

RECEPTION LONG TERM PLAN 21-22

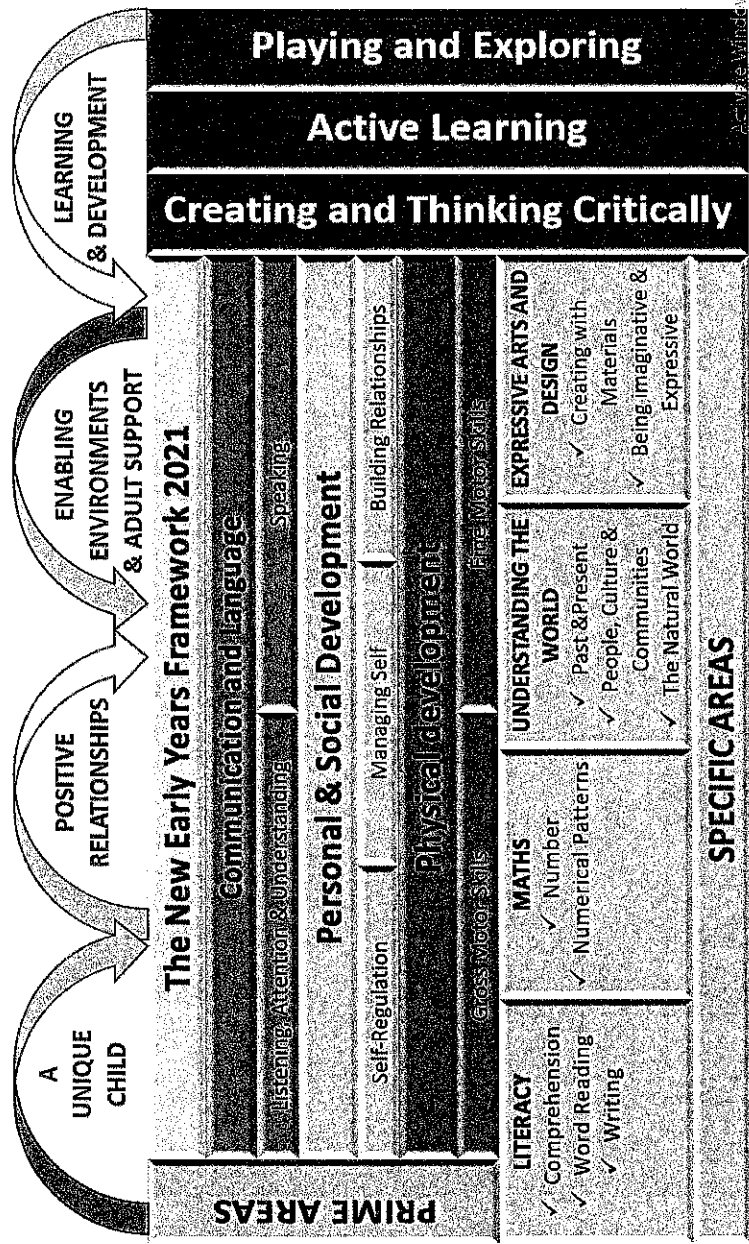
The Reception children at Maidensbridge Primary School will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children whatever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities.

We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

"At Maidensbridge, we aim to provide an ambitious and exciting curriculum. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an special place to be and the staff and children are all very proud to be part of the Maidensbridge community!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. 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 Maidensbridge





RECEPTION LONG TERM PLAN 21-22



AUTUMN 1

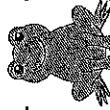


AUTUMN 2



SPRING 1

SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

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

ALL ABOUT ME!

New Beginnings-Starting School & My New Class Superheroes
People Who Help Us- Careers & Aspirations
All About Me!
My Body

LET'S CELEBRATE!

Autumn Celebrations
Bonfire night celebrations
Little Red Hen – Harvest
Diwali
The Nativity
Christmas Lists
Letters to Santa

TELL ME A STORY

Winter
Chinese New Year

GROWING!

The great outdoors
Plants & Flowers
Weather / seasons
Planting beans/seeds
Make a sculpture: Andy Goldsworthy
Reduce, Reuse & Recycle
Fun Science / Materials
Where do we live in the UK / world?

AMAZING ANIMALS!

What lives in our pond?
Life cycles
Farm animals/trip

UNDER THE SEA!

