

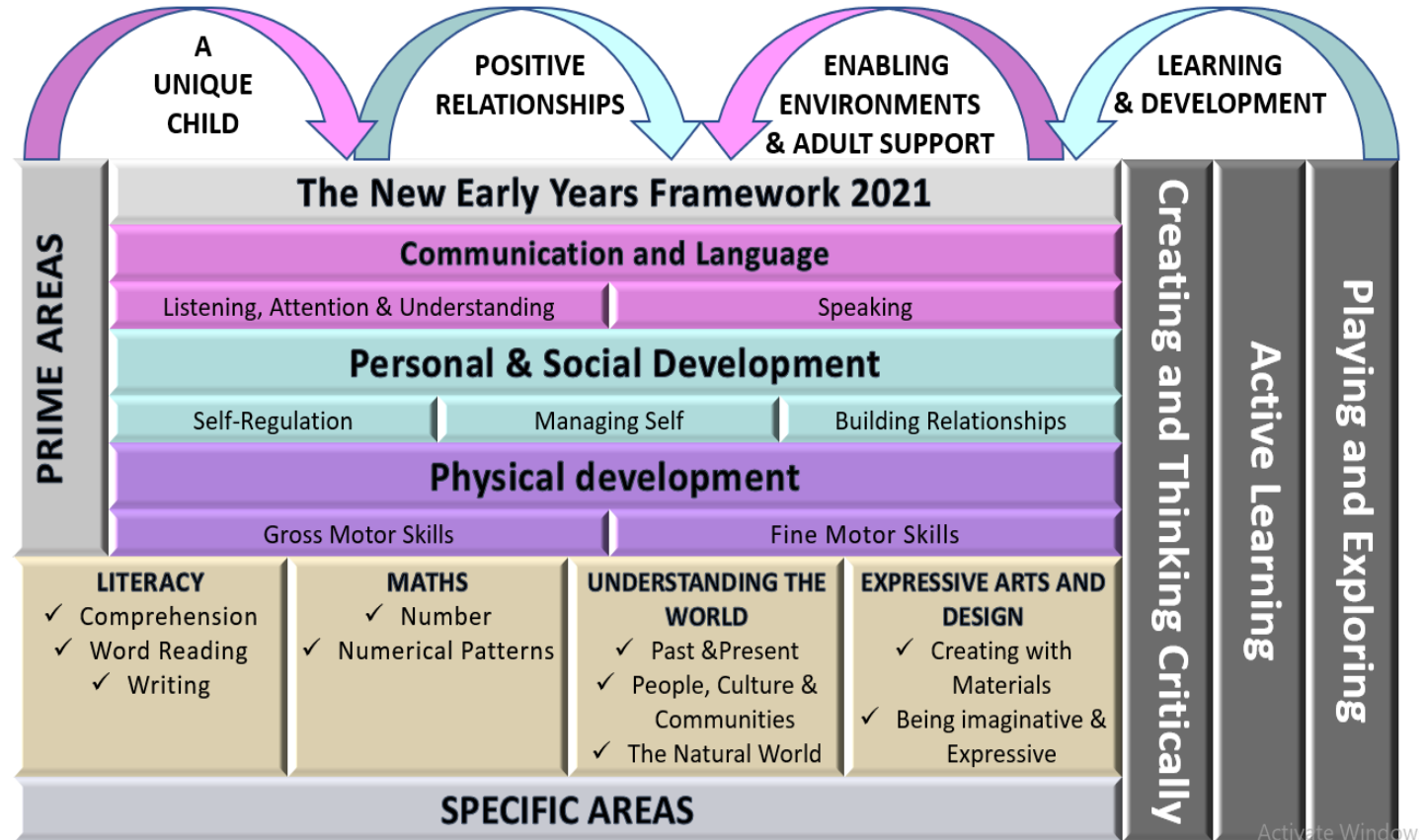
RECEPTION LONG TERM PLAN 23-24



"AT ALL FAITHS CHILDREN'S ACADEMY, WE AIM TO 'MAKE LEARNING IRRESISTIBLE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS, TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF ALL FAITHS CHILDREN'S ACADEMY!"

