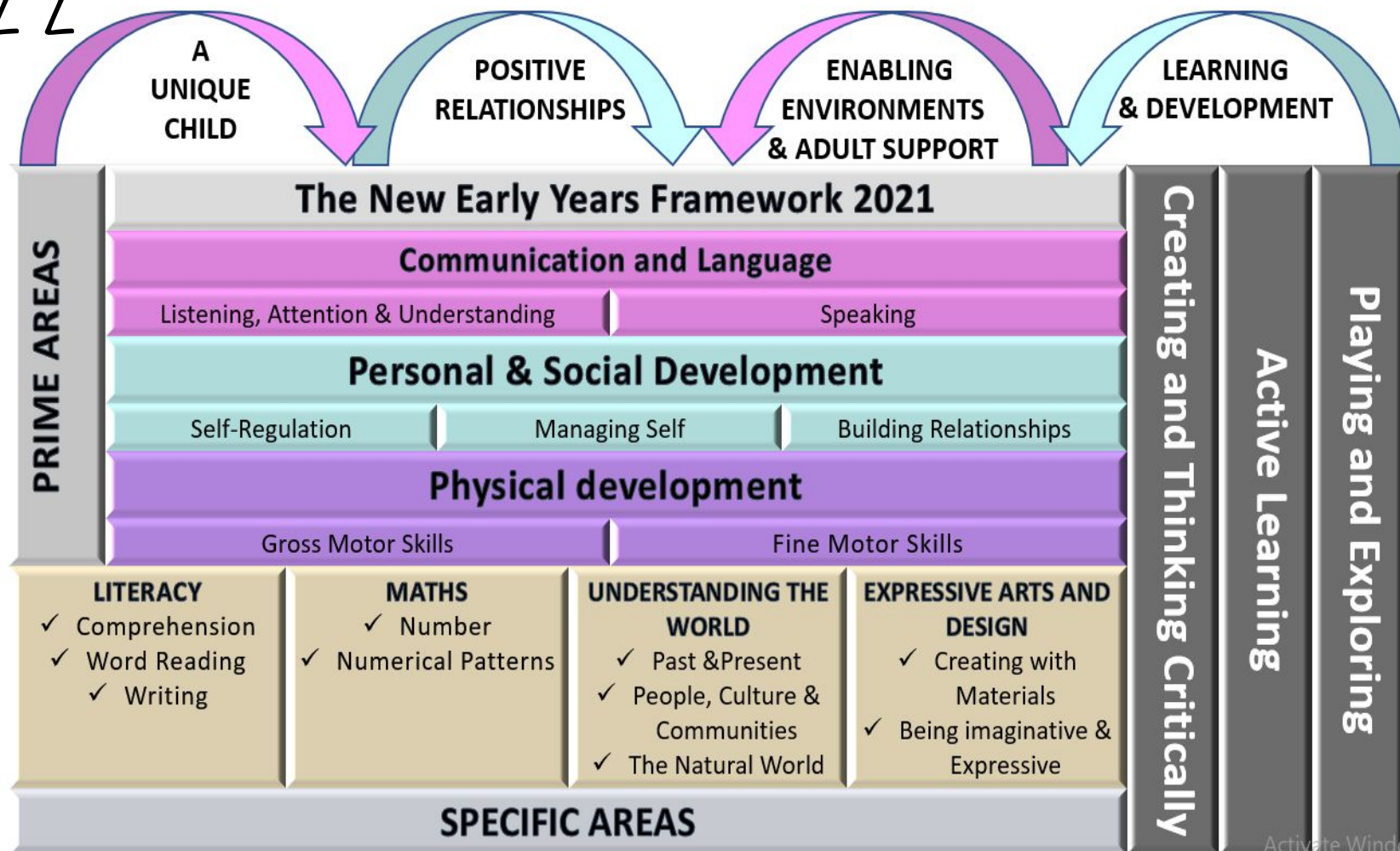








EYFS LONG TERM PLAN 21-22

At Sidlesham Primary School, we believe the child is central in everything we do. We provide a nurturing environment where children feel safe and secure. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity.

As an EYFS team and effective role models, we aim to provide high quality interactions in order to develop and deepen the children's learning opportunities. We deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework informed by our children's interests.