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
Reduce, Reuse & Recycle
Fun Science / Materials

HIGH QUALITY TEXTS

Room on the Broom
The Little Red Hen
Bonfire Night Information Book
Story of Rama and Sita
Dear Santa
The story of the First Christmas

Pete the Cat
Pirate Pete and the Treasure Map
Supertato
Funnybones

Non-fiction books on chicks
Handa's Hen
Jack and the Beanstalk
Easter

Oi Frog
The Tadpoles Promise
The Billy Goats Gruff (x2 weeks)
Talk for Writing
What the Ladybird Heard
Rosie's Walk

Alba the 100 year old fish
Who Swallowed Stanley
Blue Planet David
Attenborough Little People
Big Dreams
Sharing a Shell
Snail & the Whale

'WOW' MOMENTS / ENRICHMENT

Guy Fawkes / Bonfire Night
Firefighter visit
Making bread
Anti-Bullying Week
Children in Need
Diwali
Remembrance day
Nativity Story
Christmas Carols on playground

Autumn Walk
Remembrance Day
Nurse /police officer/vet/soldier visit
Pets in
Diwali Day 15th October
National Poetry Day 7th October

Valentines day
Chinese New Year
Take One Picture
National Handwriting Day
23rd January
National Storytelling week
30th Jan-6th Feb
Internet Safety Day

Living eggs
Weather experiments
Weather Forecast videos
Mother's Day
Science Week
Food tasting – different cultures
World Book Day
Easter Workshop

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

Under the Sea – singing songs and sea shanties
Map work - Find the Treasure
Pirate Day
Ice – Cream at Himley
Sports Day
End of year picnic

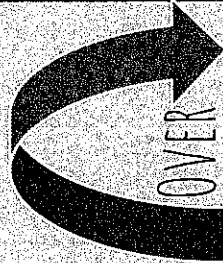


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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ALL ABOUT ME!	LET'S CELEBRATE!	TELL ME A STORY	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!

GENERAL THEMES

COEL



ARCHING
PRINCIPLES

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: At Maidensbridge, 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.



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

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



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p>	<p>ALL ABOUT ME</p>	<p>LET'S CELEBRATE</p>	<p>TAKE ONE PICTURE</p>	<p>GROWING</p>	<p>AMAZING ANIMALS</p>	<p>UNDER THE SEA</p>
<p>COMMUNICATION AND LANGUAGE Talk to parents about how they communicate at home. Celebrate multilingualism in the setting.</p>	<p>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) Develop vocabulary: Word aware Talk boost intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Develop vocabulary: Word aware Talk Boost interventions Discovering Passions Tell me a story - retelling stories: talk for writing 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.</p>	<p>Tell me why! Develop vocabulary: Word aware Talk Boost 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 (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Explain to me! Talk Boost Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing 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</p>	<p>Can you recount an event? Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week 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</p>	<p>Tell me about differences? Talk Boost Word Aware: Explore Vocab 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 (seaside) I can talk about the experiences I have had at different points in the school year (end of year video)</p>
<p>Whole: EYFS Focus - C&L is developed throughout the year through high quality interactions, daily family group discussions (SCARF), stories, singing, speech and language interventions, T4W actions, EYFS productions, Get Talking and NELI interventions</p> <p>DAILY STORY TIME</p> <p>USING HIGH QUALITY TEXTS (FROM THE EYES BRILLIANT READS LIST)</p>	<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>					



