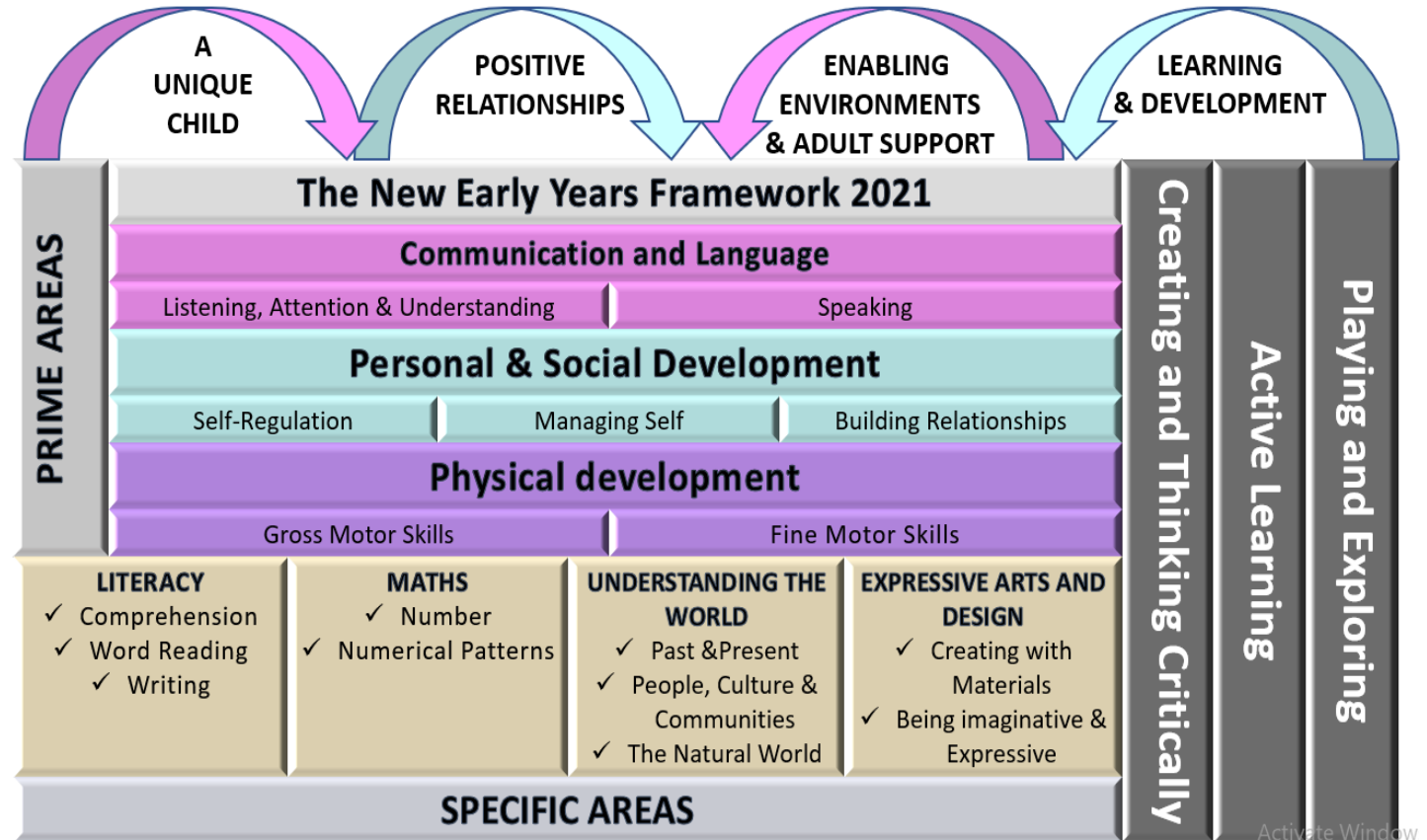


RECEPTION LONG TERM PLAN 23 - 24



AT CHAPEL END WE AIM FOR OUR CHILDREN LEAVE US AS HEALTHY, HAPPY, WELL ROUNDED INDIVIDUALS WHO:

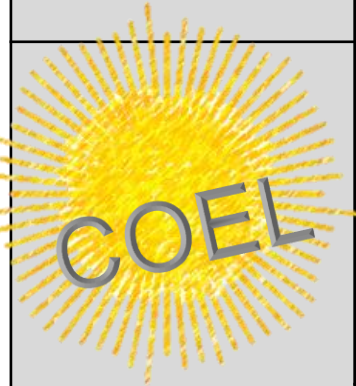
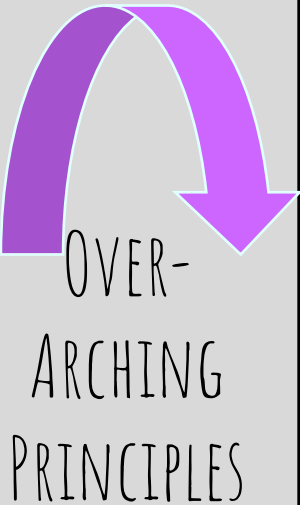
- HAVE RESPECT FOR THE WORLD AND UNDERSTAND THEIR RESPONSIBILITIES AS A GLOBAL CITIZEN IN ENSURING THAT IT IS CONSERVED FOR FUTURE GENERATIONS
- ARE AWARE OF THEIR PLACE IN SOCIETY AND THEIR RESPONSIBILITY TO CONTRIBUTE POSITIVELY TO IT
- ARE POLITE, HELPFUL AND HAVE RESPECT AND TOLERANCE FOR OTHERS AND THEIR BELIEFS AND CULTURES AND POSSESS THE SKILLS AND KNOWLEDGE THAT THEY WILL REQUIRE TO ENABLE THEM TO CONTINUE THEIR LEARNING AND REACH THEIR FULL POTENTIAL.



RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME!</p> <p>Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at?</p>	<p>LETS CELEBRATE!</p> <p>Bonfire night celebrations Little Red Hen – Harvest The Nativity Christmas Lists Letters to Father Christmas</p>	<p>TAKE ONE PICTURE!</p> <p>Arts & Design focus A Starry Night Van Gogh Night time adventures Chinese New Year</p>	<p>GROWING!</p> <p>Where do I live? The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials</p>	<p>AMAZING ANIMALS!</p> <p>What lives in our pond? Life cycles Farm animals/trip</p>	<p>OUR WONDERFUL WORLD!</p> <p>Where in the world would I like to go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials</p>
<p>TRADITIONAL TALE & HIGH QUALITY TEXTS</p>	<p>Goldilocks and the Three Bears</p> <p>May include: Elmer Five minutes peace Funnybones Giraffes can't dance Guess how much I love you Monkey Puzzle Where's my teddy? The day the crayons quit Plus other texts from our brilliant books list or elsewhere</p>	<p>The Little Red Hen</p> <p>May include: Room on the broom The Gruffalo The Gruffalo's child Stickman The Scarecrows wedding (Julia Donaldson focus) Christmas stories Plus other texts from our brilliant books list or elsewhere</p>	<p>The Three Little Pigs</p> <p>May include: Can't you sleep little bear? The Tiger who came to Tea Kitchen Disco Owl Babies Where the wild things are Peace at last Open very carefully Plus other texts from our brilliant books list or elsewhere</p>	<p>Jack and the Beanstalk</p> <p>May include: A squash and a squeeze The very Hungry Caterpillar Supertato How to grow a dinosaur Plus other texts from our brilliant books list or elsewhere</p>	<p>The Three Billy Goats Gruff</p> <p>May include Handa's Surprise Shark in the park The Rainbow Fish Tiddler Whatever next You choose Aliens love underpants Dinosaurs love underpants Plus other texts from our brilliant books list or elsewhere</p>	<p>Little Red Riding Hood</p> <p>May include Handa's Surprise Shark in the park The Rainbow Fish Tiddler Whatever next You choose Aliens love underpants Dinosaurs love underpants Plus other texts from our brilliant books list or elsewhere</p>
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>What jobs do our parents do? School walk</p>	<p>Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Baking bread Christmas Time /</p>	<p>Valentines day Chinese New Year – food tasting National Storytelling week</p>	<p>Butterfly hatching Weather experiments Mother's Day World Book Day English week /</p>	<p>Frogspawn in setting Pond dipping</p>	<p>Father's Day Summer fun day Transition to year 1</p>

