

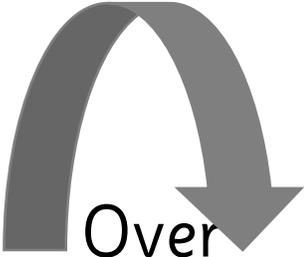
# Lytchett Matravers Primary School Reception Long Term Plan 22-23



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My World!	Changes all around!	Superheroes!	Amazing Animals!	Growing!	Imagine That!
Intent	<p>At Lytchett Matravers Primary School we offer a curriculum and a stimulating environment that provides exciting opportunities, allows exploration, promotes challenge and a real love of learning. It is our intent that all children develop verbally, emotionally, physically and cognitively in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and show respect and care when interacting with others. We want them to be inquisitive about the world around them and be happy to take risks in their learning.</p> <p>We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and child-initiated play ensures the best outcomes for children.</p> <p>Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is developed and built. It is in the Early Years that we want children to develop a love of reading and a deep understanding of number and feel a part of our school community.</p>					
Implementation	<p>At Lytchett Matravers Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.</p> <p>We prioritise creating a 'language rich' environment through the use of songs, rhymes, stories and providing time for quality interactions between adults and between peers. Adults are models for effective language and use interactions to promote taught vocabulary and model talk with another person. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn songs and rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.</p> <p>Resources available allow children to strengthen their core muscles through physical play, children spend time outdoors in the natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and water play. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.</p> <p>The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.</p> <p>We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive EYFS Newsletters each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using WOW moments to engage in their child's learning and share experience from home. Parents come in for termly staff and play sessions with the children. Our transition into school and on into Year 1 is carefully planned.</p> <p>As part of the learning and teaching process, children are assessed in their achievements. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.</p>					
Impact	<p>Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.</p> <p>Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.</p>					

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<p><b>COEL</b></p>  <p>Over Archiving Principles</p>	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>At Lytchett Matravers, we know that children learn best when they are absorbed, interested and active. We believe 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, 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;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

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<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p><b>My World!</b></p> <p>Starting school My new class New Beginnings My family PSED focus Relationships Feelings What am I good at?</p>	<p><b>Changes all around!</b></p> <p>Season Changes to materials Wellie work Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas</p>	<p><b>Superheroes!</b></p> <p>People in our community who help us People who have</p>	<p><b>Amazing Animals!</b></p> <p>Animals Farm animals/trip Where do we live in the UK / world?</p>	<p><b>Growing!</b></p> <p>The great outdoors Plants &amp; Flowers Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse &amp; Recycle Life cycles</p>	<p><b>Imagine That!</b></p> <p>Where in the world shall we go? Fossils – Mary Anning Reduce, Reuse &amp; Recycle</p>
<p><b>High quality Texts</b></p>	<ul style="list-style-type: none"> <li>The Great Big Book of Families</li> <li>Harry and the Bucketful of Dinosaurs – Starting school (Links – CoET&amp;L)</li> <li>Elmer Texts</li> <li>I am Henry Finch (Literacy Tree)</li> <li>Colour Monster</li> <li>Handa's Surprise (Black History Month)</li> </ul>	<ul style="list-style-type: none"> <li>Percy The Park Keeper:</li> <li>Percy's bumpy ride</li> <li>The rescue party</li> <li>After the storm</li> <li>One snowy night</li> <li>Hedgehogs wish</li> <li>The Jolly Postman Christmas</li> <li>The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>A Superhero Like You Dr. Ranj (People who help us)</li> <li>Busy People Non Fiction</li> <li>People Who Help us books</li> <li>Supertato</li> <li>Look Up! (Space)</li> </ul>	<ul style="list-style-type: none"> <li>Rumble in the Jungle</li> <li>We are going on a lion hunt</li> <li>Oi frog</li> <li>Little Red Hen</li> <li>What the Ladybird Heard</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed</li> <li>Jack and the Beanstalk</li> <li>The Very Hungry Caterpillar</li> <li>I will never ever eat a tomato</li> </ul>	<p>Harry and his bucketful of dinosaurs Mary Anning – little people, big dreams Whatever next The night pirates Super Daisy (links to saving Earth) Super Worm</p>
<p><b>'Wow' moments / Enrichment</b></p>	<ul style="list-style-type: none"> <li>Oct 1 Black History Month – Handa</li> <li>Oct 4 Grandparent's day</li> </ul>	<ul style="list-style-type: none"> <li>Nativity performance – singing/performing.</li> <li>Christmas in the past.</li> <li>Diwali</li> <li>Nov 5 Bonfire Night</li> <li>Nov 11 Remembrance day.</li> <li>Children in need</li> <li>Anti Bullying</li> <li>Nov 29 Hanukkah</li> <li>Dec 1 Chistingle</li> </ul>	<ul style="list-style-type: none"> <li>Feb safer internet day</li> <li>Feb 14 valentines day</li> <li>Feb 21 Fairtrade Fortnight</li> <li>Chinese New Year</li> <li>Visit from fire service</li> <li>Visit from Police/Dentist, other people who help us</li> <li>EVC to the local library</li> </ul>	<ul style="list-style-type: none"> <li>Pancake Day</li> <li>Mother's day</li> <li>Easter</li> <li>April 2 Ramadam</li> <li>23 April St Georges Day</li> </ul>	<ul style="list-style-type: none"> <li>2 May Eid-Al-Fitr</li> <li>Father's day</li> <li>King's coronation</li> <li>Father's day</li> <li>EVC to the local park</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>20 july anniversary moon landing</li> <li>EVC – dinosaur dome into school</li> </ul>

