



RECEPTION LONG TERM PLAN

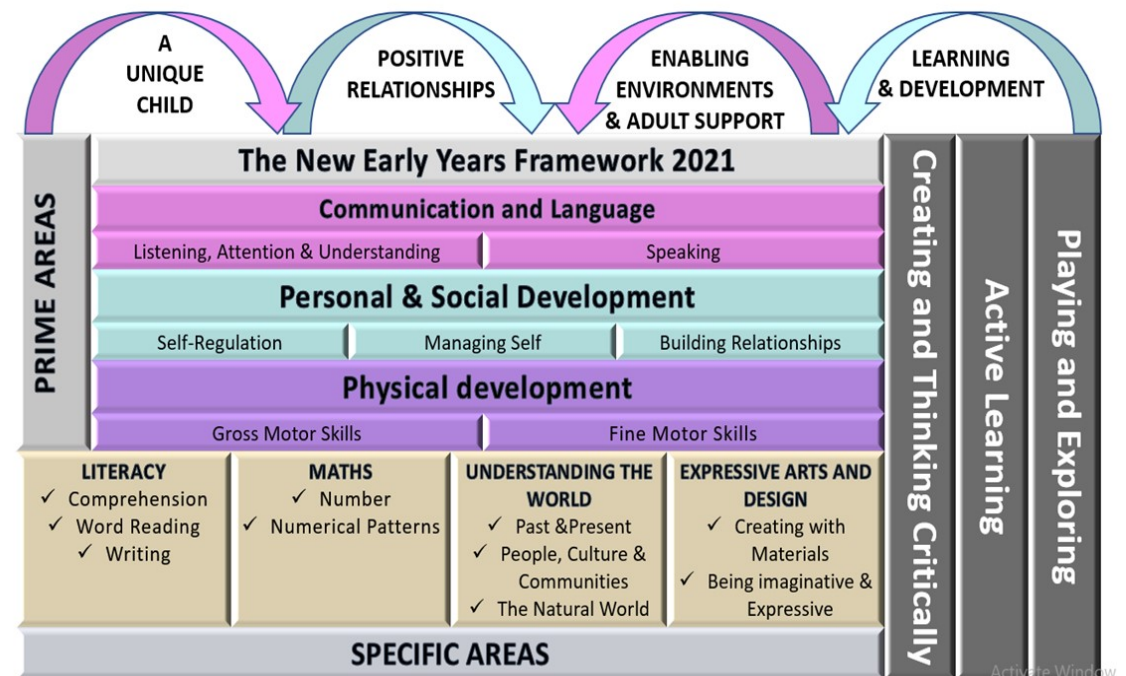


Holbrook C of E Primary School Vision

Holbrook CofE Primary School takes inspiration from Jesus' promise to bring 'life in all its fullness' (John 10:10). For us, this means we strive to provide a caring, calm and inclusive environment in which every child can flourish, develop their knowledge and skills, and find their talents and passions. Academically, it means we aim high so that every student gains the knowledge and skills to prepare them for the next step of their education. Through our curriculum, we provide rich learning experiences which help our children grow into caring and responsible young people who are curious about the world around them and can go on to positively shape their communities.

Curriculum intent

In the Early Years, our curriculum is centred on our knowledge and understanding of child development and the role we all play in our school community. We use overarching themes highlighted on our long term plan to guide the learning, but we ensure that we are reactive to the children's needs and interests and allow this to lead our learning. We plot in essential knowledge to ensure we provide a broad and balanced curriculum, however, staff are empowered to be led by the children's interests and make effective use of unplanned opportunities that arise from everyday events and routines.





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Our curriculum has been planned in a way to build on, revisit and revise key learning to maximise the potential for building on prior knowledge and embedding learning. An example of this is in History, where children learn about themselves and their history of their own life and family and begin to understand the concept of 'the past'. This is then built upon throughout Key Stage One and Two as a theme of exploring childhood through different historical periods.

At Holbrook, we use the Development Matters and Birth to 5 Matters documents to guide our curriculum development and have progression maps for all areas of learning. This sets out clear, but ambitious milestones for children ensuring that they make good progress from their individual starting points.

Our aim is to create a safe and challenging learning environment. We use engaging resources and purposeful experiences to encourage children to experiment, explore and discover the world around them.

Our curriculum is centred around the four principles of the EYFS Statutory Framework:



It is largely play based and led by children's interests and needs, and we aim to provide a balance of child-led and age-appropriate focussed teaching. On entry to EYFS, our children have varied life experiences and so we plan opportunities for key skills to be identified, taught and revisited. An example of this would be looking at road safety with a visit from our local PSCO, this is then built on throughout school where the knowledge is extended and deepened in an age-appropriate way.

At Holbrook, our children have access to indoor and outdoor learning, and our continuous provision is driven by ongoing assessment and knowledge of the children. Children are provided with the time and space to develop socially and physically and have a safe space to take risks and develop their ideas.