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY"

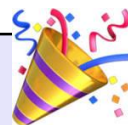
THE EYFS TEAM AT ALL FAITHS.



RECEPTION LONG TERM PLAN 24-25



AUTUMN 1



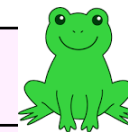
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

DO YOU WANT TO BE FRIENDS?

Starting school / my new class / New Beginnings / My family / PSED focus /relationships/feelings What am I good at?

WHY DO SQUIRRELS HIDE THEIR NUTS?

Bonfire night celebrations / Divali / Autumn / Harvest The Nativity Christmas Lists Letters to Father Christmas

DINOSAUR PLANET

Lunar New Year / Fairytales / Fables Fact/ Fiction stories

WILL YOU READ ME A STORY?

Lunar New Year / Fairytales / Fables Fact/ Fiction stories

WHY DO LADYBIRDS HAVE SPOTS?

Life cycles Farm animals/trip The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle

ARE WE THERE YET?/WHAT CAN WE SEE IN SUMMER?

Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS

HIGH QUALITY TEXTS

The Colour Monster
Lost and Found
Have you filled a bucket today?
Help!
The Gingerbread Man
Dogger
The selfish Crocodile

Pumpkin Soup
Autumn Animals (non-fiction)
After the Storm
Stickman
Can't you sleep little bear
Bear Snores On
T'was the night before Christmas
The Christmas Story
Christmas Week

Harry and his bucketful of dinosaurs
Dinosaurs wear underpants
Mary Anning: Fossil Hunter

Goldilocks
The three bears
Jack and the Beanstalk
Little Red Riding Hood
The Enormous Turnip
3 Billy Goats Gruff
Sleeping Beauty

Non-Fiction – reptiles
Snake supper (Alan Durant & Ant Parker)
Aaaaa Spider
Superworm
What the Ladybird heard
Farmyard Hullabaloo
Little Red Hen
Mad about Minibeasts

What the Ladybird heard at the seaside
The Night before Summer Vacation
Seaside poems (Jill Bennett)
Blue Planet David
Attenborough
Mr Gumpy's Outing
The Journey
Naughty Bus (Jan Oke)

'WOW' MOMENTS / ENRICHMENT

Build-a-Bear Class Bear
Teddy Bear's Picnic
Diwali Day
Harvest
Hello Yellow

School Pond and Grounds
Christingle at St Francis Church
Guy Fawkes / Bonfire Night
Remembrance Day
Christmas Time / Nativity
Santa / Visit to Post Box

Lunar New Year
Winter
Fossils – Mary Anning
Guildhall Museum visit
Dinosaur egg discovery

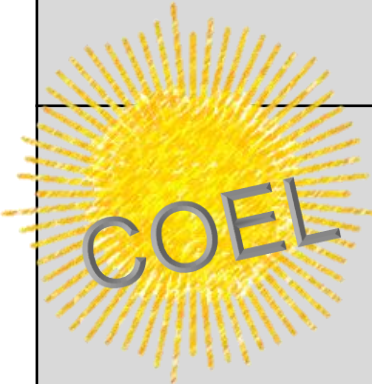
Mother's Day
Food tasting – different cultures
World Book Day
Easter bonnet parade/egg rolling/decorating

Visit to the farm
Frogspawn in classroom or pond visits
Caterpillars/Butterflies

Under the Sea – singing songs and sea shanties
Map work - Find the Treasure
Father's Day
Sports Day

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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.

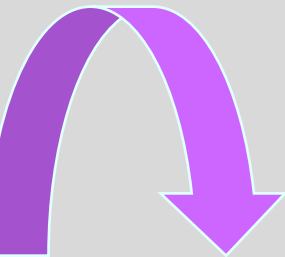
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

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 and stages. We must be aware of children who need greater support than others.

