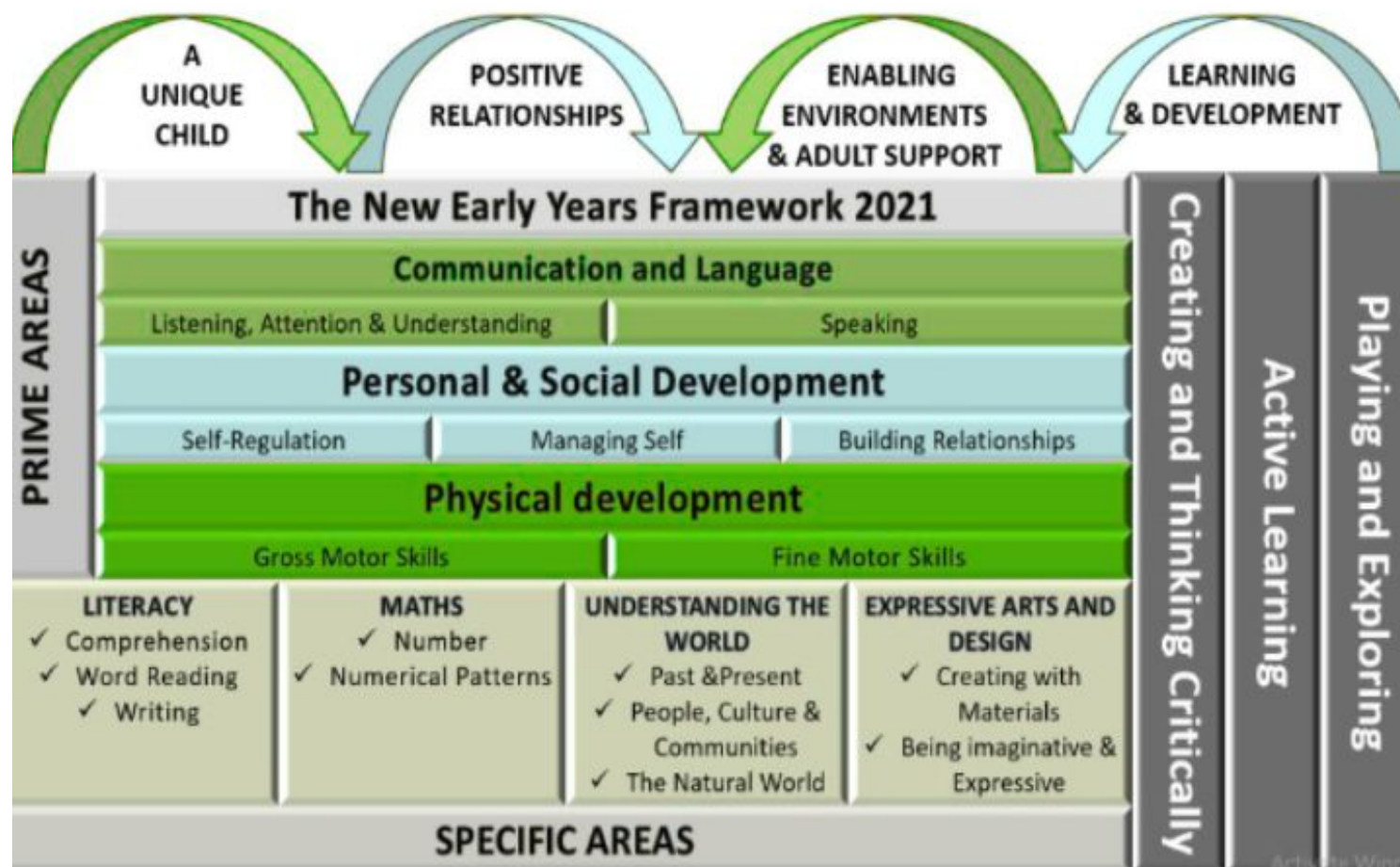




RECEPTION LONG TERM PLAN 26-27

"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Statutory Framework & children's interests."
The Riverview Academy EYFS Team

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Riverview Academy, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." The Riverview Academy EYFS Team.



RECEPTION LONG TERM PLAN 26-27



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

PETER, PETER, PUMPKIN EATER.

SPARKLE AND STARS

BEARS

FANTASY!

BUGS AND BEANSTALKS

I DO LIKE TO BE BESIDE THE SEASIDE!