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<b>Assessment opportunities</b>	Baseline assessments (National and in house) Weekly EYFS team meeting to discuss children. Observations Identify gaps to plug and strengths. Hamwic network meetings	Weekly EYFS team meeting to discuss children. Observations Identify gaps to plug and strengths. Parents evening Hamwic network meetings and moderation End of term Assessments - <i>Who is on track?</i> Phonics assessments	Weekly EYFS team meeting to discuss children. Observations Identify gaps to plug and strengths. Hamwic network meetings	Weekly EYFS team meeting Pupil progress meetings observations Parents evening info EYFS team meetings End of term Assessments Phonics assessments	Weekly eyfs team meeting Hamwic network meetings and moderation	Pupil progress meetings Reports observations Phonics assessments EYFS team meetings Transition meetings Hamwic network meetings and moderation
<b>Parental Involvement</b>	Welcome meeting WOW moments Early Reading and Early Maths workshops	WOW moments Nativity Parents Evening Parents Stay and Play	WOW moments Educational Visit	WOW moments Parents Stay and Play Parents Evening	WOW moments Educational Visit	WOW moments Parents Evening End of year Parents Stay and Play Sports Day

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<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
<b>Key Vocabulary (Also explored through Vipers)</b>	Senses, unique, individual, feelings, emotions, special, happy, positive, sad, unhappy, worried, fearful, loved, excited, angry, calm, peaceful.	Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.	Hero, healthy, hygiene, plaque, pedestrian, physical activity, occupation. Space, travel, rocket, satellite, space station	Animals, wild, pet, farm, herbivore, carnivore, omnivore, nocturnal, habitat.	Grow, height, length, measure, seed, soil, plant	Dinosaur, fossil, palaeontologist, <i>herbivore, carnivore, omnivore</i> Space, planets, asteroid, comet, star, supernova, Pirate, telescope,
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, VIPERS weekly sessions  <b>Daily story time using high quality texts (See Literacy)</b>	<ul style="list-style-type: none"> <li>To be able to talk in front of others (small group, 1:1, whole class)</li> <li>To be able to use modelled sentence structure to express their thoughts.</li> <li>To talk about experiences that are familiar to them</li> <li>To share information about themselves- what they like, don't like.</li> <li>To talk about family routines and special occasions</li> <li>To show an interest in the lives of other people</li> <li>To follow instructions (settling in, putting my things away)</li> <li>To develop vocabulary: Vipers</li> <li>To learn and recite, poems and songs: Rhyme of the week</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary: Vipers</li> <li>To learn and recite, poems and songs.</li> <li>To listen to stories and respond to questions asked.</li> <li>To retell a story in their own words.</li> <li>To follow 2 step instructions.</li> <li>To be able to talk in front of others (small group, 1:1, whole class)</li> <li>To understand how to listen carefully and why listening is important.</li> <li>To begin to talk about why things happen using new vocabulary learnt.</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary: Vipers</li> <li>To learn and recite, poems and songs.</li> <li>Ask's how and why questions...</li> <li>Retell a story with story language</li> <li>Remember key points from a story</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>To be able to talk about how different people help us</li> <li>To talk about the role of healthy food and exercise in staying healthy.</li> <li>To talk about a significant event in history, recalling what happened and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary: Vipers</li> <li>To learn and recite, poems and songs.</li> <li>To retell a story</li> <li>To listen to and engage in and talk about selected non-fiction</li> <li>To articulate my ideas and thoughts into well-formed sentences</li> <li>To ask questions to find out more</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary: Vipers</li> <li>To learn and recite, poems and songs.</li> <li>To listen to, engage in and talk about non-fiction</li> <li>To describe events in some detail:, caterpillar life cycle</li> <li>To engage in meaningful conversations with others.</li> <li>To describe events in some detail: - park trip</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary: Vipers</li> <li>To learn and recite, poems and songs: Rhyme of the week</li> <li>I can talk about similarities and differences between things in the past and now.</li> <li>To be able to give facts about a specified subject. To talk about a significant event in history, recalling what happened and why it is important.</li> <li>To talk about the experiences I have had at different points in the school year (end of year video)</li> </ul>