With our skills progression map as a guide, all our staff have high expectations for our children including those from disadvantaged background, children with SEND and pupils with English as an additional language. Our interventions are focussed and reactive to the children's areas of need.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>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</p> <p>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.</p> <p>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.</p>					
OVER ARCHING PRINCIPLES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Holbrook C of E Primary School, we believe that play provides children with opportunities to consolidate and extend skills and concepts learned. We incorporate children’s interests and ideas into our planning to make sure they are really engaged and are partners in their learning. Children are free to explore the ongoing provision in the classroom and outdoors. This is very important as it allows our learners to develop their confidence, take risks, imagine and recreate roles and experiences, communicate and build positive relationships with others, investigate or solve problems and build up their own ideas, concepts and skills.</p>					



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CYCLE 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	STOMP AND CHOMP! Starting school / getting to know my new class Things that have happened in the past Celebrations in our families Dinosaur timeline		HOMES AND HABITATS Holidays How do we get there? Transport in the past Habitats Recognising that environments are different		ONCE UPON A TIME... What are the seasons? Similarities and differences Who lived in castles? What is a monarch? Reflecting on our year—Transition.	
TEXTS AND STORIES	The Tiger Who Came to Tea All About Me This Little Pencil We're Going on a Bear Hunt The Jolly Postman		Owl Babies Lost and Found Lion Goldilocks and the Three Bears Gloria's porridge Listening to		The Three Little Pigs Rapunzel Clouds The Castle the King Built The Sun	
ENRICHMENT OPPORTUNITIES / KEY EVENTS	Remembrance Day Harvest Time Halloween/ Guy Fawkes/ Bonfire Night Christmas Diwali Black History Month Remembrance day Children in Need Anti- Bullying Week Nursery rhyme week		Chinese New Year Internet Safety Day Pancake Day Easter time Nature Scavenger Hunt Mother's Day Science Week Easter Bonnet parade		Start of Ramadan Eid Father's Day Healthy Eating Week World Environment Day	



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CYCLE 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>LINES OF ENQUIRY</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>NOW AND THEN</p> <p>Starting school / getting to know my new class</p> <p>What is the weather like today?</p> <p>What are seasons?</p> <p>What does our own past look like?</p> <p>What celebrations are there in our families?</p>		<p>TELL ME A STORY</p> <p>Traditional Tales</p> <p>Familiar stories</p> <p>Same and different</p> <p>Plants</p> <p>Body parts</p> <p>What places are special?</p> <p>What are homes?</p> <p>What are castles like?</p>		<p>PEOPLE WHO HELP US</p> <p>Where do we belong?</p> <p>What is special about our world?</p> <p>Holidays in the past</p> <p>Transport through time</p> <p>Habitats</p> <p>What are environments like?</p> <p>Reflecting on our year—Transition.</p>	
<p>TEXTS AND STORIES</p>	<p>Where's My Teddy?</p> <p>All About Me</p> <p>This Little Pencil</p> <p>Peepo!</p> <p>Paddington's Post</p>		<p>Peace At Last</p> <p>George and the Dragon</p> <p>Snowflake</p> <p>Jack and the Beanstalk</p> <p>The Extraordinary Gardener</p> <p>Beware!</p>		<p>Farmer Duck</p> <p>Little Red Riding Hood</p> <p>Waterfall</p> <p>A Superhero Like You</p> <p>Stars</p>	
<p>ENRICHMENT OPPORTUNITIES / KEY EVENTS</p>	<p>Remembrance Day</p> <p>Harvest Time</p> <p>Halloween/ Guy Fawkes/ Bonfire Night</p> <p>Christmas</p> <p>Diwali</p> <p>Black History Month</p> <p>Remembrance day</p> <p>Children in Need</p> <p>Anti- Bullying Week</p> <p>Nursery rhyme week</p>		<p>Chinese New Year</p> <p>Internet Safety Day</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>Science Week</p> <p>Easter Bonnet Parade</p>		<p>Start of Ramadan</p> <p>Eid</p> <p>Father's Day</p> <p>Healthy Eating Week</p> <p>World Environment Day</p>	



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GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
OUR SCHOOL VALUES <small>We explore each school value as part of our collective worships, through daily story times and through our PSHE units</small>	KIND	RESPECTFUL	RESILIENT	EMPATHETIC	COURAGEOUS	REFLECTIVE
BRITISH VALUES	<p><i>We have an embedded focus on promoting our British values of mutual respect, mutual tolerance, rule of law, individual liberty, and democracy throughout our EYFS curriculum. The children are encouraged to demonstrate these values within their interactions during learning time and throughout their child led play. These values are modelled through high quality interactions between adults. Our British Values are further discussed in assemblies as part of our whole school PSHE units.</i></p>					
PARENTAL INVOLVEMENT	Connect parents on Class Dojo Wow moments Class Dojo story updates/ videos Parents Evening Grandparent's storytime Settle in morning Phonics presentations Stay and Play		Wow moments Class Dojo story updates/ videos Parents Evening Easter Bonnet parade Science Week Breakfast with a book Stay and Play		Open classrooms Wow moments Class Dojo story updates/ videos Class poem Art celebration Stay and Play	