NB: These themes may be adapted at various points to allow for children's interests to flow through the provision
WELL-BEING & Behaviour For Learning

Starting school / my new class /
New Beginnings
Nursery rhymes
Staying healthy / Food / oral hygiene
Keith Haring art work and doodles
The Message Centre
Autumn/ pumpkins/seasonal change
PSED focus
What am I good at? / staying safe
Forest school

Festivals and celebrations
Vincent van Gogh Starry Night
Fly me to the moon!
Who was Neil Armstrong?
Birthdays
My family
My beliefs
Forest school
The Nativity
At the Panto
Christmas Lists
Letters to Father Christmas

Types of Bears
Fictional Bears
Different environments around the world.
The Globe and world map.
Fact finding.
Local area and map making
Forest school

Traditional tales
Giants
Princes and Princesses
Fun Science: Spells and Potions
Dragons
Magical creatures
Reduce, Reuse & Recycle
Forest school
Easter Celebrations

Life cycles
Eggs and chicks!
Caterpillars and butterflies.
Tadpoles and frogs
Beans
Seeds-which fruits and veg have seeds in them?
Planting seeds
The Lowe Garden
Tomatoes

Under the sea
Off on holiday / clothes
Where in the world shall we go/have you been?
Send me a postcard!
Marine life
Where do we live in the UK / world?
Pirates!
Seasides in the past
Compare: Now and then.
Seaside art

POSSIBLE TEXTS AND 'OLD FAVOURITES'

A wide variety of nursery rhymes, both traditional and modern
The Little Red Hen
Pumpkin Soup
I like Pumpkins
In the witches kitchen

Rama and Sita
Kippers Birthday
Little Owl and the Star
Whatever next!
Laura's star
Christmas Story / Nativity

Goldilocks and the 3 bears
This is the Bear
We're going on a Bear Hunt
The lost Teddy
Paddington Bear
The Great Race

Tiny McToot
There was a princess long ago
Zog
Too hot to hug
The Gruffalo
The princess and the frog
Easter

What the ladybird heard
The Very Hungry Caterpillar
The Very Busy Spider
Superworm
Jack and The Beanstalk

What the ladybird heard at the seaside
Sally and the Limpet
Sharing a shell
How I became a pirate
The Pirate Cruncher
P is for Passport
World Atlases

'WOW' MOMENTS / ENRICHMENT WEEKS

Trip to the pumpkin Farm
Remembrance Day
Dentist visit
Harvest Time
Birthdays
Favourite Songs
Halloween
Creative week

Guy Fawkes / Bonfire Night
Post a letter
Christmas Time / Nativity
Diwali
Hannukah
Black History Month
Remembrance day
Road Safety
World Space Week
Children in Need

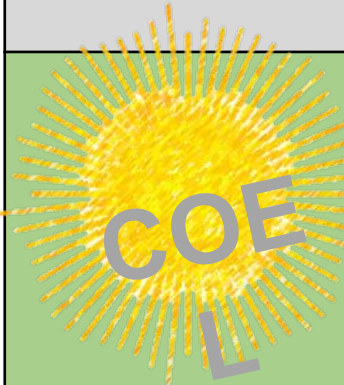
Teddy Bears Picnic and Bear hunt
Chinese New Year
Random Acts of Kindness Week
Valentine's Day
Internet Safety Day

Fantasy Role play
Easter time
Science experiments
Mother's Day
Eater Egg Hunt

Chicks
Butterflies
tadpoles
Start of Ramadan
Eid

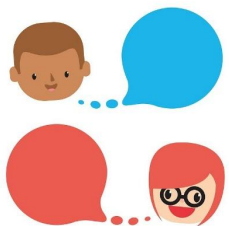
Visit to the beach
Under the Sea – singing songs and sea shanties
Father's Day
World Environment Day
Pirate Day
Ice – Cream parlour

RECEPTION LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: At Riverview Infant School, 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> EYFS Team <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

RECEPTION LONG TERM PLAN 26-27

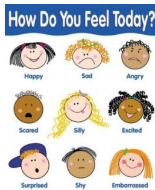
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
OUR VALUES ASSEMBLIES / CIRCLE TIME We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry Pupil Progress meetings National Baseline data by end of term Sonar data	On going assessments Baseline analysis Parents evening info EYFS team meetings TPAT Moderation Midterm Assessments	GLD Projections for EOY Cluster moderation Trust moderation Pupil Progress meetings EYFS team meetings Phase meeting and internal moderations	Parents evening info EYFS team meetings sonar data	In school EYFS moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Sonar data EOY data
PARENTAL INVOLVEMENT	Staggered Start Home visits Workshops Harvest Assembly Trip to pumpkin pick Forest School	Nativity Parents Evening Christmas Carousel Forest School	Local area walk Forest School Teddy Bears Picnic day	Achievement leaves Parents Evening Easter Carousel	KUW week Outdoor learning day Forest School	Parents Evening Open classroom/collect report Family assembly Forest School Trip to the beach



RECEPTION LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
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, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Following instructions	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<u>Time to share!</u> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

We understand that children will make progress at different times. There is no right time – they will progress when they are ready.