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<ul style="list-style-type: none"> <li>Managing Self</li> <li>Self regulation</li> <li>Making relationships</li> </ul> <p>Self-Regulation Area in classrooms – Linked to the text <b>Colour Monster</b>. This moves to <b>Zones of Regulation</b> in Summer, in preparation for Year 1</p>	<p><b><u>SCARF: Me and My Relationships</u></b> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Handwashing Class charter: Behavioural expectations in the class/boundaries set</p>	<p><b><u>SCARF: Valuing Difference</u></b> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><b><u>SCARF: Keeping myself safe</u></b> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Healthy eating: Fruit kebabs/making a fruit smoothie SMART rules</p>	<p><b><u>SCARF: Rights and responsibilities</u></b> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p>	<p><b><u>SCARF: Being my best</u></b> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (/butterflies)</p>	<p><b><u>SCARF: Growing and changing</u></b> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into Year 1 Year 1 readiness</p>
<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* <b>Controlling own feelings and behaviours</b> *<b>Applying personalised strategies to return to a state of calm</b> *<b>Being able to curb impulsive behaviours</b> *<b>Being able to concentrate on a task</b> *<b>Being able to ignore distractions</b> *<b>Behaving in ways that are pro-social</b> *<b>Planning</b> *<b>Thinking before acting</b> *<b>Delaying gratification</b> * <b>Persisting in the face of difficulty.</b></p>						

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<p><b>Physical development</b></p> <p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>						
	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>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 and use a dominant hand. Develop muscle tone to put pencil pressure on paper</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Use tools to effect changes to materials To know how to make anticlockwise movement and retrace vertical lines Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>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 / zips Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities</p> <p>Hold pencil effectively with comfortable grip To form recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>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</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego</p>
	<p><b>Fine motor =</b> 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 provided.</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>To be able to move confidently in different ways.</li> <li>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>To be able to listen to instructions and know how to stay safe in PE lessons.</li> <li>To know and be able to travel and balance in different ways, returning to defined space.</li> <li>To be able to move on the spot and around with some awareness of others</li> <li>To be able to experiment with wide range of small equipment learning some degree of control.</li> <li>To be able to name basic tools and explain their safe use in P.E.</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>To be able to balance and coordinate safely.</li> <li>To be able to negotiate space effectively.</li> <li>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> <li>To be able to experiment with and develop increasingly complex ways of travelling.</li> <li>To be able to define own space without visible boundaries.</li> <li>To know how to use high apparatus safely.</li> <li>To be able to experiment with wider range of equipment and use with more control.</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>To be able to 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,</li> <li>To be able to perform a single skills or movement with simple control.</li> <li>To know and be able to discuss some of the changes that occur during exercise.</li> <li>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>To be able to use gymnastics on apparatus to balance, climb &amp; swing.</li> <li>To be able to link at least 2 movements together when performing a small range of skills.</li> <li>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.</li> <li>To be able to use equipment properly and move and land safely.</li> <li>To be able to work in a team collaborating and problem solving. (Outdoor area)</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (Fielding, striking, tennis cricket)</li> <li>To know and consolidate travelling and balancing skills through building sequences.</li> <li>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.</li> <li>To know what constitutes a healthy lifestyle.</li> <li>To be able to use large and small apparatus safely and with some skill.</li> </ul>
<p><b>Gross motor =</b></p> <ul style="list-style-type: none"> <li>Twice week PE sessions</li> <li>Access to the outdoor area daily through continuous provision</li> <li>Playtimes</li> <li>Gonoodle breaks throughout the day</li> <li>Weekly Cosmic Kids Yoga Scooter Friday!</li> </ul>						