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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<p>GENERAL THEMES</p> <p>ALL ABOUT ME!</p>	<p>LET'S CELEBRATE!</p>	<p>TELL ME A STORY!</p>	<p>GROWING!</p>	<p>AMAZING ANIMALS!</p>	<p>UNDER THE SEA!</p>	
<p>Children's personal, social and emotional development (PSSED) 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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
<p>MANAGING SELF</p> <p>SELF REGULATION</p> <p>MAKING</p> <p>RELATIONSHIPS</p>	<p>SCARF: Me and My Relationships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p>	<p>SCARF: Valuing Difference I'm special you're special Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p>SCARF: Keeping myself safe What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules</p>	<p>SCARF: Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>SCARF: Being my best Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p>SCARF: Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys 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. * 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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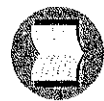
GENERAL THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>GROSS MOTOR</p> <p>GET SET 4 PE SESSIONS, COSMIC KIDS YOGA & MINDFULNESS</p> <p>FOREST SCHOOL</p> <p>Interventions - Write Dance, Squiggle Whist you Wiggle, Dough Disco & Funky Fingers</p>	<p>ALL ABOUT ME!</p> <p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Mark making with chunk tools</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp pencil Grip</p> <p>Build with large linking blocks, such as Duplo</p> <p>Taking shoes off and putting them on</p>	<p>CELEBRATIONS!</p> <p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>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.</p> <p>Build with large linking blocks, such as Duplo</p> <p>Teach and model correct letter formation.</p>	<p>TELL ME A STORY!</p> <p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Mark making with thinner tools</p> <p>Handle scissors safely</p> <p>Encourage children to draw freely.</p> <p>Holding Small items</p> <p>Button Clothing / zips</p> <p>Cutting with Scissors</p> <p>Use thinner paintbrushes with increasing control</p>	<p>GROWING!</p> <p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters: most correctly formed</p> <p>Cut along a straight line with control</p> <p>Use of cooking tools to mix</p>	<p>AMAZING ANIMALS!</p> <p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Start to cut along a curved line, like a circle</p> <p>Start to colour inside the lines of a picture</p> <p>Build with smaller linking blocks, such as Lego</p> <p>Use of Forest School tools (axe, bow saw, peeler, fixed blade knife).</p>	<p>UNDER THE SEA!</p> <p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle</p> <p>Colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build with smaller linking blocks, such as Lego</p> <p>Use of cooking tools to cut/slice</p>
<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 toiletting. 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 options</p> <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 a lining. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>GET SET 4 PE</p> <p>Introduction to PE- Unit 1</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Moving safely • Running, jumping • Throwing, catching, rolling • Following a path • Sharing, leadership, perseverance, confidence & decision making 	<p>GET SET 4 PE</p> <p>Introduction to PE- Unit 2</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Moving safely • Running, jumping • Throwing, catching, rolling • Sharing & taking turns, honesty & fair play • Responsibility • Confidence, perseverance & decision making 	<p>GET SET 4 PE</p> <p>Dance- Unit 1 & 2</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Travelling • Copying & performing • Co-ordination • Respect • Co-operation with others, working independently • Observing & providing feedback 	<p>GET SET 4 PE</p> <p>Gymnastics- Unit 1 & 2</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Running, balancing • Changing direction • Striking a ball, throwing • Communication • Taking turns, supporting & encouraging others • Managing emotions 	<p>GET SET 4 PE</p> <p>Ball Skills- Unit 1 & 2</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Rolling, stopping, bouncing & dribbling a ball • Throwing a ball & throwing at a target • Co-operation, supporting others • Honesty • Perseverance • Using tactics • Decision making 	<p>GET SET 4 PE</p> <p>Games- Unit 1 & 2</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Running, balancing • Changing direction • Striking a ball & throwing • Communication • Co-operation, taking turns, supporting & encouraging others • Honesty & fair play • Managing emotions



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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TELL ME A STORY!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will have access to home reading books and Oxford Reading Owl	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 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 and stories.	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)
WORD READING Children will be working in different groups for Read Write: Focus on consolidation of set 1 sounds and Set 2 Sounds. Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers. Children's home reading books will match their RWI assessment. Children will have access to RWI virtual classroom lessons at home.	Phonic Sounds: RWI Whole class I can handle books correctly and follow print left to right, top to bottom I can locate the title. I can segment and blend words orally. I can hear the initial sound in words. I can link some sounds to letters. I can recognise words that rhyme.	Phonic Sounds: RWI Differentiated groups I can link most sounds to set 1 letters. I am beginning to use Fred Talk to blend and segment in order to read cvc and cvc words. I am beginning to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print. I can read some set 1 words including some tricky red words.	Phonic Sounds: RWI Differentiated groups I can locate and recall the title I can read with 1-1 correspondence I can link sounds to set 1 letters and some set 2. I can read some common irregular words (Set 1) 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 some alien words.	Phonic Sounds: RWI Differentiated groups I can link most sounds to set 1 and 2 letters including special friends. 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.	Phonic Sounds: RWI Differentiated groups I can read set 1 and most 2 (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.	Phonic Sounds: RWI Differentiated groups I can read set 1 and 2 (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.