RECEPTION LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
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 LINK TO BEHAVIOUR FOR LEARNING	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty.			<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."</i> Education Endowment Foundation. <i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i>		





RECEPTION LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
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	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Take Pride Bikeability Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
WEEKLY YOGA LESSON	From Development Matters 2021: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

RECEPTION LONG TERM PLAN 26-27



GENERAL THEMES

LITERACY

COMPREHENSION

- DEVELOPING A

PASSION FOR READING

Children will visit the library weekly

WORD

READING

Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
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)					
Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Stories from other cultures and traditions Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with Bears as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Observing changes of lifecycles and explaining the stages clearly to each other and peers. Pajamarama Day	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Phonics Read Write Inc Making a Strong Start	Phonics Read Write Inc See RWINC plans and groupings	Phonics Read Write Inc See RWINC plans and groupings	Phonics Read Write Inc See RWINC plans and groupings	Phonics Read Write Inc See RWINC plans and groupings	Phonics Read Write Inc See RWINC plans and groupings



RECEPTION LONG TERM PLAN 26-27

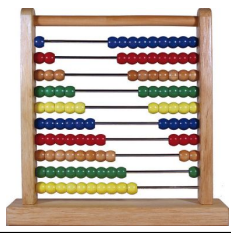
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
WRITING	Texts for Drawing Club: Nursery Rhymes The Little red Hen Pumpkin Soup I like Pumpkins In the witches kitchen 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 Messages – Create a Message centre!	Texts for Drawing Club: Rama and Sita Kippers Birthday The Gingerbread Man The Giant Jam Sandwich That's Not my Elf! Little Owl and the Star Laura's star Christmas Story / Nativity Name writing, labelling using initial sounds, story scribing. Retelling stories. Story Maps Lists Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Texts for Drawing Club: Goldilocks and the 3 Bears We're going on a Bear Hunt This is The Bear The Lost teddy The Great Race Paddington Bear 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.	Texts for Drawing Club: Tiny McToot the smallest Giant There was a princess long ago Tell Me a Dragon Too hot to hug The Gruffalo Easter Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Recount. Character descriptions. Write 2 sentences	Texts for Drawing Club: What the ladybird heard The Very Hungry Caterpillar The Very Busy Spider Superworm Jack and The Beanstalk The Enormous Turnip Oliver's Vegetables Writing recipes, 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. Acrostic poems	Texts for Drawing Club: What the ladybird heard at the seaside Sally and the Limpet Sharing a shell How I became a pirate The Pirate Cruncher P is for Passport World Atlases Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories. Write three sentences – B, M & E.

TEXTS MAY DIFFER DUE TO
CHILDREN'S INTERESTS

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.

RECEPTION LONG TERM PLAN 26-27



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND SHINE	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
MATHS	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.					
Mathematics Mastery	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events	Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them	Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing



RECEPTION LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Identifying their family. naming members and what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Explore the world around us and see how it changes as we enter Autumn. Pumpkins and how they grow. Visit to the supermarket and then the pumpkin farm. How we get vegetables from the soil to our plate. Harvest festival	To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. etc Can talk about their age and how they have celebrated a birthday in the past. Can draw on knowledge of birthday parties they have attended. Can discuss other celebrations that they may have attended-christening, wedding, Halloween party Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.	What do we know about Bears? Where do they come from? Do we know how to use a Globe/map of the world? Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to children describing and commenting on the facts about bears and the countries that they live in. Comparing different environments and commenting on scenery, weather and climate.	Introduce the children to historical language and changes between the past and nowadays. Look at traditional tales to understand literacy characters. Can discuss historical and fantasy figures such as knights, dragons, giants, kings and queens etc. Through a variety of rich literature, make comments on the weather, culture, clothing, housing and how roles have changed through time. Encourage the children to use navigational language. Talk about their homes and recognise how our homes are all different. Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different	Use bee-bots on simple maps. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Outdoor learning Day Change in living things –lifecycles of a frog, butterfly and chicken. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Exploring real fish-how do they breathe underwater? Do they have eyelids/teeth etc? Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Trip to the Seaside-exploring the seaside environment.



RECEPTION LONG TERM PLAN 26-27

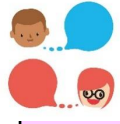
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	PETER, PETER, PUMPKIN EATER	SPARKLE AND STARS	BEARS	FANTASY	BUGS AND BEANSTALKS	I DO LIKE TO BE BESIDE THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours-orange to paint own representation of a pumpkin. Children will explore ways to protect the growing of plants by designing scarecrows. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Designing homes for hibernating animals. Focus on the Hedgehog House in The Lowe Garden. Provide opportunities to work together to develop and realise creative ideas. Keith Haring – doodles and the message Centre. Creative Week-Africa Theme Learn a traditional African song and dance and perform it / Encourage children to create their own music.	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space pictures Listen to music and make their own dances in response-The Snowman Walking in the air. John Williams-Theme from Home Alone. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Parties and Celebrations/accessorise Home Corners Additional Santas workshop theme Role Play of The Nativity Van Gogh Starry starry night.	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating beras and environments Making lanterns, Chinese writing, puppet making, Chinese music and composition Join in with role play games and use resources available for props; build models using construction equipment. Lowry-Matchstick Men Provide a wide range of props for play which encourage imagination	Make different textures; make patterns using different colours Castle models Sing call-and-response songs, so that children can echo phrases of songs you sing. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Mondrian and Line prints.	Artwork themed around Eric Carle / The Seasons – Art Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Retelling familiar stories Provide children with a range of materials for children to construct with.	Observational drawings of the real fish. Lighthouse designs Puppet shows: Provide a wide range of props for play which encourage imagination. Exploration of other countries – dressing up in different costumes. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts

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.

Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - 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.

RECEPTION LONG TERM PLAN 26-27

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