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COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children’s language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories and story actions, singing, buddy time, Show and Tell, speech and language interventions, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	Settling in activities Making friends Building relationships with key adults Children talking about experiences that are familiar to them. Speak in simple sentences. Rhyming and alliteration Shared stories Encourage and model the use of why questions. Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Use simple connectives in speech, e.g. and, but. Carefully chosen stories and poems to develop the children’s vocabulary. Listening and responding to stories Retell simple stories Story language Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important, e.g. talk partners. Use new vocabulary through the day.	Using language well. Encourage and model the use of how and why questions during group times. Listen to and talk about stories to build familiarity and understanding. Learning a wider range of rhymes, poems and songs. Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events.	Use a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Encourage and model the use of time connectives when children are retelling stories. Sustained focus when listening to a story. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during story time.	Use a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Re-read some favourite stories/stories we have used in our learning, to revisit and consolidate vocabulary and events – making our learning sticky! Use more detail in conversation. Showing ‘active listening’ skills at group times, with minimal prompting.	Show and Tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, people who help us. Model using the features of non-fiction books. Revisit and consolidate vocabulary and events used in our learning – making our learning sticky!



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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.</p>					
MANAGING SELF	<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>			<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 plans and learning strategies and reviewing what they have done."</i> Education Endowment Foundation.</p>		
SELF-REGULATION	<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 in ways that are pro-social 					
BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> -Planning -Thinking before acting -Delaying gratification -Persisting in the face of difficulty 					



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PSHE CYCLE 1: WHOLE SCHOOL UNITS	Anti-Bullying - What is bullying?	Black History Month	Child Mental Health Week - What are our strengths and interests?	LGBTQ+ History Month - What makes a family?	Our Future- the environment How can we look after each other and the world?	
CLASS/PHASE UNITS	Who and what helps keep us safe?		What is the same and different about us?		What helps us grow and stay healthy?	
PSHE CYCLE 2: WHOLE SCHOOL UNITS	Anti-Bullying Week - What makes a good friend?	Black History Month - Who are we?	Child Mental Health Week - How can we manage our feelings?	LGBTQ+ History Month - Who are we?	Our Future - What jobs can people do?	
CLASS/PHASE UNITS	Who is Special to Us?				What can we do with money?	
WORKSHOPS/ EXTERNAL PROVIDERS	Police: Halloween and Bonfire Night safety Police: Online safety		NSPCC: PANTS (every 2 years) NSPCC: Speak Out, Stay Safe (every 2 years)			



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PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR Daily opportunities for Fine Motor Activities We will continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). We will provide extra help and guidance when needed.	Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Pre writing shapes Teach and model correct letter formation. Cut along a straight line with scissors.	Threading, cutting, weaving, playdough, fine motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Start to cut along a curved line, like a circle.	Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego.
GROSS MOTOR Daily opportunities for Gross Motor Development	Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics. Balance. Den building and deconstructed play
PE	Athletics	Handball / Fitness	Dodgeball /Table tennis and badminton	Gymnastics / Netball	Hockey /Football	Striking and fielding / Orienteering



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LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<p>COMPREHENSION</p> <p><i>At Holbrook we are aiming high with reading. We want children to become fluent, insightful readers who are excited by books and knowledgeable about authors, genres and great literature. Most of all, we want children to love reading.</i></p> <p><i>Children will have opportunities to read to an adult, change their reading books per week and read daily in our Little Wandle phonics sessions. They will also have regular story time.</i></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> - 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>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Retelling stories using images and actions to retell the story – Maps.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Use picture clues.</p> <p>Understand the structure of a non-fiction book is different to a fiction book</p> <p>Encourage children to record stories through picture drawing/ caption writing</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where appropriate, a few exception words.</p>	<p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Independently access the features of a non-fiction book.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Can explain the main events of a story</p> <p>Rhyming words.</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Know the difference between different types of texts (fiction, non-fiction, poetry)</p> <p>Play is influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustration.</p> <p>Talk about themes of simple texts e.g. perseverance, good vs evil.</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>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>



