click and drag Find the letters of my name on the keyboard 	<ul style="list-style-type: none"> Take a photograph Use a digital device to make pictures, videos and music Record my voice on a digital device 	<ul style="list-style-type: none"> Talk about what I am doing on an Ipad Complete a paint project Use technology in my role play 	<ul style="list-style-type: none"> Know that passwords help to keep information safe and talk about ways to keep safe when using a digital device Count, sort and group information Make toys work using buttons and switches 	<ul style="list-style-type: none"> Put instructions in order Plan a route for a friend or a Beebot Programme a Beebot to reach a destination



RECEPTION LONG TERM PLAN 25-26

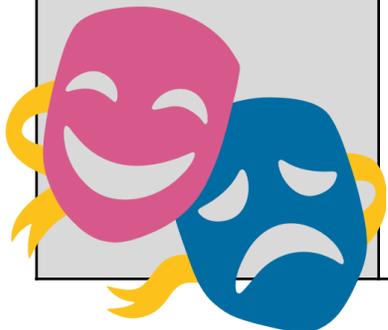
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	FESTIVALS OF LIGHT	ANIMALS	AUSTRALIA	VILLAGE LIFE	LIGHTHOUSES
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
PEOPLE & COMMUNITIES	<ul style="list-style-type: none"> share family photos-talk about who is special to them discuss places they have been with family in the past make comparisons between other families and their lives read fictional stories about families - start to tell the difference between real and fiction. visit local church and vicar - Harvest festival visit to Old Priory Gardens to look for signs of autumn – use senses name and describe some plants, make observational drawings observe how animals behave in autumn 	<ul style="list-style-type: none"> daily weather watch – clocks go back explore natural processes – Diwali (shadow puppets), Loy Krathong (floating and sinking) why is 'light' significant for Diwali, Hanukkah, Christmas and birthdays? how do Christians celebrate Christmas? how were festivals celebrated in the past? use maps to see where Jesus was born storytelling from around the world: Rama and Sita why is Bonfire night a tradition? why do we remember soldiers on Armistice day? 	<ul style="list-style-type: none"> daily weather watch signs of winter explore natural processes - ice melting name and describe winter animals nocturnal / diurnal animals observational drawings of animals pets (past & present) cameras and photos (past & present) the role of a vet looking after animals across the world (conservation, zoos, sanctuaries) who is David Attenborough? read animals stories and discuss habitats Chinese New Year. Where in the world is China? Use Google Earth. Chinese culture. 	<ul style="list-style-type: none"> daily weather watch signs of spring where is Australia? recognise similarities and differences between life in the UK and life in Australia. Australian animals Aboriginal culture Australia (past) – when dinosaurs roamed the land past fossil hunter - palaeontologist Mary Anning Michael Recycle – why recycle? Duffy's lucky escape – how plastic affects the environment and animals. visit local church to learn about Easter celebrations Australian flag and Union Jack comparisons 	<ul style="list-style-type: none"> daily weather watch British tradition - St. George's day Taplow village study - compare pictures of past and present – Look for changes in homes, schools, and transport. village walk - draw landmarks, create maps / models build a 'Bug Hotel' plant seeds discuss routes to school and modes of transport used. use bee-bots on simple maps and use navigational language. STEM bridge challenges Make & follow fairy tale maps explore fairy tales from other cultures 	<ul style="list-style-type: none"> daily weather watch signs of summer Grace Darling - why is she an important figure from the past? important people in the community – lifeboat rescue, lighthouse keepers. lighthouses – past and present a lighthouse as a home! How is it different from our homes? materials: floating / sinking where are the Farne Islands? aerial views on Google Earth: notice landmarks (the islands, the sea and lighthouse) transition to year 1 – meet the teacher and explore new surroundings
PAST AND PRESENT						
THE NATURAL WORLD						



RECEPTION LONG TERM PLAN 25-26



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	FESTIVALS OF LIGHT	ANIMALS	AUSTRALIA	VILLAGE LIFE	LIGHTHOUSES
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, dough sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<ul style="list-style-type: none"> autumn leaf rubbing and printing join in with songs begin to mix colours observational veg drawing / painting role-play with props build models using construction equipment call-and-response songs family drawings junk modelling nature loose art finger painting role play - house & bakery 'getting to know you' songs / games set nursery rhymes to music circle games / songs explore percussion instruments 	<ul style="list-style-type: none"> artist study – Van Gogh – starry night firework pictures design and make rockets techniques for joining materials divas and rangoli patterns Christmas card & decorations story maps, props, puppets & story bags (retell, invent and adapt stories) roleplay house – adapted for parties and celebrations role play The Nativity shadow puppets watch a theatre performance Christmas songs perform on stage for an audience 	<ul style="list-style-type: none"> Elmer colour & pattern colour mixing - primary to secondary animal prints / stripes design homes for hibernating animals owl portraits using chalk pastels Chinese lanterns, Chinese writing, lion dance and ribbon dancing to Chinese music animal songs and rhymes Vets role play Chinese restaurant roleplay use a string puppet 	<ul style="list-style-type: none"> artist study – Ken Done – coral reef pictures aboriginal dot art aboriginal dream time story drawings recycled plastic –junk modelling clay work – dinosaur print patterns on Easter eggs Easter crafts Vets roleplay (outback theme) outback songs didgeree doo music design a boomerang 	<ul style="list-style-type: none"> artist study – Claude Monet – Japanese footbridge use different textures and materials to make fairy tale houses and bridges listen to music and create own dances in response use hand puppets castle models flags create own music junk modelling, houses, bridges boats and transport perform a song for singing competition class assembly billy goats gruff music train station roleplay 	<ul style="list-style-type: none"> junk model lighthouse lighthouse designs repeating pattern stripes puppet shows water colour paints colour mixing – underwater pictures - shading by adding black or white lighthouse keeper's cottage roleplay draw and paint a puffin seaside music sea shanties Pirate ship- large 3D construction and role play





RECEPTION LONG TERM PLAN 25-26

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

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