

RECEPTION CURRICULUM/LONG TERM PLAN 2025-2026

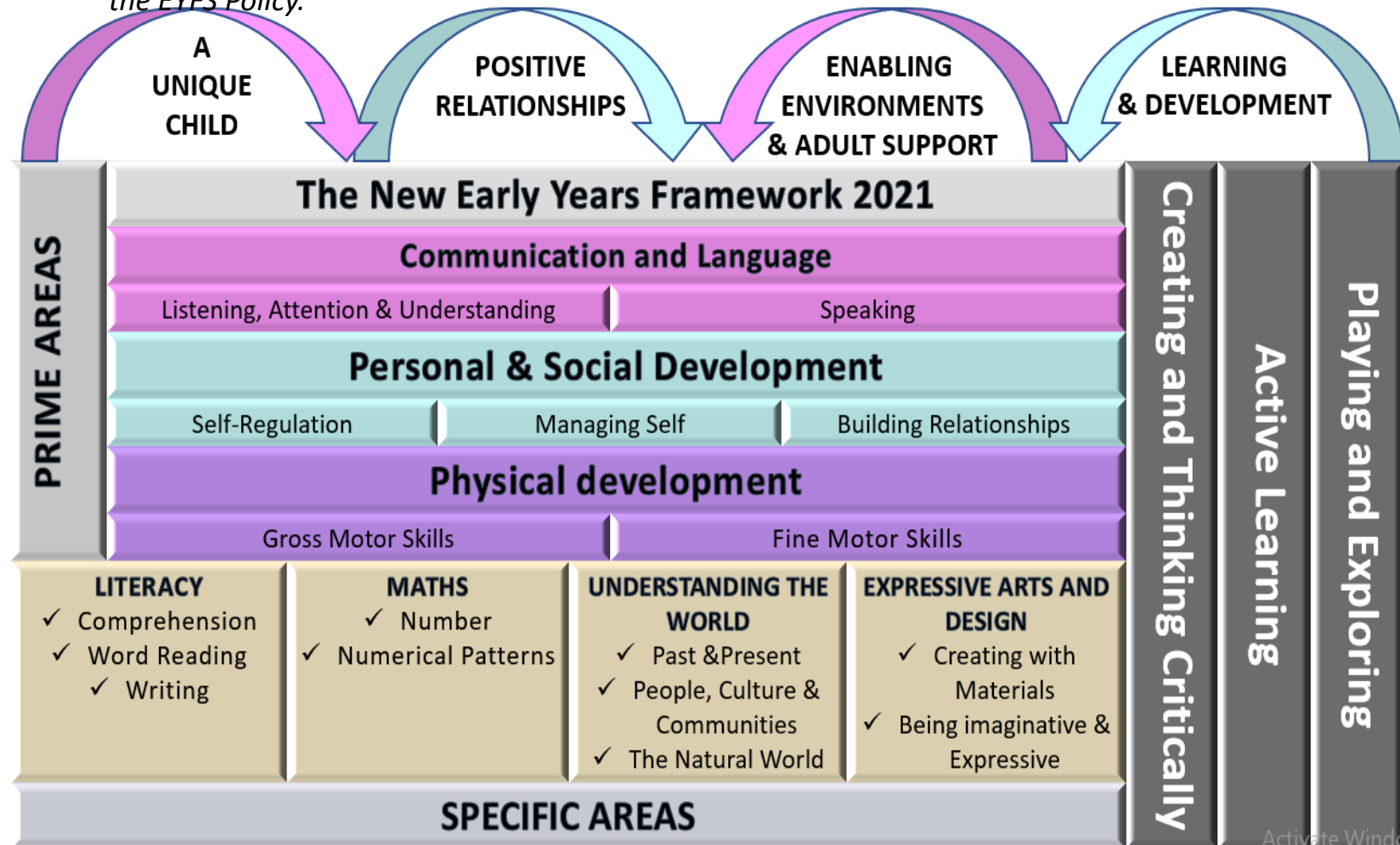
Early childhood is the foundation on which children build the rest of their lives. At Eldersfield Lawn School we recognise and value the important role that the Early Years Foundation Stage plays in preparing children for their future learning and development.

All children are unique. Practitioners invest in building trusting relationships with children and families, within an enabling environment which provides children with the security to develop into resilient, capable, confident and compassionate learners.

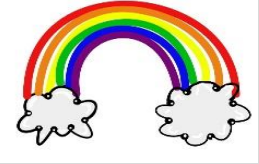
Learning opportunities reflect children as individuals who develop and learn at different rates and in different ways. No limits are placed on children's learning and our inclusive approach enables every child to thrive as they access our bespoke and progressive curriculum. Our curriculum is thematic and ambitious in content. All learning and interactions take place within the context of the School's Vision, Values and Aims which permeate every aspect of school life.

Learning through play and practical hands on experiences underpins our approach to teaching and learning in the Early Years. Through exploratory play, children are able to practise and learn new skills and revisit prior learning and experiences at their own level and pace. The classroom and outdoor area are flexible learning spaces which adapt regularly to meet the changing needs and interests of pupils. Skilful practitioners support and guide the children on their learning journey in the Early Years.

The Early Years Foundation Stage Curriculum overview should be read in conjunction with the EYFES Policy.