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Chapel End, 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.’</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
BRITISH VALUES SHARING CIRCLES	<p>Kindness 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. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p>	<p>Honesty We know right from wrong. We recognise that we are accountable for our actions.</p>	<p>Resilience 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 must work together as a team when it is necessary. Class rules</p>	<p>Love 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>Hope We are all unique. We all have the right to have our own views. We listen with intrigue and value and respect the opinions of others.</p>	<p>Tolerance 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>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term judgements Phonics assessments Harder to read & spell word assessments</p>	<p>Ongoing assessments GLD Projections for EOY LA moderation EYFS team meetings In house moderations</p>	<p>Ongoing assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Harder to read & spell word assessments</p>	<p>Ongoing assessments LA moderation EYFS team meetings</p>	<p>Ongoing assessments Pupil progress meetings Reports Phonics assessments Harder to read & spell word assessments EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Welcome meeting Dojo involvement Ready Steady Go Autumn disco</p>	<p>Dojo involvement Nativity Parents Evening</p>	<p>Dojo involvement</p>	<p>Class dojo involvement Parents Evening Easter bonnet parade</p>	<p>Class dojo involvement</p>	<p>Dojo involvement Parents Evening Trip Reports to parents Summer fun day New children visits/stay and play/twilights/home visits</p>

DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO THE PROUDEST BLUE</p>	<p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS DIFFERENT IS NOT BAD PINK IS FOR BOYS</p>	<p>WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON JUST ASK</p>	<p>ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS WHAT HAPPENED TO YOU SUSAN LAUGHS</p>	<p>MY PIRATE MUMS MT TWO GRANDADS MY TWO GRANNYS THE GIRL WITH TWO DADS WE ARE FAMILY WE BELONG TO GETHER MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES</p>

50 BRILLIANT BOOKS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

ALIENS LOVE UNDERPANTS
CAN'T YOU SLEEP LITTLE BEAR?
DINOSAURS LOVE UNDERPANTS
DON'T LOOK IN THIS BOOK
ELMER
FARMER DUCK
FIVE MINUTES PEACE
FUNNYBONES
GIRAFFES CAN'T DANCE
GUESS HOW MUCH I LOVE YOU

HANDA'S SURPRISE
HOW TO GROW A DINOSAUR
KITCHEN DISCO
MONKEY PUZZLE
OI DOG
OWL BABIES
PEACE AT LAST
ROOM ON THE BROOM
SHARK IN THE PARK
A SQUASH AND A SQUEEZE
OPEN VERY CAREFULLY

STICKMAN
SUPERTATO
TABBY MCTAT
THE BUMBLE BEAR
THE DAY THE CRAYONS QUIT
DUCK IN THE TRUCK
THE GRUFFALO
THE GRUFFALO'S CHILD
THE RAINBOW FISH
THE SCARECROWS' WEDDING
THE SNAIL AND THE WHALE

THE TIGER WHO CAME TO TEA
THE VERY HUNGRY CATERPILLAR
TIDDLER
WE'RE GOING ON A BEAR HUNT
WHAT THE LADYBIRD HEARD
WHATEVER NEXT!
WHERE THE WILD THINGS ARE
WHERE'S MY TEDDY?
YOU CHOOSE
STOMP CHOMP HERE COME THE
DINOSAURS

GOLDILOCKS AND THE THREE BEARS
JACK AND THE BEANSTALK
LITTLE RED RIDING HOOD
THE ENORMOUS TURNIP
THE GINGERBREAD MAN
THE LITTLE RED HEN
THE MAGIC PORRIDGE POT
THE THREE LITTLE PIGS
THE THREE BILLY GOATS GRUFF