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GENERAL THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>WRITING</p> <p>FEW USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p>	<p>ALL ABOUT ME!</p> <p>Texts as a Stimulus: Pete the Cat Pirate Pete and the Treasure Map Supertato Funnybones</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing - labels Shopping lists Pirate poster Wanted posters Treasure maps Role play writing - Hospital Writing initial sounds and simple captions. Use initial sounds to label characters / images.</p>	<p>LET'S CELEBRATE!</p> <p>Texts as a Stimulus: Autumn Celebrations Bonfire night celebrations Little Red Hen - Harvest Diwali The Nativity Christmas Lists Letters to Santa Recount Character labelling - initial sounds & CVC words Magic spell - Initial sounds & CVC words Diwali celebration cards Story maps Letters to Santa Christmas Cards</p> <p>Role play writing - Vegetable shop, magic shop RWI - recording speed sounds & Fred Finger spelling (VC, CVC & adjacent consonants).</p>	<p>TELL ME A STORY</p> <p>Texts as a Stimulus: One Snowy Night/ Jack Frost Lost and Found The 3 Bears Chinese New Year</p> <p>Instructions Captions & sentences Writing recipes Chinese New Year celebration cards Role Play writing</p> <p>Spell CVC words correctly Say what they want to write Start to hold a caption Write simple labels & captions Start to leave a space between words</p>	<p>GROWING!</p> <p>Texts as a Stimulus: Non-fiction books on chicks Handa's Hen Jack and the Beanstalk (2 weeks talk for writing) Easter (2 weeks)</p> <p>Creating own story maps Spell CVC words correctly Write simple labels & captions Making story books Easter cards Character descriptions Role Play writing</p> <p>Say what they want to write in clearly defined sentences Start to hold & record a sentence Leave a space between words Write simple sentences Start to spell some Reception HFW's correctly.</p>	<p>AMAZING ANIMALS!</p> <p>Texts as a Stimulus: Oi Frog The Tadpoles Promise The Billy Goats Gruff What the Ladybird Heard Rosie's Walk</p> <p>Recount from a visit Spell CVC words correctly Write 2 or more logical statements on a subject Spell many Reception HFW's correctly Spell words with adjacent consonants with greater accuracy Leave a space between words Read writing to an adult</p>	<p>UNDER THE SEA</p> <p>Texts as a Stimulus: Alba the 100 year old fish Who Swallowed Stanley Blue Planet David Attenborough Little People Big Dreams Sharing a Shell/ Snail & a Whale</p> <p>Story writing Posters Spell most Reception HFW's correctly Spell come 2-syllable and polysyllabic words Write a simple story with a beginning, middle & end Start to punctuate sentences with a capital letter & a full stop</p>

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ALL ABOUT ME	LET'S CELEBRATE	TELL ME A STORY!	GROWING	AMAZING ANIMALS	UNDER THE SEA
<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>Baseline Assessments Number Rhymes</p> <p>White Rose Maths Phase 1- Just Like Me! Matching & Sorting Comparing mass, size & Capacity Exploring patterns</p>	<p>White Rose Maths Phase 2- It's Me! 1 2 3 Representing and comparing 1, 2, 3 Composition of 1, 2, 3 1 More and 1 less Circles and triangles & Spatial awareness</p> <p>Phase 3- Light & Dark Number 4 & 5 1 More and 1 less Comparing shapes Night and day (routines/time)</p>	<p>White Rose Maths Zero Comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6, 7 and 8 Pairs and combining groups to 10 Length and height</p>	<p>White Rose Maths 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Consolidation (respond to what they need more support with)</p>	<p>White Rose Maths Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks</p>	<p>White Rose Maths Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation</p>
<p>GENERAL THEMES</p> <p>MATHS "Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi (The Human Computer)</p>					



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AUTUMN 1 ALL ABOUT ME	AUTUMN 2 LET'S CELEBRATE	SPRING 1 TELL ME A STORY	SPRING 2 GROWING	SUMMER 1 AMAZING ANIMALS	SUMMER 2 UNDER THE SEA	
<p>GENERAL THEMES</p> <p>COMPUTING</p> <p>Our aim is that children leave Maidenridge:</p> <ul style="list-style-type: none"> - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems 	<p>Identify everyday technology links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</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</p> <p>to know not to give out any information about themselves</p> <p>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</p> <p>to know not to give out any information about themselves</p> <p>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</p> <p>to know not to give out any information about themselves</p> <p>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</p> <p>to know not to give out any information about themselves</p> <p>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 Purple Mash 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</p> <p>to know not to give out any information about themselves</p> <p>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 <p>SMART RULES to tell an adult if they see something on a digital device that upsets them</p> <p>to know not to give out any information about themselves</p> <p>to know that not everything they see on the internet is true</p>