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

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



OVER
ARCHING
PRINCIPLES

RECEPTION LONG TERM PLAN 24-25

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| OUR ALLFAITHS VALUES | ATTRIBUTE: RESPECT MIND; RESPECTFUL OF OTHERS; THOUGHTFUL; EMPATHETIC; AND TOLERANT | ATTRIBUTE: ASPIRATION MOTIVATED; EXCITED TO LEARN; WILLING TO TRY; POSITIVE; AND CURIOUS | ATTRIBUTE: RESILIENCE KNOW THEY CAN DO IT; BE A PROBLEM SOLVER; BE RESOURCEFUL; AND SHOW AMBITION. | ATTRIBUTE: INCLUSION HAPPY TO BE IN SCHOOL; CONFIDENT; BRAVE; NOT OVERLY RELIANT ON ADULTS; AND WILLING TO TAKE RISKS. | ATTRIBUTE: KINDNESS NOT WILLING TO GIVE UP; WANTING TO HAVE ANOTHER GO; AND OVERCOMING BARRIERS AND SET BACKS. | ATTRIBUTE: RESPONSIBILITY TAKING OWNERSHIP OF OUR ACTIONS WANTING TO HAVE ANOTHER GO; AND UNDERSTAND OUR IMPACT ON THE WORLD AND OUR COMMUNITY. |
| <p>CHILDREN AT ALL FAITHS ARE ENTHUSIASTIC AND KEEN TO LEARN NEW KNOWLEDGE AND SKILLS. STAFF STRIVE TO PROVIDE A RANGE OF RICH, INCLUSIVE LEARNING EXPERIENCES IN ALL ASPECTS OF SCHOOL LIFE. THEY NURTURE OUR LEARNERS AND IMPROVE THEIR ACADEMIC, EMOTIONAL, MORAL, CULTURAL AND PHYSICAL DEVELOPMENT. OUR CURRICULUM TEACHES PUPILS TO BECOME INDEPENDENT THINKERS WHO WILL BE ABLE TO APPROACH CHALLENGES WITH RESILIENCE AND COMPASSION. IT IS DESIGNED TO BROADEN OUR CHILDREN'S HORIZONS AND EMPOWER THEM TO BE CURIOUS ABOUT THE WORLD AROUND THEM. STAFF KNOW THAT CHILDREN GET ONE CHANCE AT EDUCATION AND ENSURE THAT OUR CURRICULUM AND LESSONS BUILD SEQUENTIALLY AND PLAN FOR KEY LEARNING TO BE FREQUENTLY RECALLED AND THEN BUILT UPON. STAFF ENSURE THAT PUPILS' TIME IN SCHOOL IS MAXIMISED AND THAT LEARNING TIME IS FULLY UTILISED.</p> <p>ALL FAITHS CHILDREN'S ACADEMY IS AT THE HEART OF THE COMMUNITY AND CHILDREN ARE TAUGHT TO BE ACTIVE CITIZENS. THEY WILL LEARN TO APPRECIATE HOW DIVERSITY POSITIVELY IMPACTS ON SOCIETY AND HOW THEY CAN RESPECTFULLY FULFIL THEIR RESPONSIBILITIES WITHIN THE COMMUNITY. OUR CHILDREN ARE FRIENDLY, COURTEOUS AND KIND. THEY WILL BE GIVEN THE CHANCE TO EXPLORE A RANGE OF ROLES AND RESPONSIBILITIES ACROSS THE YEAR GROUPS. WE ARE ASPIRATIONAL FOR OUR CHILDREN AND STAFF ENCOURAGE THEM TO EMBRACE OPPORTUNITIES FOR THEM TO BE THEIR BEST SELF. THE SCHOOL WILL PROVIDE THE CHILDREN WITH A RANGE OF EXPERIENCES AND ACTIVITIES TO EXPLORE WHERE THEIR STRENGTHS AND INTERESTS LIE. THROUGH THESE, CHILDREN BUILD THEIR KNOWLEDGE OF OPPORTUNITIES THAT EXIST, BOTH IN OUR LOCALITY AND BEYOND. THIS KNOWLEDGE WILL ENHANCE AND TRANSFORM LIFE CHANCES.</p> | | | | | | |