<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p> <p>WELL-BEING & BEHAVIOUR FOR LEARNING</p>	 <p>ALL ABOUT ME!</p> <p>Starting school / my new class Class Routines / New Beginnings Staying healthy / Food / Human body How have I changed? My family / PSED focus Ready, Respectful and Safe What am I good at? How do I make others feel? Being kind / staying safe My Happy Mind</p>	 <p>SUPER HEROES!</p> <p>Superheroes People who help us / Careers Diwali Bonfire Night Traditional Tales Stickman Christmas Lists Letters to Father Christmas</p>	 <p>AMAZING ANIMALS!</p> <p>Life cycles Habitats Hot/Cold climates Mini Beasts Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p>	 <p>COME OUTSIDE!</p> <p>Plants & Flowers Weather / seasons The great outdoors Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Materials</p>	 <p>TICKET TO RIDE!</p> <p>Around the Village How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?</p>	 <p>NON AT THE SEASIDE!</p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Starting School All About Me – Sharing favourite stories Once there were Giants Colour Monster Leaf Man Scarecrows Wedding 5 Little Pumpkins Bertie and Betty's Playdate (MHM)</p>	<p>Supertato Superhero stories Non-fiction People that Help us books Let it Glow / Depal's Diwali Goldilocks Gingerbread Man Christmas Story / Nativity The Jolly Postman Christmas</p>	<p>The Emperor's Egg Geronimo Flip Flap Frozen The Very Hungry Caterpillar The Very Lazy Ladybird Aghh Spider! Superworm Snail Trail What the Ladybird Heard The Big Book of Bugs The Bee Book The Giant Jam Sandwich Yucky Worms Mad about Minibeasts Project Bugs</p>	<p>The Tiny Seed Oliver's Vegetables Somebody Swallowed Stanley Jasper's Beanstalk A stroll through the seasons</p>	<p>The Snail and the Whale The Way back Home Lost and Found Mr. Gumpy's Outing Bob, The Man on the Moon Beegu The Hundred Decker Bus Emma-Jane's Aeroplane</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction World Atlases Tiddler Sharing a shell What the ladybird heard at the seaside The Night Pirates Pirates love underpants Octonauts Creature Reports</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Autumn Walk Welly Wednesday – Fairies Harvest Time Birthdays Halloween Other wow's led by children's interests.</p>	<p>What do I want to be when I grow up? Video for parents. Visits from different occupations (Police, Dr, Firefighter – Parent's occupations) Guy Fawkes / Bonfire Night Diwali Dress as a Superhero day Letter from Evil Pea Christmas Time / Nativity Hannukah</p>	<p>Ice Skating Winter Walk Chinese New Year Butterfly Garden Wormery Visit from Beekeeper Zoo Lab visit Valentine's Day Internet Safety Day</p>	<p>Spring walk Walk to the park / Picnic Planting seeds Easter time Weather experiments Nature Scavenger Hunt Mother's Day Queen's Birthday Easter Egg Hunt</p>	<p>Post a letter Food tasting – different cultures Map work - Find the Treasure D-Day Let's fly - Role play and Green Screen Welly Wednesday</p>	<p>Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Pirate Day Ice – Cream Friday!</p>

RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
OUR VALUES ASSEMBLIES / SHARING CIRCLES	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Parents Evening Phonic Intervention groups</p>	<p>On going assessments Baseline analysis – strengths & gaps Pupil progress meetings EYFS team meetings In house moderation Midterm Assessments</p>	<p>GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Tiny tracker data</p>	<p>Cluster moderation Trust moderation EYFS team meetings</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Tiny Tracker data EOY data</p>
PARENTAL INVOLVEMENT	<p>Home visits / Parents Evening Home / School Agreement Proud Clouds</p>	<p>Proud Clouds Nativity Phonics workshop</p>	<p>Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!</p>	<p>Proud Clouds Parents Evening Art workshop / Gallery Share a story</p>	<p>Proud Clouds Share a story Maths Morning – Look how far we have come!</p>	<p>Proud Clouds Share a story Parents Evening Parent's Picnic</p>

We recognise that all children are unique and special.




RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE/My Happy Mind times, stories, singing, speech and language interventions, EYFS productions, helicopter stories, assemblies and weekly interventions.	Settling in activities Making friends Children talking about experiences that are familiar to them All About Me bag sharing Rhyming and alliteration Familiar Print Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Develop vocabulary Develop social phrases - saying good morning/afternoon in the register Tell me what makes you super? stories/helicopter stories Story language Sound/Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Ask’s how and why questions... Retell a story with story language Helicopter Stories Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	Articulate their ideas and thoughts in well formed sentences. Ask’s how and why questions... Describe events in some detail. To use talk to explain how things work and why they might happen. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.	Use new vocabulary in different contexts. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic (non-fiction). Listen to a range of rhymes, poems and songs. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Talk about own experiences of going to the beach
DAILY STORY TIME – CHILDREN VOTE FOR THE DAILY						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF-REGULATION	<p>Welcome to the Tiger family! Meet your Brain - Our brains help us with lots of different jobs, the need to look after our brains to be our best, when we learn something new our brain remembers it for next time. See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships</p>	<p>Meet your Brain- Our brains help us with lots of different jobs, the need to look after our brains to be our best, when we learn something new our brain remembers it for next time. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Celebrate - We all have things that are special, these are called character strengths, our character strengths help us be our best, we feel great when we use our character strengths. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Appreciate - How being grateful and thankful makes us feel, the different ways to show gratitude and express thanks, the importance of being thankful. What makes a good friend? Healthy me Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Relate - How to develop good listening skills, the importance of listening to others, what we can learn when we listen to others. Friendships Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Engage - Setting goals, why are goals important? Reviewing our goals Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
LINK TO BEHAVIOUR FOR LEARNING	<p>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> <ul style="list-style-type: none"> ✓ 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 appropriately within the setting <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting 			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their own and learning strategies and reviewing what they have done."</i> Education Endowment Foundation</p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p> 		



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>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</p> <p>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. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Supporting the development of fastenings</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Climbing. Skipping ropes in outside area</p> <p>PE – Fundamentals Unit 2. Moving in different ways. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics ./ Balance</p>
GROSS MOTOR	<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p>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>					



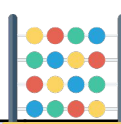
RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
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)					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Stories from other cultures and traditions</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / props. Helicopter stories Retelling of stories. Drawing story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Christmas letters/lists. Enjoys an increasing range of books Stories from other cultures and traditions</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making .</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Decodable books to be sent home in line with phonics stage.</p> <p>Parents reading stories</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Life cycle of plants/minibeasts</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> <p>Parents reading stories</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	<p>Phonics: Fun Phonics Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud (if able to), ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonics: Fun Phonics Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words.</p> <p>Show children sound buttons. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p> <p>End of term assessment</p>	<p>Phonics: Fun Phonics Differentiated groups Reading: Rhyming strings, identifying characters and settings.</p> <p>Help children to become familiar with digraphs, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar digraphs: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Phonics: Fun Phonics Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p> <p>Children should not be required to use other strategies to work out words.</p> <p>End of term assessment</p>	<p>Phonic: Fun Phonics Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p>Phonic: Fun Phonics Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
COMPREHENSION - DEVELOPING A PASSION FOR READING	Children will visit the library weekly					
WORD READING	Children will learn phonics using the SSP Fun Phonics scheme.					



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
WRITING	<p>Texts as a Stimulus: Once there were Giants – draw and label family Scarecrows Wedding</p>	<p>Texts as a Stimulus: Supertato Story stones Speech bubbles</p> <p>Stickman (Theatre trip)</p> <p>The Jolly Christmas Postman – List to Father Christmas</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Message centre – superheroes.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write words/captions.</p>	<p>Texts as a Stimulus: Superworm Rhyme/CVC words / simple sentence writing using high frequency words</p> <p>The Hungry Caterpillar Labels and simple captions (Life cycle)</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Texts as a Stimulus: Jasper and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Oliver’s Vegetables- Describe foods / adjectives</p> <p>A trip to the park - recount</p> <p>Creating own story maps, writing captions and labels, writing recipes, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Bob the man on the moon -sequence events on order</p> <p>The hundred decker bus - sequence journey Retell the story in own words</p> <p>Story maps, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems linked to transport</p>	<p>Texts as a Stimulus: Pirate Stories - Wanted Poster</p> <p>Octonauts Creature Reports (Information Text) Write facts about chosen sea creature</p> <p>The Way back Home - Write a postcard</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories. Write three sentences – B, M & E.</p>
TEXTS MAY DUE TO CHILDREN’S INTERESTS	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Message centre!</p>					
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						