GENERAL THEMES

UNDERSTANDING THE WORLD / FESTIVALS



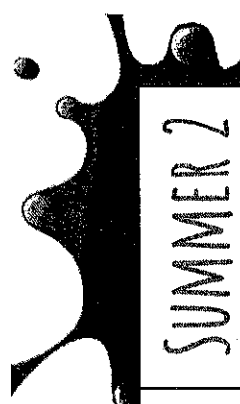
They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

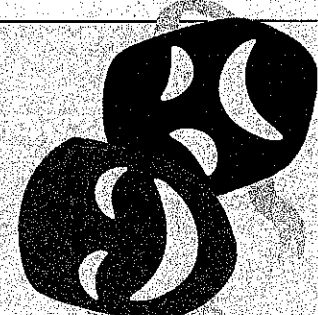
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ALL ABOUT ME!	CELEBRATIONS!	TELL ME A STORY!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family, naming who they can see and of what relation they are to them. 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. 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. 	<ul style="list-style-type: none"> Talk about things I have observed. Draw information from a simple map. Explore aerial maps. Say name of the village whether they live or where school is. Wall Heath. Identify some local places. Guy Fawkes: compare and contrast character from stories, including figures from the past; looking at clothes. Talk about significant events in my own experience. Talk about why things happen: making bread. Recognise and describe special times or events for family or friends. How did our families celebrate Christmas when they were young? 	<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. Celebrate Chinese New Year. Recognising that people have different beliefs. Respecting difference 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). Understand the effects of changing seasons on the world around me. 	<ul style="list-style-type: none"> Similarities and differences between countries/environments/Africa/Asia is using Handa's Hen. 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? Describe special events (Easter). Growth & Change: chick life cycle. Care & concerns - chicks. Say what a plant needs to grow (growing the beanstalk). Understand the key features of the life cycle of a plant and animal. 	<ul style="list-style-type: none"> Growth & Change: frog life cycle. Show care and concern for living things in the environment. Start to develop an understanding of growth, decay and changes over time. Talk about some of the things I have observed such as plants, animals, natural and found objects. FOREST SCHOOL. 	<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 talk about ways in which I can look after the environment. REFLECTION TIME DAILY.
<p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Reception & Maidenbridge community</p>	<p>What times are special and why? Which stories are special and why? Diwali Christmas</p>	<p>What times are special and why? Chinese New Year</p>	<p>What times are special and why? Which stories are special and why? Easter Easter</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world?</p>



RECEPTION LONG TERM PLAN 21-22







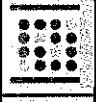


AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>EXPRESSIVE ARTS AND DESIGN</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills</i></p> <p><i>Children to explain their work to others.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests and passions.</i></p>	<p>ALL ABOUT ME!</p>	<p>LET'S CELEBRATE!</p>	<p>TELL ME A STORY</p>	<p>AMAZING ANIMALS!</p>	<p>UNDER THE SEA!</p>
<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>Artists: Giuseppe Archetti, Kadirly Night (WRH)</p> <p>I can talk about a famous artist</p> <p>To do an observational drawing of a numpkin</p> <p>Use different textures and materials to make skeleton & firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Clay diya lamps</p> <p>Christmas decorations, Christmas cards</p> <p>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</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play- Shop, Hospital, Diwali House</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>MUSIC: Christmas Songs</p> <p>Drama through literacy</p>	<p>Artists: Andy Goldsworthy natural art</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>Artwork themed around African Art</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 Easter crafts printing patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage child)</p> <p>Andy Goldsworthy natural art</p> <p>Drama through literacy</p>	<p>Artists: Van Gogh- Sunflowers</p> <p>Collage- farm animals / Making houses.</p> <p>Pastel drawings, life cycles,</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 Adalacybird shells- paper mach</p> <p>Use various construction materials: making a goat for the Billy Goats Gruff</p> <p>Drama through literacy</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing - under water pictures.</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 through literacy</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing - under water pictures.</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 through literacy</p>





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;</p> <p>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;</p> <p>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 even 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;</p> <p>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;</p> <p>Perform stories, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>