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| BRITISH VALUES* *TAUGHT THROUGHOUT THE YEAR THROUGH OUR CURRICULUM AND OPPORTUNITIES DURING PLAY | <p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> | <p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Done through celebrations</p> | <p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p>Class rules</p> | <p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p> | <p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p> | <p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |
| ASSESSMENT OPPORTUNITIES | <p>In-house - Baseline data on entry</p> <p>National Baseline data by end of term</p> <p>Phonics assessments</p> <p>EYFS team meetings</p> <p>Hub Moderation</p> | <p>On going assessments</p> <p>Pupil progress meetings</p> <p>Parents evening</p> <p>EYFS team meetings</p> <p>End of term Assessments</p> <p>Phonics assessments</p> <p>Hub Moderation</p> | <p>GLD Projections for EOY</p> <p>Hub Moderation</p> <p>EYFS team meetings</p> <p>Phase meetings</p> <p>Pupil Progress meetings</p> <p>Phonics assessments</p> | <p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>End of term Assessments</p> <p>Phonics assessments</p> <p>Hub moderation</p> | <p>Hub moderation</p> <p>EYFS team meetings</p> <p>Pupil progress meetings</p> <p>EYFS team meetings</p> <p>End of term Assessments</p> <p>Phonics assessments</p> | <p>Pupil progress meetings</p> <p>Reports</p> <p>Phonics assessments</p> <p>EYFS team meetings</p> <p>EOY data</p> |
| PARENTAL INVOLVEMENT | <p>Welcome meetings 1:1</p> <p>Nursery Visits</p> <p>Tapestry involvement</p> | <p>Tapestry involvement</p> <p>Nativity</p> <p>Parents Evening</p> <p>Phonics/Maths workshops</p> | <p>Tapestry involvement</p> <p>Mother's Day events</p> <p>Parent Workshops</p> <p>EYFS Projects</p> | <p>Tapestry involvement</p> <p>Parents Evening</p> <p>EYFS Projects</p> | <p>Tapestry involvement</p> <p>EYFS Projects</p> | <p>Tapestry involvement</p> <p>Parents Evening</p> <p>Reports</p> <p>Sports Day Event</p> |

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

| <p>BAME MAIN CHARACTERS (BLACK, ASIAN, ETHNIC MINORITIES)</p> | <p>CULTURAL DIVERSITY</p> | <p>NEURODIVERSITY</p> | <p>PHYSICAL DISABILITIES</p> | <p>DIFFERENT FAMILIES</p> |
|---|--|---|--|---|
| <p>PRETTY SALMA LITTLE PEOPLE BIG DREAMS BOOKS SO MUCH SHINE ASTRO GIRL LULU'S FIRST DAY FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO</p> | <p>THE JASMINE SNEEZE THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH GOLDEN DOMES AND SILVER LANTERNS</p> | <p>WHAT MAKES ME A ME? WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE</p> | <p>ITS OK TO BE DIFFERENT ONLY ONE YOU MILLIE GETS HER SUPER EARS WHEN CHARLIE MET EMMA DON'T CALL ME SPECIAL HAPPY TO BE ME</p> | <p>WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS LOVE MAKES A FAMILY</p> |



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| 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 and Speech Link interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS | Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Speech Link intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") | Tell me a story! Develop vocabulary: Word aware Speech Link interventions Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. | Tell me why! Develop vocabulary Speech Link interventions Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Lunar New Year) Listen to and talk about stories to build familiarity and understanding. | Explain to me! Speech Link Reciting poems and songs I can learn and recite, poems and songs Tell me a story - retelling stories Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Learn rhymes, poems and songs. | Can you recount an event? Speech Link I can learn and recite, poems and songs I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle | Tell me about differences? Speech Link I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (end of year video) |