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, ELS phonics sessions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT BOOKS LIST)	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Listen and respond to daily stories. Settling in activities Making friends Talk about experiences /routines/people that are familiar to them. Understand how to listen carefully and why listening is important. Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Listen and respond to daily stories. Retell stories and talk for writing. Understand how to listen carefully and why listening is important Follow instructions. Ask questions to find out more – e.g at show and tell/ news time Connect ideas or actions and describe in more detail. Choose books that will develop their vocabulary.</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Listen and respond to daily stories. Retell stories and talk for writing. Ask how and why questions Describe events in detail. Retell a story & remember key points Story invention – talk it! Describe events (Chinese New Year)</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Listen and respond to daily stories. Retell stories and talk for writing. Listen to and engage in and talk about selected non-fiction Articulate a life cycle. Talk about ideas and thoughts in well-formed sentences Ask questions to find out more and solve problems</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Listen to and talk about non-fiction books to develop deep familiarity Talk about ideas and thoughts in well-formed sentences Ask questions to organise thoughts, find out how things works and solve problems Describe events in some detail: farm trip, frog life cycle Re-tell stories in own words and creating own endings.</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Create own stories Ask questions to organise thoughts, find out how things works and solve problems Listen to and talk about non-fiction books to develop deep familiarity Talk about similarities and differences between things in the past and now (seasides) Talk about the experiences at different points in the school year (end of year video)</p>

RECEPTION LONG TERM PLAN 22 - 23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	WONDERFUL WORLD!
PHYSICAL DEVELOPMENT	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 .					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p> <p>Using spoons, knives and forks</p> <p>Funky fingers</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials: large paintbrushes and pencils</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Using spoons, knives and forks</p> <p>Funky fingers</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Use variety of tools: pencils and thinner paintbrushes</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p> <p>Funky fingers</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>Funky fingers</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> <p>Funky fingers</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle</p> <p>Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Fast and efficient writing</p> <p>Funky fingers</p>
GROSS MOTOR	<p>Multiskills</p> <p>Balance</p> <p>Different ways of moving: rolling, crawling, walking, running</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p> <p>Use large apparatus outdoors</p> <p>Funky fingers/ crossing midline daily</p>	<p>Dance</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Hopping skipping climbing</p> <p>Move to music with grace</p> <p>Negotiate space</p> <p>Strengthen core muscles</p> <p>Perform teacher led warm ups</p> <p>Funky fingers/ crossing midline daily</p>	<p>Gymnastics</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p> <p>Combine movements with ease and coordination</p> <p>Funky fingers/ crossing midline daily</p>	<p>Games</p> <p>Ball skills: throwing, catching, kicking with confidence</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p> <p>Funky fingers/ crossing midline daily</p>	<p>Athletics</p> <p>Running skills</p> <p>Agility</p> <p>Sports day</p> <p>Funky fingers/ crossing midline daily</p>	<p>Games</p> <p>Ball skills: passing, batting, aiming with precision and accuracy</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p> <p>Funky fingers/ crossing midline daily</p>

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

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES IN FUNKY FINGERS

GROSS MOTOR WEEKLY PE SESSION, FUNKY FINGERS CROSSING MIDLINE ACTIVITIES AND DISCO BALLS

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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 .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><u>SCARF: Me and My Relationships</u> Talk about self, families and people that help us. Name and recognise feelings and learn some strategies to handle big feelings Manage self care needs with independence or independently e.g. going to the toilet, washing hands Time will be spent introducing/re introducing the routines within the setting e.g. morning routines, snack routines etc Behavioural expectations will be continually modelled. We will spend time getting to know one and other and making friends. Oral hygiene: teeth cleaning linked to the dental nurse</p>	<p><u>SCARF: Valuing Difference</u> Talk about differences in ourselves and families Know what it means to be respectful and to be treated with respect See themselves and others as valuable Express own feelings and consider other peoples' feelings Independence: putting own socks and shoes on</p>	<p><u>SCARF: Keeping myself safe</u> Know how to keep themselves safe indoors outdoors and online Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc. And knowing how to cross the road safely Internet safety week & sensible screen time Personal hygiene SMART rules</p>	<p><u>SCARF: Growing and changing</u> Discuss what happens to us as we grow up and changes that happen in our bodies Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc. Increasingly follow rules without reminders Talk about making healthy choices and why it is important to be healthy We will explore how to play fairly in a group so that everybody is happy. We will encourage the children to consider other children's perspective. We will talk about the importance of being kind to all living things around including our friends and animals etc</p>	<p><u>SCARF: Being my best</u> Talk about how to overcome challenges and keep trying our best Talk about and encourage a can do attitude within the setting where the children are encouraged to rise to the challenge of meeting goals set by a teacher or by setting and working towards their own goals. Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><u>SCARF: Rights and respect</u> Learn how to look after people special to them and what makes a caring classroom Learn about money and how to look after it and save it Transition into Year 1 Year 1 readiness</p>