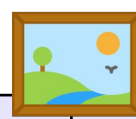
RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES	ANIMALS	COME OUTSIDE	TRANSPORT	SEASIDE
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>					
<i>We follow White Rose maths</i>	<p>Early Mathematical Experiences Match and Sort Compare Amounts Compare size, mass and capacity Patterns Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. Make simple patterns.</p>	<p>Numbers within 5 Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 One more and less</p> <p>Measure, Shape & Spatial Thinking Circles, triangles, shapes with four sides, positional language Days of the week, seasons, Sequence daily events</p>	<p>Numbers within 10 Introduce 0 Representing 6,7,8, Comparing 6,7,8, Composition of 6,7,8 Combining 2 amounts Making pairs</p> <p>Measure, Shape & Spatial Thinking Compare mass Compare capacity Length & height Time</p>	<p>Numbers within 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10</p> <p>Measure, Shape & Spatial Thinking 3-D shapes Spatial awareness Patterns</p>	<p>Numbers beyond 10 Counting patterns beyond 10 Adding more Taking away</p> <p>Measure, Shape & Spatial Thinking Spatial reasoning (1) Match, Rotate, Manipulate Spatial reasoning (2) Compose & Decompose Days of the week, seasons, Sequence daily events - linked to Bob the Man on the Moon & The Hundred Decker Bus</p>	<p>Numbers to 20 Doubling Sharing & Grouping Odd & Even Deepening Understanding Patterns & relationships</p> <p>Measure, Shape & Spatial Thinking Spatial reasoning (3) Visualise & build Spatial reasoning (4) Mapping</p>



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our 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 engage with experiences to develop their emerging moral and cultural awareness.</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. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Explore the features of Autumn and observe and comment on the changes they see around them. Compare to summer. Talk about what they observe. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. 	<ul style="list-style-type: none"> Introduce children to different occupations and how they use transport to help them in their jobs. Remembrance. Can talk about what they have done with their families during Halloween/bonfire night/Christmas' in the past. Read Little Glow and discuss festivals and celebrations around the World. Find countries on map. Discuss similarities and differences to their experiences. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (linked to superhero stories). Talking about occupations and how to identify strangers that can help them when they are in need.. Changing states of materials – water and ice 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. Habitats & Lifecycle - shoebox habitat, Butterfly Garden Compare minibeast. Explore a range of minibeasts. Learn their names and label their body parts. Zoolab visit? 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. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how we can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us - Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> Use video clips to explore children in different countries. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps & ipads. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes/transport. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> Learn about pirates from the past Explore rock pools and why they happen. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad 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.
	<p>What are special times in our lives? Starting school All about Me Birthdays Harvest Halloween</p>	<p>What are special times in our lives? Diwali Bonfire Night Remembrance Day Hanukkah Theatre Trip Christmas</p>	<p>How do we show we belong? Chinese New Year Ash Wednesday / Shrove Tuesday Lent Valentines Day</p>	<p>How do we show we belong? Mothers' Day Palm Sunday Easter</p>	<p>What are the special places in our community? Visit to local park Fathers' Day Bus to Chichester Cathedral</p>	<p>What are the special places in our community? Beach</p>



RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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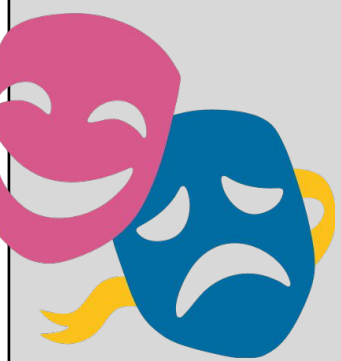
GENERAL THEMES

ALL ABOUT ME!	SUPER HEROES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
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EXPRESSIVE ARTS AND DESIGN

Painting, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Children to produce a piece of art work each term/half term to be displayed for 'Wow wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.










The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

<p>Join in with songs; beginning to mix colours, join in with role play, games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Charanga music</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make firework art</p> <p>Diwali – Diva lamps, Mehndi patterns & Rangoli patterns</p> <p>Listen to music and make their own superhero dances in response.</p> <p>Superhero masks, Make your own Superhero, Make a trap for the Evil Pea</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>Charanga music</p> <p>The use of story maps, props, puppets & helicopter stories will encourage children to retell, invent and adapt</p>	<p>Make boat out of junk modelling - will it float or sink?</p> <p>Make a habitat for an animal</p> <p>Animal patterns</p> <p>Symmetrical butterflies</p> <p>Artwork themed around Eric Carle</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p> <p>3D minibeasts</p> <p>Making lanterns, Chinese writing, Chinese music and composition</p> <p>Teach children different</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>Pastel sketches of flowers, vegetable printing, patterns on Easter eggs,</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Arcimboldo</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Charanga Music</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Charanga Music</p>	<p>Sand pictures / Sharing a Shell collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Charanga Music</p>
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RECEPTION LONG TERM PLAN 21-22

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

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

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.