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life . | | | | | |
| MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS | <p>Jigsaw: Being Me in My World</p> <p>Includes lessons on Self-Identity, Feelings, Rights & Responsibilities, Being Kind and Working Together.</p> <p>Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> | <p>Jigsaw: Celebrating Difference</p> <p>Includes lessons on Identifying Talents, Families, Being Special, Making Friends and Standing Up For Yourself.</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>Jigsaw: Dreams and Goals</p> <p>Includes lessons on Goals, Challenges, Perseverance, Resilience.</p> <p>SMART rules</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> | <p>Jigsaw: Healthy Me</p> <p>Includes lessons on Exercising Bodies, Physical Activity, Personal Hygiene, Healthy Eating and Staying Safe.</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p> | <p>Jigsaw: Relationships</p> <p>Includes lessons on Family Life, Friendships, Falling Out, Anti-Bullying and Respect for Self.</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> | <p>Jigsaw: Changing Me</p> <p>Includes lessons on Respecting My Body, Growing Up, Growth & Change, and Fun & Fears.</p> <p>Transition into Year 1 Year 1 readiness</p> |
| | <p>Early learning Goals: 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.</p> <p>* 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.</p> | | | | | |



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| 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 Taking shoes off and putting them on | 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 / zips Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | 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 | Threading, cutting, weaving, playdough, Fine Motor activities. 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 Duplo or Lego |
| DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES | | | PE -Introduction to movement/ Gymnastics (Exploratory approach, shapes and movement) BEAM. Parachute Ribbons Write Dance | PE - Ball Skills Circuits (rolling, sliding, bouncing, catching). | PE - Athletics (Sports Day prep). | PE - Games Bench Ball. |
| GROSS MOTOR | <p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good option</p> <p>Birth to 5: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - 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.</p> | | | | | |
| WEEKLY PE LESSONS | | | | | | |



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| WRITING | <p>Texts as a Stimulus: The Colour Monster Lost and Found Have you filled a bucket today? Help! The Gingerbread Man 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 PHASE WORDS</p> | <p>Texts as a Stimulus: Pumpkin Soup Autumn Animals (non-fiction) After the Storm Stickman Can't you sleep little bear Bear Snores On T'was the night before Christmas The Christmas Story Christmas Week</p> <p>Recount, Name writing, labelling, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, go, no, to, the, into. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>PHASE WORDS</p> | <p>Texts as a Stimulus: Harry and his bucketful of dinosaurs Dinosaurs wear underpants Mary Anning: Fossil Hunter</p> <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p> | <p>Texts as a Stimulus: Goldilocks The three bears Jack and the Beanstalk Little Red Riding Hood The Enormous Turnip 3 Billy Goats Gruff Sleeping Beauty</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story</p> <p>PHASE WORDS</p> | <p>Texts as a Stimulus: Non-Fiction – reptiles Snake supper (Alan Durant & Ant Parker) Aaaaa Spider Superworm What the Ladybird heard Farmyard Hullabaloo Little Red Hen Mad about Minibeasts</p> <p>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.</p> <p>Recount – A trip to the seaside</p> <p>Acrostic poems</p> | <p>Texts as a Stimulus: What the Ladybird heard at the seaside The Night before Summer Vacation Seaside poems (Jill Bennett) Blue Planet David Attenborough Mr Gumpy's Outing The Journey Naughty Bus (Jan Oke)</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – sea creatures</p> |
| <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>SEE SCHOOL WRITING TARGETS FOR RECEPTION</p> | | | | | | |



RECEPTION LONG TERM PLAN 24-25

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| LITERACY | It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| | I can show a preference for a book, song or rhyme. | 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 | I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense | I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading | 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 | 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) |
| | Phonic Sounds: Little Wandle Whole class | Phonic Sounds: Little Wandle Differentiated groups | Phonic Sounds: Little Wandle Differentiated groups | Phonic Sounds: Little Wandle Differentiated groups | Phonic Sounds: Little Wandle Differentiated groups | Phonic Sounds: Little Wandle Differentiated groups |
| COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the library weekly</small> | 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 | I can link most sounds to letters (GPC) 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 across 2-3 lines of print I can read some Phase 2 words including some tricky words | 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 | 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 | 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 | End of term assessments Transition work with Year 1 staff |
| WORD READING <small>Children will be working in different groups according to their phonic ability. Lilac band books initially and then moving on to Dandelion Set 1 books – in line with sounds taught weekly to build up skills and fluency. This will enable all children to be more confident readers.</small> | | | | | | |