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General Themes	My World!	Changes all around!	Superheroes	Amazing Animals!	Growing!	Imagine That!
Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Comprehension - Developing a passion for reading</b> Children will visit the library weekly and choose a Love to Read book to take home	I can show a preference for a book, song or rhyme.  <b>Vipers</b>	I can talk about events and characters in a story read to me.  I can join in with rhymes and stories. I can fill in missing words from well-known rhymes  <b>Vipers</b>	I can show interest and answer simple questions about the text  I use words that I know to check my reading makes sense  <b>Vipers</b>	I can demonstrate understanding when talking about what I have read  I can repeat words or phrases to check my reading  <b>Vipers</b>	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading  <b>Vipers</b>	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)  <b>Vipers</b>
<b>Word Reading</b> Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words .	<b>Phonic Sounds:</b> RWI Whole class  I can handle books correctly and follow print left to right, top to bottom  I can locate the title  I can segment and blend words orally  I can recognise words that rhyme	<b>Phonic Sounds:</b> RWI Differentiated groups  I can link most sounds to letters  I am beginning to blend and segment in order to read vc and cvc words  I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print  I can read some Phase 2 words including some tricky words	<b>Phonic Sounds:</b> RWI Differentiated groups  I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	<b>Phonic Sounds:</b> RWI Differentiated groups  I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	<b>Phonic Sounds:</b> RWI Differentiated groups  I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  I can read words consistent with my phonic knowledge by sound blending (ELG)  I can re-read books showing increased accuracy and fluency	<b>Phonic Sounds:</b> RWI Differentiated groups  End of term assessments Transition work with Year 1 staff

# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<b>My World!</b>	<b>Changes all around!</b>	<b>Superheroes</b>	<b>Amazing Animals!</b>	<b>Growing!</b>	<b>Imagine That!</b>
<b>Possible Story Time Texts</b>	<ul style="list-style-type: none"> <li>• Texts identified as favourite books in All About Me Transition booklets</li> <li>• Super Duper You!</li> <li>• Elmer series of books</li> <li>• All Are Welcome</li> <li>• Once There were Giants</li> <li>• Peebo! (History link)</li> <li>• Handa's Hen</li> <li>• So Much</li> <li>• I am Henry Finch (Literacy Tree)</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of Autumn, non-fiction texts</li> <li>• Seasons,</li> <li>• Stickman (seasons)</li> <li>• Percy and the treasure hunt, Percy and the secret path,</li> <li>• The jolly postman,</li> <li>• The dinosaur that pooped</li> <li>• Christmas,</li> <li>• Alfie's Christmas (Christmas in the past)</li> <li>• Winter and Christmas themed books</li> </ul>	<ul style="list-style-type: none"> <li>• Topsy and Tim hero's series</li> <li>• Busy People by Lucy George</li> <li>• Non-fiction texts – people who help us.</li> <li>• Mog and vet</li> <li>• Super worm,</li> <li>• 10 little superheroes</li> <li>• Elmer and the super el,</li> <li>• The Darkest Dark (Space)</li> <li>• The Way Back Home</li> </ul>	<ul style="list-style-type: none"> <li>• Commotion in the Ocean, Farmyard Hullabaloo, mad about minibeasts, Animal rhymes.</li> <li>• We are going on a bear hunt, Handa's surprise, Handa's Hen, Tinga Tales</li> <li>• Oi cat, Oi dog, Oi platypus, Quack quack Quentin, Oi puppies</li> <li>• Traditional tales – three little pigs, little red riding hood, three billy goats gruff, chicken licken, the ugly ducking</li> <li>• What the ladybird heard next, What the ladybird heard on holiday, The bad tempered ladybird, the very lazy ladybird.</li> <li>• Wolf's Pancakes</li> </ul>	<ul style="list-style-type: none"> <li>• How to plant a sunflower,</li> <li>• Oliver's Vegetables, One child one seed,</li> <li>• Sam plants and sunflower,</li> <li>• A seed in need,</li> <li>• Jasper and the beanstalk,</li> <li>• Jim and the beanstalk,</li> <li>• Titch,</li> <li>• Ben plants and butterfly garden,</li> <li>• Bad tempered ladybird,</li> <li>• The very busy spider,</li> <li>• Other Charlie and Lola stories</li> </ul>	<ul style="list-style-type: none"> <li>• Harry and Bucketful of dinosaurs other stories</li> <li>• The dinosaur the pooped collection</li> <li>• Information books</li> <li>• Captain Flinn and the Pirate Dinosaurs</li> <li>• Mad about dinosaurs</li> <li>• Stomp Chomp</li> <li>• Tyrannosaurus drip</li> <li>• Aliens love underpants stories!</li> <li>• Jill Murphy books – 'Five Minutes Peace', 'A Quiet Night In', 'A Peace of Cake'.</li> <li>• Look up!</li> <li>• Ten Little Pirates</li> <li>• Supertato books</li> <li>• Super Kid</li> <li>• 10 little superheroes</li> <li>• Eliot midnight superhero</li> </ul>
<b>Texts as a Stimulus</b>	<ul style="list-style-type: none"> <li>• The Great Big Book of Families</li> <li>• Harry and the Bucketful of Dinosaurs – Starting school (Links – CoET&amp;L)</li> <li>• Elmer Texts</li> <li>• Colour Monster</li> <li>• Handa's Surprise (Black History Month)</li> </ul>	<ul style="list-style-type: none"> <li>• Percy The Park Keeper:</li> <li>• Percy's bumpy ride</li> <li>• The rescue party</li> <li>• After the storm</li> <li>• One snowy night</li> <li>• Hedgehogs wish</li> <li>• The Jolly Postman Christmas</li> <li>• The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>• A Superhero Like You Dr. Ranj (People who help us)</li> <li>• Busy People Non-Fiction book series</li> <li>• Supertato</li> <li>• Look Up! (Space)</li> </ul>	<ul style="list-style-type: none"> <li>• Rumble in the Jungle</li> <li>• We are going on a lion hunt</li> <li>• Oi frog</li> <li>• Little Red Hen</li> <li>• What the Ladybird Heard</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiny Seed</li> <li>• Jack and the Beanstalk</li> <li>• The Very Hungry Caterpillar</li> <li>• I will never ever eat a tomato</li> </ul>	<ul style="list-style-type: none"> <li>• Harry and his bucketful of dinosaurs</li> <li>• Mary Anning – little people, big dreams</li> <li>• Whatever next</li> <li>• The night pirates</li> <li>• Super Daisy (links to saving Earth)</li> <li>• Super Worm</li> </ul>
<b>Writing</b>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play</p>	<p>Recount, Name writing, labelling, story scribing. Retelling stories, letter writing (to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Exciting adjectives 'Wow words'</p> <p>Rhyming words/sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Rhyming words.</p> <p>Character descriptions. Order the Easter story</p> <p>Recount – A trip to the farm</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Labels and captions – life cycles</p>	<p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Character description.</p>

# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My World!	Changes all around!	Superheroes	Amazing Animals!	Growing!	Imagine That!
Maths <i>White Rose</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><b>Comparing Amounts:</b> We will be looking at sorting collections in to sets and learning that these sets can be compared and ordered. We will be developing understanding that when making comparisons a set can have more items, fewer items or the same amount of items as another set. Eg: Looking at comparing quantities of 5 and 2.</p> <p><b>Sorting:</b> We will be exploring that collections of objects can be sorted into sets based on things such as colour, size or shape. We will be encouraging discussion around what is the same and different. We want the children to understand that objects can be sorted in different ways and getting them to think about their own criteria for sorting and being able to explain that.</p> <p><b>Matching:</b> We will be providing opportunities for the children to find and match objects which are the same. Some key questions we will use are— Can you find one exactly like mine? How do you know it is the same? Can you find one which is different to mine? Why is this not like mine?</p>	<p><b>Representing:</b> We will identify representations of 1, 2, 3. We will encourage the children to subitise or count different groups to find how many and make their own collections of objects. We will get the children to match the number names we say, to numerals and quantities. We will touch count objects and look at different arrangements, recognising that the final number they say is the quantity in the set.</p> <p><b>Comparing:</b> We will look at one more and one less. We will count forwards and backwards and recognise the one more, one less patterns as they count. We will make comparison between number.</p> <p><b>Composition:</b> We will introduce the children to the idea that all numbers are made up of smaller numbers. We will explore and notice the different compositions of a number. Eg: 3 can be composed of 1+1+1 or 1+2 etc. We will encourage children to talk about the composition of any number and share what they notice.</p>	<p><b>Learning about 0.</b></p> <p><b>Comparing:</b> Children will continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. We will be looking for the correct use of vocabulary when explaining what they have found.</p> <p><b>Composition:</b> Children will continue to develop the understanding that all numbers are made up of smaller numbers. Eg: 6 can be composed of 2+2+2 6= 5+1 etc. We will encourage the children to subitise – which is where the children instantly recognise small quantities without touch counting. Some children will look at a larger number of objects and subitise to add together using mental strategies too.</p> <p><b>Comparing mass and capacity:</b> Children will make direct comparisons between objects, estimating which is heaviest and using balance scales to check. We will be using vocabulary such as heavy, light, big, small. When looking at capacity, we will encourage children to build on their understanding of full and empty, to show half full, nearly full and nearly empty. We will explore capacity using water, sand, rice and beads, using different sized and shaped containers.</p>	<p><b>Comparing:</b> Children will continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. They will compare 2 or 3 groups of items.</p> <p><b>Composition – number bonds to 10:</b> Children will continue to develop the understanding that all numbers are made up of smaller numbers. Using a 10 frame, the children will explore numbers by looking at how many more they need to make 10. There will be a big focus on number bonds/pairs to 10. Eg: 1+9 2+8 3+7 4+6 5+5 and we will talk about patterns the children notice.</p> <p><b>3D shape and patterns:</b> Children will explore and learn the names of 3D shapes and use these to build. We will look at 3D shape properties and group objects depending on these, talking about similarities and differences. Children will build on previous pattern work and we will investigate complex patterns, looking at using items more than once in each repeat. Eg: ABB AABBB</p>	<p><b>Building numbers beyond 10 and Counting beyond:</b> We will look at place value, understanding that in 17 the 1 is a ten and the 7 is a one, using the 10 frames to do so. The children will explore number and counting patterns and finding missing numbers in these. We will count forwards and backwards. The children will explore 100.</p> <p><b>First, Then, Now:</b> The children will add and take-away using practical aids and counting on/back. We will build on previous learning about mathematic symbols. The children will take part in problem solving using addition and subtraction.</p> <p><b>Spatial Reasoning:</b> We will look at different puzzles, pictures, models. Using these, we will look at how shapes can be rotated to fit and get children to match arrangements of shapes, so they can identify which ones to use correctly. The children will look at how shapes can be combined or separated to make new shapes. We will explore tangrams.</p>	<p><b>Doubling, sharing and grouping, odd and even:</b> The children will learn how to double a number, how to share and group numbers and what it means for a number to be odd or even, looking at how these areas of maths and patterns of number link.</p> <p><b>Deepening understanding:</b> The children will use their skills to problem solve. They will listen to stories and solve number problems from these. Children will talk about what they think they need to do to answer the question and consolidate the learning they have done this year when doing so.</p> <p><b>Spatial Reasoning:</b> We will look at positional language, such as in front, behind, above. The children will recreate models and pictures, using this language to describe where things are. Children will also look at creating maps and think about where things are in relation to each other.</p> <p><b>Patterns:</b> Children will explore patterns and the relationship between number and shape. They will look at completing repeating patterns and making their own.</p>

# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>My World!</b>	<b>Changes all around!</b>	<b>Superheroes</b>	<b>Amazing Animals!</b>	<b>Growing</b>	<b>Imagine That!</b>
<b>Understanding the world</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Computing – Safeguarding.</b> 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.	<ul style="list-style-type: none"> <li>To identify their family. To comment on photos of their family; naming who they can see and what relation they are to them. <b>(Family Tree)</b></li> <li>To name and describe people who are familiar to them.</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>To recognise that people have different beliefs and celebrate special times in different ways</li> <li>To talk about what they do with their family and places they have been with their family.</li> <li>To identify similarities and make comparisons between other families.</li> <li>To begin to show an interest in different occupations and ways of life</li> <li>To draw a simple map <b>(Map of classroom/home/local area)</b></li> <li>To ask questions about aspects of my familiar world such as the place where I live or the natural world <b>(Wellie Walk)</b></li> <li>To know there are different countries in the world <b>(Explore World Map/Globe. Black History Month)</b></li> <li>To explore life in south-west Kenya, focusing on a village of the Luo tribe and compare with their own life <b>(Black History Month - Handa)</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand the effects of changing seasons on the world around me</li> <li>To talk about the changes they observe in their environment and use all their senses to explore these – Seasons link. <b>(Autumn/Percy)</b></li> <li>To ask questions about the natural world <b>(Autumn Walk)</b></li> <li>To start to develop an understanding of growth, decay and changes over time</li> <li>To explore changes of state. <b>(Snow/ice)</b></li> <li>To compare and contrast character from stories, including figures from the past <b>(Guy Fawkes)</b></li> <li>To talk about significant events in my own experience <b>(Christmas)</b></li> <li>To compare events that happen to them compared to the past. To develop understanding of the past through pictures. <b>(Christmas in the past – Peebo Story)</b></li> <li>To talk about some similarities and differences between celebrations in different cultures <b>(look at different celebrations e.g. Bonfire Night, Diwali, etc.)</b></li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fighters/postman/ shop assistant etc). <b>(Visits from PWHU– fire service, school nurse, dentist)</b></li> <li>To understand the importance of keeping our teeth clean and healthy. <b>(Dentist/dental hygiene)</b></li> <li>To understand and talk about what foods help keep our body healthy. <b>(Nurse, D&amp;T Baking – healthy snack)</b></li> <li>To understand the importance of road safety.</li> <li>To recognise that people have different beliefs and explore these <b>(Chinese New Year)</b></li> <li>To recall key information about a historical event. <b>(Moon landing. Neil Armstrong. Tim Peak.)</b></li> <li>To find out about significant figures who have been to space and begin to understand that some events happened before they were born. <b>(Moon landing. Neil Armstrong.)</b></li> </ul>	<ul style="list-style-type: none"> <li>To identify different habitats animals live in.</li> <li>To talk about they have observed about different animals.</li> <li>To talk about what different animals need to survive.</li> <li>To look at Great Britain and Tanzania on a World Map. <b>(safari link)</b></li> <li>To explore symbols and a key on a simple map.</li> <li>To create a simple map using symbols. <b>(Farm)</b></li> <li>To explore and create a wheel mechanism. <b>(D&amp;T making a Safari/Farm vehicle.)</b></li> <li>To talk about key features of religious celebrations. <b>(Easter)</b></li> </ul>	<ul style="list-style-type: none"> <li>To identify and sort thing that are living and things that are not.</li> <li>To identify things that grow.</li> <li>To talk about how they have changed since a baby.</li> <li>To make observations about the life cycle of a butterfly. <b>(Hands on experience – Caterpillar kit)</b></li> <li>To understand the key features of the life cycle of a butterfly and o frog and talk about how they change.</li> <li>To talk about what a plant needs to grow.</li> <li>To identify the steps needed to plant a seed. <b>(Hands on experience – planting a seed and helping a plant to grow)</b></li> <li>To understand where different food comes from.</li> <li>To talk about where food grows.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that things happened in the past. <b>(dinosaurs)</b></li> <li>To talk about a local historical figure from the past and what they did. <b>(Mary Anning)</b></li> <li>To explore changes of state. <b>(Solid to liquid)</b></li> <li>To explore our solar system and space travel.</li> <li>To explore different materials and their properties. <b>(Making Pirate ship)</b></li> <li>To explore which materials sink/float. <b>(Making Pirate ship)</b></li> <li>To explore which materials are waterproof. <b>(Making Pirate ship)</b></li> <li>To draw information from a simple map and use symbols to create their own. <b>(Pirates)</b></li> <li>I can talk about ways in which I can look after the environment.</li> </ul>
<b>RE</b> Our RE Curriculum enables children to develop a positive sense of themselves and others. 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.	Which people are special and why? Being special: where do we belong? Belonging to their family Being part of Lytchett Matravers Primary School Which stories are special and why?	What times are special and why?  Which stories are special and why?  Diwali  Christmas	What times are special and why?  Chinese new year	What times are special and why?  Which stories are special and why?  What places are special and why? Easter	Being special: where do we belong? Eid Shavouot What is special about our world?	What is special about our world? Summer Solstice