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GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
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).					
WORD READING <i>Children will practise word reading during Little Wandle phonics lessons, in independent learning in the continuous provision and while reading their reading books. Reading books match each child's secure phonic knowledge, which also helps to build fluency, pace and expression.</i>	<p>Little Wandle L&S: Know grapheme phoneme correspondence of 19 letters.</p> <p>Start to orally blend VC and CVC words.</p> <p>Start to blend and segment known sounds for reading and spelling VC and CVC words.</p> <p>Recognise 'tricky' words: is, I, the</p> <p>Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Little Wandle L&S: Consolidate skills as in Autumn 1.</p> <p>Know grapheme phoneme correspondence of all letters.</p> <p>Recognise digraphs— ff, ll, ss, zz, qu, ch, sh, ng, nk</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Recognise 'tricky' words: put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be</p> <p>Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Little Wandle L&S: Consolidate skills as in Autumn 2.</p> <p>Recognise digraphs —ai, ee, oa, oo, oo, ar, or, ur, ow, oi, er</p> <p>Recognise trigraphs: igh, ear, air</p> <p>Blend and segment known sounds for reading and spelling VC, CVC.</p> <p>Begin to read words with double letters and compound words.</p> <p>Recognise 'tricky' words: was, you, they, my, by, all, are, sure, pure</p> <p>Reading: Begin to read simple phrases and sentences made up of words with known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Little Wandle L&S: Consolidate Spring 1 Phase 3 digraphs/ trigraphs</p> <p>Consolidate reading of longer words (those with double letters/ compound words).</p> <p>Begin to read and spell words with: - two or more digraphs - words ending in -ing - words ending in -s -es (using 'chunking' method to blend/ segment)</p> <p>Review all 'tricky' words taught so far</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed</p> <p>Reading: Read simple phrases and sentences made up of words with known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Little Wandle L&S: Automatic recall of previously learnt graphemes, digraphs and trigraphs.</p> <p>Begin to read and spell Phase 4 words: -short vowels CVCC and CCVC</p> <p>'Chunking' method to read longer words and compound words. Introduce 'blend in your head'. Read and write root words ending in: - ing -ed</p> <p>Recognise 'tricky' words: said, so, have, like, some, come love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Continue to apply knowledge to reading and spelling simple captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Reading: Read simple phrases and sentences made up of words with known letter-sound correspondences and known common exception words.</p>	<p>Little Wandle L&S: Read and spell words with long vowel sounds: CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>Read and spell Phase 4 words and longer words ending in: - s -es</p> <p>Read and spell root words ending in: -ing, -ed</p> <p>Review 'chunking' method and 'blend in your head'.</p> <p>Review all tricky words and secure spelling as needed</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>Reading: Consolidation from previous half term. Re-read what they have written to check that it makes sense.</p>