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
LITERACY	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)					
	Join in with nursery rhymes. Talk about favourite story, book or nursery rhymes	Talk about events and characters in a story read to me. Join in with rhymes and stories and fill in missing words from well-known rhymes.	Answer simple questions about the text and use words they know to check their reading makes sense	Demonstrate understanding when talking about what they have read and repeat words or phrases to check my reading	Notice if my reading makes sense and looks right Anticipate key events in stories Think about what they already know to help with their reading Say rhymes by heart	Retell stories and narratives using own words. Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
	<p>Phonic: ELS Phase 2</p> <p>Handle books correctly and follow print left to right, top to bottom using fingers to track the text. Read individual graphemes and say the sound for each phase 2 sound. Segment and blend words orally and blend to read short words. Recognise some words that rhyme</p>	<p>Phonic: ELS Phase 2/3 Assessments</p> <p>Use pictures as clues to help work out unfamiliar words Track text when reading in a group. Read some letter groups that represent one sound Recognise some harder to read and spell words</p>	<p>Phonic: ELS Phase 3</p> <p>Read simple phrases and captions using known letter-sound correspondences Recognise more harder to read and spell words Re-read books to build fluency and confidence</p>	<p>Phonic: ELS Phase 4 Assessments</p> <p>Read simple phrases and captions using known letter-sound correspondences Recognise more harder to read and spell words Re-read books to build fluency and confidence</p>	<p>Phonic: ELS Phase 5</p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs (ELG) Read words consistent with my phonic knowledge by sound blending (ELG) Re-read books showing increased accuracy and fluency</p>	<p>Phonic: ELS</p> <p>End of term assessments Say a sound for each grapheme and at least 10 digraphs Read aloud simple sentences containing some harder to read and spell words Transition work with Year 1 staff</p>
COMPREHENSION - DEVELOPING A PASSION FOR READING	Children will take a library and phonic book home weekly and will read with an adult daily in class.					
WORD READING						

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
WRITING	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing, shopping lists by writing initial sounds and simple labels.</p> <p>Writing for a purpose in role play</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Name writing, labelling,, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing labels and simple captions using CVC words and some ahrder to read and spell words: to, the, I</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Name writing, labelling, story scribing. Retelling stories, instructions, captions</p> <p>Spell words by stretching the word, robot talking and writing the letter sounds.</p> <p>Writing recipes, lists. and acrostic poems</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Creating own story maps and writing captions and simple sentences.</p> <p>Form lower-case and capital letters correctly and using full stops.</p> <p>Labels and captions – life cycles & character descriptions.</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Rhyming words.</p> <p>Re-reading writing to check it makes sense</p> <p>Recount – A trip to the farm</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Re-reading writing to check it makes sense</p> <p>Using familiar texts as a model for writing own stories and changing the ending. Character description –sea creatures</p>
TALK FOR WRITING USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY DIFFER DUE TO CHILDREN'S INTERESTS						

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>X 3 weeks: Baseline/getting to know you Shape and pattern Subitising matching Sorting Comparing amounts and Subitising Compare size & capacity Composition of 3 and pattern Subitising, representing and comparing 1,2,3 Composition of 1,2,3 counting and 1:1 correspondence.</p>	<p>Composition of 2 3 4 & positional language Circles and triangles & Spatial awareness The number 4/ The number 5 and making sets. Composition of 4, 5 & One more one less Comparing shapes – rotations and manipulate Night and day (routines/time) Size mass capacity Patterns</p>	<p>Zero and subtracting numbers to 5 Adding and composition of 4 and 5 Measuring mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Measuring length and height</p>	<p>Ordering to 10 Subtraction and making groups Number bonds to 10 3D shape Consolidation (respond to what they need more support with)</p>	<p>Building numbers and making patterns to 20 Missing numbers to 20 Shape patterns and tangrams – compose and decompose shapes Adding and number tracks Subtracting and number tracks Spatial reasoning</p>	<p>Doubles Sharing and grouping Odd and Even Problem solving Patterns and relationships – continue copy and repeat Spatial reasoning</p>