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>My World!</b>	<b>Changes all around!</b>	<b>Superheroes</b>	<b>Amazing Animals!</b>	<b>Growing!</b>	<b>Imagine That!</b>
<b>Expressive Arts and Design</b>	<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Work will be displayed in the classroom.</p> <p>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.</p> <ul style="list-style-type: none"> <li>To use colour to portray emotions</li> <li>To use ICT to photograph faces and emotions. .</li> <li>To use shapes to create a self=portrait.</li> <li>Role Play: Home corner – children to provide a picture of their family and have displayed.</li> <li>To join in with and remember the words to a range of songs.</li> <li>To explore sounds and how they can be changed, tapping out of simple rhythms.</li> <li>To listen to music and talk about how it makes them feel.</li> <li>To build stories around toys (small world) use available props to support role play</li> <li>To build models using construction equipment for a purpose and talk about their models. <b>(Large/small blocks)</b></li> </ul>	<ul style="list-style-type: none"> <li>To use different patterns and shapes to create pictures. <b>(Diva Lamps (Diwali); Rangoli Art, Bonfire pictures, Christmas decorations)</b></li> <li>To explore colour mixing.</li> <li>To use natural objects to print and create pictures. <b>(Leaf printing, observational drawings of leaves)</b></li> <li>To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus <b>(Kandinsky circles triangles maths links)</b></li> <li>To remember the words to a range of songs. <b>(The Nativity)</b></li> <li>To perform songs and movement to an audience.<b>(The Nativity)</b></li> <li>To use familiar stories in role play.</li> <li>To use different techniques for joining materials when constructing. <b>(Construction station – masking tape, glue)</b></li> <li>Role Play: Home Corner – children involved in additions. Percy the Park Keeper family.</li> <li>To weigh out and combine ingredients. <b>(D&amp;T Baking Christmas Cookies)</b></li> </ul>	<ul style="list-style-type: none"> <li>To use different techniques for joining materials when constructing. <b>(Additions: Split pins, selotape)</b></li> <li>To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus <b>(Jackson Pollock splatter)</b></li> <li>To use shapes to create a portraits of others. <b>(People who help us)</b></li> <li>To listen to music and think about how it makes them want to move.</li> <li>To explore how the pitch of a sound can be changed.</li> <li>Role Play: Begin deconstructed with enhancement boxes, focusing on People Who Help Us.</li> <li>To use a range of resources to create own props to aid role play.</li> <li>To use familiar stories in role play.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise, create and describe pattern. To make patterns using different colours <b>(Animal patterns)</b></li> <li>To combine media to make a collage</li> <li>To use different materials and textures.</li> <li>To use different techniques for joining materials when constructing. <b>(Additions: treasury tags)</b></li> <li>Role Play: deconstructed with enhancement boxes, focusing on Safari and Africa, animal lookouts</li> <li>To use a range of resources to create own props to aid role play.</li> <li>To use familiar stories to influence their own in role play.</li> <li>To explore and create a wheel mechanism. <b>(D&amp;T making a Safari/Farm vehicle.)</b></li> </ul>	<ul style="list-style-type: none"> <li>To use different techniques for joining materials when constructing.<b>(Construction station – split pins, selptape, masking tape, treasury tags, glue)</b></li> <li>To plan and evaluate a construction model, using a range of materials.</li> <li>To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus <b>(Vincent Van Gogh – Sunflowers)</b></li> <li>To use resources to create observational drawings.<b>(Sunflower/plants - observational drawing)</b></li> <li>To use real life objects to create painting and prints. <b>(Printing/painting using food)</b></li> <li>To listen to a piece of music and create movements to it. <b>(Movement of a butterfly)</b></li> <li>Role Play: deconstructed with enhancement boxes – growing</li> <li>To use a range of resources to create own props to aid role play.</li> </ul>	<ul style="list-style-type: none"> <li>To use different techniques for joining materials when constructing.</li> <li>To plan and evaluate a construction model, using a range of materials.</li> <li>To be confident in using colour mixing to create work.</li> <li>Role Play: deconstructed with enhancement boxes – themed to topic of children's interests</li> <li>To use a range of resources to create own props to aid role play.</li> <li>To use clay to mould a sculpture. <b>(D&amp;T clay fossil model)</b></li> </ul>

# Reception Long Term Plan 22-23

## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

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