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
WRITING CYCLE 1 Texts may change due to children's interests We only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. During LW phonics sessions, letter formation, spelling and sentence composition with gradually build through the year.	Texts as a Stimulus: The Tiger Who Came to Tea—(Fiction— stories with a familiar setting) All About Me (Non-fiction— autobiography/ labels) 'This Little Pencil' (Class poem— concrete) Nursery rhymes (poetry) Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Explore name writing. Writing initial sounds and simple captions. Use initial sounds to label characters/images. Captions, labels, lists, diagrams. Mark making station— practise pre-handwriting shapes, formation of new graphemes.	Texts as a Stimulus: We're Going on a Bear Hunt (Fiction- stories with a predictable pattern) The Jolly Postman (Non-Fiction - letters formal/informal) Carols (Poetry) Name writing, labelling using initial sounds, story scribing. Retelling stories in the writing area. Creating own story maps and sequencing stories- labelling with appropriate sounds. Help children identify the sound that is tricky to spell. Discuss what they have drawn or written with the teacher or other pupils.	Texts as a Stimulus: Owl Babies (Fiction— stories with a predictable pattern) Lost and Found (Non-fiction- recount/ diary) 'Lion' by Joseph Coelho (Poetry— animal riddle) Use a tripod grip for the majority of the time. Use capital letters for their forename. Creating own story maps. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Texts as a Stimulus: Goldilocks and the Three Bears (Fiction— Traditional Tales/ Fairy Tales) Gloria's Porridge (Non-Fiction - instructions on how to make porridge) 'Listening To' by Laura Mucha (Poetry— acrostic) Start a phrase or sentence with a capital letter. Creating own story maps and writing short sentences to accompany story maps. Writing captions, labels, simple sentences that are mostly phonetically plausible. With support, recognise the features of a sentence. Read some of their writing back to themselves or to an adult.	Texts as a Stimulus: The Three Little Pigs (Fiction – Traditional Tales/ stories with a familiar setting) Rapunzel (Fiction- Traditional Tales/ Fairy Tales) 'Clouds' by Joan Bransfield Graham (Poetry- concrete) Use the tripod grip in almost all cases. Writing for a purpose in play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Knows how words can combine to make simple sentences. Start to show an awareness of punctuation such as full stops. Read their sentence out loud to an adult.	Texts as a Stimulus: The Castle the King Built (Non-fiction— captions, lists, labels) Recount of memorable event (e.g. school trip, sports day, 'move up' morning) (Non-fiction) 'The Sun' by James Carter (Poetry— cinquain) Writing a range of tricky words that are spelt correctly. Write simple coherent sentences. Write three sentences- beginning, middle and end. Begin to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
WRITING CYCLE 2 Texts may change due to children's interests We only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. During LW phonics sessions, letter formation, spelling and sentence composition with gradually build through the year.	Texts as a Stimulus: Where's My Teddy? (Fiction- stories with a familiar setting) All About Me (Non-fiction- autobiography/ labels) 'This Little Pencil' (Class poem- concrete) Nursery rhymes (poetry) Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Explore name writing. Writing initial sounds and simple captions. Use initial sounds to label characters/images. Captions, labels, lists, diagrams. Mark making station- practise pre-handwriting shapes, formation of new graphemes.	Texts as a Stimulus: Peepo! (Fiction- stories with a predictable pattern) Paddington's Post (Non-fiction - letters formal/ informal) Carols (Poetry) Name writing, labelling using initial sounds, story scribing. Retelling stories in the writing area. Creating own story maps and sequencing stories- labelling with appropriate sounds. Help children identify the sound that is tricky to spell. Discuss what they have drawn or written with the teacher or other pupils.	Texts as a Stimulus: Peace At Last (Fiction- stories with a familiar setting) George and the Dragon (Non-fiction- recount/ diary) 'Snowflake' by James Carter (Poetry- cinquain) Use a tripod grip for the majority of the time. Use capital letters for their forename. Creating own story maps. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Texts as a Stimulus: Jack and the Beanstalk (Fiction- Traditional Tales/ Fairy Tales) The Extraordinary Gardener (Non-Fiction - instructions on how to plant a seed) 'Beware!' by James Carter (Poetry- riddle) Start a phrase or sentence with a capital letter. Creating own story maps and writing short sentences to accompany story maps. Writing captions, labels, simple sentences that are mostly phonetically plausible. With support, recognise the features of a sentence. Read some of their writing back to themselves or to an adult.	Texts as a Stimulus: Farmer Duck (Fiction- stories with a predictable pattern) Little Red Riding Hood (Fiction- Traditional Tales/ Fairy Tales) 'Waterfall' by Joan Bransfield Graham (Poetry- concrete) Use the tripod grip in almost all cases. Writing for a purpose in play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Knows how words can combine to make simple sentences. Start to show an awareness of punctuation such as full stops. Read their sentence out loud to an adult.	Texts as a Stimulus: A Superhero Like You (Non-fiction- captions, lists, labels) Recount of memorable event (e.g. school trip, sports day, 'move up' morning) (Non-fiction) 'Stars' (Poetry- acrostic) Writing a range of tricky words that are spelt correctly. Write simple coherent sentences. Write three sentences- beginning, middle and end. Begin to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHEMATICS	<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>					
WHITE ROSE MATHS SCHEME <i>Our curriculum allows children to better make sense of the world around them, relating the function between mathematics and everyday life.</i>	<p>Getting to know you</p> <ul style="list-style-type: none"> • Opportunities for settling in • Introducing areas of provision • Getting to know the children • Key times of the day and class routines • Exploring continuous provision inside and out. Where do things belong, positional language, number rhymes <p>Phase 1 — Match, sort and compare</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts <p>Phase 2—Talk about measure and pattern</p> <ul style="list-style-type: none"> • compare size, mass and capacity • explore simple patterns • copy and continue simple patterns • create simple patterns 	<p>Phase 3 — It's me 1,2,3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more, 1 less • Composition of 1, 2 and 3 <p>Phase 4—circles and triangles</p> <ul style="list-style-type: none"> • identify and name circle and triangles • compare circles and triangles • shapes in the environment • describe position <p>Phase 5 — 1,2,3,4,5</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more, 1 less • Composition of 4 and 5 • Composition of 1—5 	<p>Phase 6—shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night <p>Phase 7—alive in 5</p> <ul style="list-style-type: none"> • Introduce 0 • Find 0—5 • Subitise 0—5 • Represent 0-5 • 1 more, 1 less • Composition • Conceptual subitising to 5 <p>Phase 8—mass and capacity</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity 	<p>Phase 9—Growing 6, 7, 8</p> <ul style="list-style-type: none"> • Find and represent 6, 7, 8 • 1 more, 1 less • Composition of 6, 7, 8 • make pairs, odd and even • double to 8 (find and make a double) • combine 2 groups • conceptual subitising <p>Phase 10—length, height and time</p> <ul style="list-style-type: none"> • Explore and compare length • Explore and compare height • talk about time • order and sequence time <p>Phase 11—Building 9 and 10</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more, 1 less • Composition and bonds to 10 • Make arrangement of ten • Doubles to ten • Explore even and odd 	<p>Phase 12—Explore 3d shapes</p> <ul style="list-style-type: none"> • recognise and name 3d shapes • find 2d shapes within 3d shapes • use 3d shapes for tasks • 3d shapes within the environment • identify more complex patterns • copy and continue patterns • patterns in the environment <p>Phase 13—20 and beyond</p> <ul style="list-style-type: none"> • build numbers beyond 10 (10-13) • continue patterns beyond 10 (10-13) • build numbers beyond 10 (14-20) • continue patterns beyond 10 (14-20) • verbal counting beyond 20 • verbal counting patterns 	<p>Phase 14—How many now?</p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? <p>Phase 15—Manipulate, compose and decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate and manipulate shapes • Explain shape arrangements • Compose and decompose shapes • Copy 2d shape picture • Find 2d shapes within 3d shapes <p>Phase 16—sharing and grouping</p> <ul style="list-style-type: none"> • Explore sharing and grouping • Even and odd sharing • Play with and build doubles <p>Phase 17—visualise, build and map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create and explore own pattern rules • Replicate and build scenes and constructions • Visualise and describe positions • Give instructions to build • explore mapping • represent map with models • Create own maps