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
COMPUTING	<p>Our aim is that children leave Chapel End: - having had their lessons brought to life through computers - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems</p>					
	<p>Everyday technology. Use software on laptops and ipads (Class dojo etc)</p> <p>Identify everyday technology: links to technology at home</p> <p>Know that computers may be used to communicate information electronically</p> <p>Understand how to keep safe</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Digital pictures Mark making and drawing on interactive board</p> <p>Know that digital devices can present information in a variety of ways</p> <p>Understand how to keep safe</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Algorithms Create simple algorithms using pre-coding penguin stones & cards</p> <p>Navigate their way around an iPad and operate several apps confidently</p> <p>Understand how to keep safe</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Recording data Use devices to record and present information (pictograms, talking labels etc)</p> <p>Know that information may be stored on a digital device</p> <p>Understand how to keep safe</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Creating media Create videos, simple stories and maps using ipad or laptop</p> <p>Understand how to keep safe</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Programming toys Use Bee-bots and codapillar to produce a simple program</p> <p>Understand how to keep safe</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RSE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Identifying their family and comment on photos.</p> <p>Name and describe people close to them and show interest in the lives of other people who are familiar</p> <p>Talk about what they do with their family and places they have been. Recognise similarities and make comparisons between other families.</p> <p>Show an interest in different occupations and ways of life.</p> <p>Draw a simple map</p> <p>Talk about things they observed such as animals and show care for living things</p> <p>Ask questions about where I live or the natural world</p> <p>Person from history: Wilma Rudolph (athlete)</p> <p>Places: Billinge</p>	<p>Talk about significant events in my own experience</p> <p>Recognise and describe special times or events for family or friends</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to people</p> <p>People from history: Steven Hawking (scientist) & Guy Fawkes</p> <p>Places: London - discuss similarities and differences Arctic / Antarctic</p> <p>Changing seasons: Winter</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see and things they have seen whilst outside, including plants and animals. Recognising that people have different beliefs Respecting difference Talk about lives of people around us</p> <p>Person from history: Frida Kahlo (artist)</p> <p>Places: China - Celebrate Chinese New year- discuss similarities and differences and Spain (Frida)</p> <p>Changing seasons: Spring</p>	<p>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks</p> <p>I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal</p> <p>Person: Greta Thunberg (activist)</p> <p>Places: Jungle & rainforest - discuss similarities & differences</p>	<p>Growth & Change: frog life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects</p> <p>People: David Attenborough (naturalist) and Ernest Shackleton (adventurer)</p> <p>Places: Jungle</p> <p>Changing seasons: Summer</p>	<p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Draw information from a simple map</p> <p>Talk about ways to look after the environment</p> <p>People from history: Mary Anning (archaeologist) & Nelson Mandela (politician)</p> <p>Places: Beaches & Africa – discuss similarities and differences</p>
	<p>Being special: where do we belong? Belonging to their family Being part of the Chapel End family and their house (colour) Which stories are special and why? Diwali</p>	<p>What times/ stories are special and why? Christmas</p>	<p>What times are special and why? Chinese new year</p>	<p>What times/ stories are special and why? Easter</p> <p>What places are special and why? Church at Easter</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world? Summer Solstice</p>

RECEPTION LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	WONDERFUL WORLD!
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, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Join in with songs</p> <p>Begin to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a pet</p> <p>Feelings: taking photos of children acting out emotions</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems in a group and on own.</p> <p>Use story maps, props, puppets & story bags to encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p>	<p>Produce a piece of artwork using an artists style as a stimulus</p> <p>Explore how colour can be changed</p> <p>Talk about a famous artist.</p> <p>Return to work to develop and refine ideas</p> <p>Exploration of other countries – China - Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Recognise, create and describe pattern: tiger skin</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Exploration of other countries – dressing up in different costumes. Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Natural art – using mud paint and leaves</p>	<p>Collage-farm animals / Making houses. Pastel drawings, Life cycles.</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs</p> <p>Use various construction materials: making a goat for the Billy Goats Gruff</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Exploration of other countries – Africa - Artwork themed around African Art, learn a traditional African song and dance and perform it - Encourage children to create their own music.</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</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>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>