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| MATHS | <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><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> | <p>X3 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare Subitising to 3 Understanding of numbers 0-3</p> | <p>Representing and comparing 1,2,3 Composition of 1,2,3 2D and 3D shapes 5 Frames Real world pictures and objects Understanding of numbers 0-5 Subitising to 5 Number bonds to 5 More/less</p> | <p>Representing and comparing 0-8 Composition of 0-8 Number bonds Part/whole Addition Pairs and combining groups to 8 Subitising to 8 Doubles</p> | <p>9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) Mastery of numbers Addition and subtraction More/less Consolidation (respond to what they need more support with)</p> | <p>Building numbers beyond 10 Counting patterns/spatial reasoning Consolidation of numbers to 10 Consolidation</p> | <p>Sharing and grouping Odd and Even Drawing maps and talking about position Picture making and pattern making with shapes Patterns, abababa, abcabcabc Length, weight, capacity (comparison and prediction) Using measuring tools in everyday activities Order and sequence events using everyday language for time Beginning to use timers and calendars to measure time. Consolidation</p> |



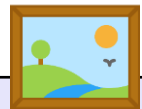
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| COMPUTING | BUSY THINGS / TOP MARKS COMPUTING SOFTWARE, IPADS, CAMERAS AND BEE BOTS | | | | | |
| | <p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>To screenshot using the home and lock buttons</p> <p>interact with simulation software</p> <ul style="list-style-type: none"> - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video to parents on Tapestry</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Identify how technology is used to share information (Google Maps)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Busy Things to represent an animal of their choice</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> - explore a website - collect and sort information using ICT - produce a simple program <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> |



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| UNDERSTANDING THE WORLD RE / FESTIVALS | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>By following Discovery RE, the children at All Faiths are exposed to a wide range of religions with knowledge built on year on year.</p> | <ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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. I can show an interest in different occupations and ways of life I can draw a simple map Set up 'My Timeline' display Set up "Our Learning Journey" to showcase our half term's learning I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience Celebrate Lunar New year I can talk about why things happen: making bread I can recognise and describe special times or events for family or friends <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I have explored google earth I understand the effects of changing seasons on the world around me <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Similarities and differences between countries/environments/animals Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Growth & Change: Butterfly life cycle Environment: care and concern I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Growth & Change: Butterfly life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad compare and contrast past and present 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. I can draw information from a simple map I can talk about ways in which I can look after the environment <p>REFELCTION TIME DAILY</p> |
| | <p>Christianity, Judaism</p> <p><i>What makes people special?</i></p> | <p>Christianity</p> <p><i>What is Christmas?</i></p> | <p>Hinduism</p> <p><i>How do people celebrate?</i></p> | <p>Christianity</p> <p><i>What is Easter?</i></p> | <p>Christianity, Islam, Hinduism, Sikhism</p> <p><i>What can we learn from stories?</i></p> | <p>Christianity, Islam, Judaism</p> <p><i>What makes places special?</i></p> |



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| EXPRESSIVE ARTS AND DESIGN | <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | |
| | <p>Join in with songs beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Feelings: taking photos of children acting out emotions</p> | <p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p> | <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Drama conventions through literacy</p> | <p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage</p> <p>Drama conventions through literacy</p> | <p>Collage-farm animals / Making houses. Pastel drawings, Life cycles,</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs</p> <p>I can use various construction materials: making a goat for the Billy Goats Gruff</p> <p>Drama conventions through literacy</p> | <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Drama conventions through literacy</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.

Work will be displayed in the classroom
lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