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
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>					
DEVELOPING EXPERTS – SCIENCE SCHEME	<p>Animals and Insects</p> <ul style="list-style-type: none"> • Make observations of animals and plants • Compare where animals like to sleep (pets and link to life at home) • Seasons - what is autumn? • Changing in natural world - ‘The Hungry Caterpillar’ 	<p>Environment</p> <ul style="list-style-type: none"> • Experiment with rain, ice and water • Freezing and cooling • Seasons - what is winter? • Senses - how can we experience things? 	<p>The Body</p> <ul style="list-style-type: none"> • Naming body parts • What happens at doctors and hospitals /dentists • How do we grow? • Baby visit - how do we change? • Project at home - to create a milestone book with key photos / dates of when children met different milestones. Share at school. 	<p>Plants</p> <ul style="list-style-type: none"> • Seasons – what is spring? • Experiment with growing and observing sunflowers/beans • Measure how tall they get and track together to collect information • How a plant changes from a seed into a plant • What do plants need to stay healthy? • How do humans stay healthy? • Growing vegetables • Healthy diet • Cook a healthy meal • Where do baby animals come from? 	<p>Materials</p> <ul style="list-style-type: none"> • Categorise living and non-living things • Explore how things melt • Experiment with how to build a sandcastle—what kind of sand do we need. • Transport and machines • What types of machines do we use for different jobs? • Experiment building sandcastles with diggers 	<p>Space</p> <ul style="list-style-type: none"> • Seasons - what is summer? • What are rockets? • Build rockets • What materials do we need to build rockets? • Experiment with exploding rockets <p>Forces</p> <ul style="list-style-type: none"> • Experiment with sinking and floating
THE NATURAL WORLD	<p>As well as the planned learning above, there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.</p>					



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
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CYCLE 1 PAST AND PRESENT PEOPLE, CULTURE AND COMMUNITIES THE NATURAL WORLD	Stomp and Chomp! <ul style="list-style-type: none"> Children talking about events in their own life—things that have happened and things that will happen in the future—link into dinosaurs as being far in the past (further than them). Grandparent's Day 	Autumn 2 Where do I live? <ul style="list-style-type: none"> What do different houses look like? Look at simple maps of familiar areas e.g. school Treasure hunt What places are special? 	How will we get there? <ul style="list-style-type: none"> Holidays - who helps us get there? How have holidays changed? Transport in the past - how have different vehicles changed? 	Spring 2 Homes and Habitats <ul style="list-style-type: none"> Habitats Recognise environments are different 	Once Upon a Time... <ul style="list-style-type: none"> St George's Day Who is the monarch now? What are castles like? Who lived in castles? 	Summer 2 How are places different? <ul style="list-style-type: none"> Seasons What is the weather like today? Weather chart Similarities and differences between UK and another country
CYCLE 2 PAST AND PRESENT PEOPLE, CULTURE AND COMMUNITIES THE NATURAL WORLD	Now and Then <ul style="list-style-type: none"> Children talking about events in their own life—things that have happened and things that will happen in the future Grandparent's Day Toy day 	Autumn 2 What is the weather? <ul style="list-style-type: none"> Seasons What is the weather like today? Weather chart Similarities and differences between UK and another country 	Tell Me a Story <ul style="list-style-type: none"> St George's Day Who is the monarch now? What are castles like? Who lived in castles? 	Spring 2—The UK <ul style="list-style-type: none"> What do different houses look like? Look at simple maps of familiar areas e.g. school Treasure hunt What places are special? 	People Who Help us <ul style="list-style-type: none"> Holidays - who helps us get there? How have holidays changed? Transport in the past - how have fire engines/ police cars changed? 	Summer 2—The World <ul style="list-style-type: none"> Habitats Recognise environments are different
<p>As well as the planned learning above, there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.</p>						



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
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>					
PEOPLE, CULTURE AND COMMUNITIES <i>Throughout the children's time at Holbrook, they receive hands on experiences of the local church, religious workshops and faith tours to religious temples from different faiths. We also explore world religion festivals through collective worship.</i>	Which people are special and why? <ul style="list-style-type: none"> Who is special to you and why? Why are some people special? What story do Sikhs tell about a special person? What is a good friend like? How did Jesus make some very special friends? What can a Christian learn from actions in a story? What story shows Jesus being a friend and caring for others? 	Which stories are special and why? <ul style="list-style-type: none"> What is your favourite story? Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like? What happens in a story from the Bible? What stories do you know that are special to other faiths? What stories do you know that are special to Muslims? What is the holy book for Muslims? What are the similarities and differences between different peoples' special stories? 	Which places are special and why? <ul style="list-style-type: none"> Where is special to me? Where is a special place for Christians to go? What makes a church special? Where is a holy place for Muslims to go? What makes a mosque special? What is important in a church and a mosque? How are holy buildings similar and different? What is needed to make a truly special place of our own? 	What times are special and why? <ul style="list-style-type: none"> What special times have you had? What do other people celebrate? What happens at Sukkot and why? What story do Hindu people remember at Diwali? What happens at Diwali and why? What happens at Christmas and why? What can we say about Christmas, Diwali and Sukkot? 	Where do we belong? <ul style="list-style-type: none"> What makes us feel special? What makes Christians feel special to God? How do Christians know that children are special to God? What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? How do we show people they are welcome? How are babies welcomed into the Christian family? How is a baby welcomed into the Muslim religion? How do Hindu brothers and sisters show their love for each other at a festival? 	What is special about our world? <ul style="list-style-type: none"> What are our favourite things about nature? Why do some people say the world is special? What is special about the world? What story do Christians tell about the creation of the world? How can we tell the Christian story of creation? What stories do Muslim people tell about God's creation? How does the Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? Is our world 'very good'?
DERBYSHIRE AND DERBY CITY AGREED SYLLABUS FOR RELIGIOUS EDUCATION 2020–2025 SCHEME	<p>As well as the planned learning above, there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.</p>					



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
BEING IMAGINATIVE AND EXPRESSIVE	<p><u>Me!</u></p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p><u>EYFS/ KS1 NATIVITY</u></p> <p>Through rehearsals/ performances, children will practise singing in a group, matching the pitch and following the melody of different songs, practise keeping a steady beat, move in time with the music, replicate choreographed dances and choreograph their own dance moves using some steps and techniques they've learnt.</p>	<p><u>Hey You!</u></p> <ul style="list-style-type: none"> Listen and appraising Hip Hop music Embedding the foundations of the interrelated dimensions of music using voices and instruments Learning to sing Hey You! Play instruments within the song Improvisation using voices and instruments Share and perform the learning that has taken place 		<p><u>Performance Unit:</u> <u>Combining Drama and Music: 'The Tiger Child'/'Feeding Time'</u></p> <p>Through this unit, children will use language to imagine and recreate roles and experiences, explore themes and characters through improvisation and role play, use voices expressively and creatively by singing songs and making environmental sounds and finally share and perform the learning that has taken place.</p>	
CHARANGA MUSIC SCHEME CYCLE 1						



RECEPTION LONG TERM PLAN



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GENERAL THEMES CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
BEING IMAGINATIVE AND EXPRESSIVE	<p><u>My Stories</u></p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<p><u>EYFS/ KS1 NATIVITY</u></p> <p>Through rehearsals/ performances, children will practise singing in a group, matching the pitch and following the melody of different songs, practise keeping a steady beat, move in time with the music, replicate choreographed dances and choreograph their own dance moves using some steps and techniques they've learnt.</p>	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> • Listen and appraising Pop music • Embedding the foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Your Imagination • Play instruments within the song • Improvisation using voices and instruments • Share and perform the learning that has taken place 		<p><u>Performance Unit:</u> <u>Combining Drama and Music: 'The Gruffalo'</u></p> <p>Through this unit, children will use language to imagine and recreate roles and experiences, explore familiar themes and characters through improvisation and role play, act out well-known stories using voices for characters and present part of the story for members of the class.</p>	
CHARANGA MUSIC SCHEME CYCLE 2						



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES: CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES: CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
EXPRESSIVE ARTS AND DESIGN CYCLE ONE	<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><u>Exploring Plasticine</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Use and understand vocabulary such as shape, roll, flatten, tool, pinch 	<p><u>Exploring Structures</u></p> <ul style="list-style-type: none"> Use a range of materials to construct with, e.g. wooden planks, plastic blocks, paper cups, stones, loose parts Think about and discuss what they want to make. Talk about any problems and how they might be solved as they arise. Use and understand vocabulary such as structure, join, balance, weak, strong, base, shape names and properties (e.g. curved, straight, corner). 	<p><u>Exploring Paint</u></p> <ul style="list-style-type: none"> Use a variety of tools e.g. different sized brushes, sponge brushes, sponges, fingers, twigs. Recognise and name the primary colours being used Use and understand vocabulary such as dark, light, colour, primary colour 	<p><u>Exploring Fruits and Vegetables</u> (link to PSED and PD)</p> <ul style="list-style-type: none"> Think about and discuss what they want to make. Create a simple design of a healthy snack. With help, use equipment to make a healthy snack Use and understand vocabulary such as design, plan, fruit and vegetable names, names of equipment and utensils, some sensory vocabulary e.g. soft, juicy, crunchy, sticky, flesh, skin, seed, pip, core. Verbs such as slice, peel, cut, squeeze. 	<p><u>Exploring Printing</u></p> <ul style="list-style-type: none"> Printing with shapes from solids. Hand, finger and foot printing. Printing with a variety of hard and soft materials, natural and manmade. Impressed printing (drawing into paint) using combs, scrapers, forks etc. Take rubbings of everyday objects. Use and understand vocabulary such as print, shape, hand, finger, foot, impressed, scrape, rubbing 	<p><u>Exploring Wheels and Axles</u></p> <ul style="list-style-type: none"> Notice objects with wheels in the environment Use a range of materials like split pins and K'NEX to explore how wheels move Talk about any problems and how they might be solved as they arise Talk to an adult about what they want to make and how to design it Use and understand vocabulary such as wheel, design, improve



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES: CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES: CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
EXPRESSIVE ARTS AND DESIGN CYCLE TWO	<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>Exploring Materials</p> <ul style="list-style-type: none"> Decorate a piece of fabric. Use and understand vocabulary such as layer, texture, collage, materials 	<p>Exploring Fruits and Vegetables (link to PSED and PD)</p> <ul style="list-style-type: none"> Create a simple design of a healthy snack. With help, use equipment to make a healthy snack Use and understand vocabulary such as design, plan, fruit and vegetable names, names of equipment and utensils, some sensory vocabulary e.g. soft, juicy, crunchy, sticky, flesh, skin, seed, pip, core. Verbs such as slice, peel, cut, squeeze. 	<p>Exploring Drawing</p> <ul style="list-style-type: none"> Use graphic tools, fingers, hands, chalk, pens and pencils. Draw on different surfaces and coloured paper. Produce lines of different thickness using a pencil. Use and understand vocabulary such as dark, light 	<p>Exploring Templates and Joining</p> <ul style="list-style-type: none"> Explore different kinds of puppets Use scissors to cut out a simple paper/ card template Investigate different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Use and understand vocabulary such as template, technique, tools, names of resources used. Verbs such as cut, stick, glue, join, attach. 	<p>Exploring Painting</p> <ul style="list-style-type: none"> Use a variety of tools e.g. different sized brushes, sponge brushes, sponges, fingers, twigs. Recognise and name the primary colours being used. Use and understand vocabulary such as dark, light, colour, primary colour 	<p>Exploring Sliders and Levers</p> <ul style="list-style-type: none"> Explore picture books with pop ups and levers Use a familiar story to make a moving picture using lollipop sticks and character cut outs Use and understand vocabulary such as slider, move, lever



RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES: CYCLE 1	STOMP AND CHOMP!		HOMES AND HABITATS		ONCE UPON A TIME...	
GENERAL THEMES: CYCLE 2	NOW AND THEN		TELL ME A STORY		PEOPLE WHO HELP US	
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects Start to produce different patterns and textures from observations, imagination and illustrations. Produce lines of different thickness and tone using a pencil Children begin to explore textures and how these can be changed.—Independent play dough station. Children explore emergent joining skills using glue sticks to combine materials. Cut shapes using scissors and other modelling tools. Develop simple patterns by using objects. 	<ul style="list-style-type: none"> Continue to develop and explore previously taught skills. Continues to explore colour and how colours can be changed. Enjoy using a variety of malleable media such as clay, papier mâché, salt dough. Impress and apply simple decoration. Create simple pictures by printing from objects Create patterns and meaningful pictures when printing. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Handles and manipulates materials such as threads, cottons, wool, raffia, grass 	<ul style="list-style-type: none"> Children continue to develop previously taught skills. Children explore mid/higher level joining skills by hole punching, using split pins and treasury tags, taping and using pegs—Deconstructive role-play joining with pegs and material. Children create and recreate patterns. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials—Deconstructive role-play making materials to support role-play. 	<ul style="list-style-type: none"> Children continue to develop previously taught skills during independent play. Exploring textures and pattern on animal skin. Show increasing knowledge of uses of tools, materials and techniques. Look and talk about what they have produced, describing simple techniques and media used Create collaboratively sharing resources ideas or skills Children create with intention and share their processes 	<ul style="list-style-type: none"> Children continue to develop previously taught skills during independent play. Children select additional tools or materials to improve or change their work. Children join materials in a variety of ways Children use props to support role play. Children create with intention and share their processes 	<ul style="list-style-type: none"> ELG- Creating with materials- Safely use and explore a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories. Children create with intention and share their processes



EARLY LEARNING GOALS

END OF YEAR EXPECTATIONS – HOLISTIC / BEST FIT JUDGEMENT



COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND 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>