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FROM ME TO THE FARM	LIGHT AND DARK	TO THE MOON AND BACK	CHASING THE WORLD	HELPING HANDS	OFF WE GO!
COEL   OVER ARCHING PRINCIPLES	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. We develop these through our ‘Rainbow Challenge’ approach. Through these, mostly open ended activities, the children apply their developing skills and understanding, across the curriculum. Class song ‘Look at us, we’re ‘Super-Learners’-Explorers-Triers-Thinkers’, our floor book, ‘Chatty Chimps’ ‘Learning Detectives’ and COEL reward stickers are introduced and built on throughout the year to develop the pupils ability to reflect on their learning.					
	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. 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. <i>At Eldersfield Lawn School, 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 has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					

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LIFE AT ELS OUR VISION LIVING AND INSPIRING FUTURES FOR EVERYONE	Our values are tangible throughout curriculum Experienced Based Curriculum PHSE Daily prayers	Students have experiences of religious education, and festivals Effective pastoral care The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief, or no belief Positive Relationships	Teachers and students are inspired and joyful High quality dialogue Committed engagement of parents/carers as co-educators.	Holistic, values based and contextualised curriculum Children actively involved in creating their own paths of learning	Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God Spirituality promoted through engagement and wonder of the natural world.	Children make conscientious choices Promote the Common Good Children develop moral literacy
	Who are we? We are part of many families: our school family, our local community, our national identity and a global community with responsibility for the whole world. Why are we here? We are here to learn that we all have a role to play in making wise decisions so everyone can live with dignity. How then shall we live? We will live in hope that our actions will have a positive effect throughout our lives and on the lives of others, no matter where they live. <i>"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Eldersfield Lawn School we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."</i>					

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OUR CORE CHRISTIAN VALUES <i>ASSEMBLIES / CIRCLE TIME</i> We will 'dip in and out of each area' each value each term	Respect	Forgiveness	Compassion	Perseverance	Trust	Truthfulness
BRITISH VALUES underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity.	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community. Mutual tolerance Everyone is valued, all cultures and faiths are celebrated and we all share and respect the opinions of others. Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.					
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline Baseline analysis	On going observational assessments Parents evening EYFS team meetings Read Write Inc assessments	EYFS team meetings & internal moderation Pupil progress meetings GLD Projections for EOY	Pupil progress meeting Parents evening info EYFS team meetings	EYFS team meetings & internal moderation	KS1 & EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Webpage-Big School here I come! Home visits & Induction Phonics workshop Proud Clouds - Seesaw	Proud Clouds - Seesaw Nativity Performance Parents Evening	Proud Clouds - Seesaw Reading workshop	Proud Clouds - Seesaw Parents Evening	Proud Clouds - Seesaw	End of EYFS celebration Reports Sports Day

We recognise that all children are unique and special.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	FROM ME TO THE FARM Starting school All About Me Our Families On the Farmyard Diwali Our Senses	LIGHT AND DARK Bonfire Safety Bedtime Routines Communities and Cultures- Autumn Festivals Night and Day Winter Animals Nocturnal Animals Christmas	TO THE MOON AND BACK Chinese New Year – Year of the Horse Space Pets	CHASING THE WORLD Wild Weather Where do we live in the UK / world? Exploring different parts of the World Foods/animals/language/art - from around the world	HELPING HANDS Real Super Heros Community Helpers What I want to be when I grow up...	OFF WE GO Picnics Adventures Healthy/un-healthy food Changing & Growing Butterfly Life Cycle
CORE TEXTS AND POEMS	Our Class is our Family The Paper Dolls All My Treasures Not Now Bernard What the Ladybird Heard Traditional story - The Gingerbread Man One Fox Little Red Hen Rama and Sita Story	Can't You Sleep Little Bear? The Dark , The Rabbit and the Biscuit Tin The Boy on Fire Owl Babies Christmas Story / Nativity The Poetry Basket Autumn	The Creation Story Tabby McTat Whatever Next Dogs in Space Smeds and The Smoos	Killer Gorilla Focus a different country the Gorilla visits each week: - Africa, Desert, India, Arctic, Rainforest, Australia,	Real Super Heros Non-Fiction – Firefighters, Nurses, Doctors, Police, Vet, Postman etc. The Poetry Basket Spring	The Train Ride The Lighthouse Keeper's Lunch The Very Hungry Caterpillar Traditional story - Little Red Riding Hood
'WOW' MOMENTS / ENRICHMENT	Home Visits How do we celebrate birthdays? School Trip to Churchfields Farm Introduction to Forest School-God's creatures Diwali Celebrating Acts of Kindness	Autumn at Forest School Bonfire Night Remembrance Day Nativity Performance Theatre Visit Christmas Celebrations Children in Need	Using the Chancel for telling the Creation Story Chinese Restaurant Visit Winter at Forest School Pet Show and Tell	Nature Scavenger Hunts Visit from Wild Kids Reptiles Breakfast Morning Mother's Day Easter Service Trip to Hartpury College for Sports activity	Hatching chicks Frogspawn Fire Engine, Police Officer visit into school Role Play Christening Signs of Spring at Forest School	Picnic – invite parents Performance/Graduation Sports Day Train Ride visit

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL	FROM ME TO THE FARM	LIGHT AND DARK	TO THE MOON AND BACK	CHASING THE WORLD	HELPING HANDS	OFF WE GO!
COMMUNICATION AND LANGUAGE We talk to parents about what languages they speak as a family, learn a few key words and celebrate multilingualism in our setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, learning poems, listening to & retelling stories, singing, speech and language interventions, Pie Corbett T4W actions, productions, assemblies and weekly interventions. DRAWING CLUB BOOK TALK STORY TIME	Welcome to EYFS Settling in activities Talk for making friends Children talking about experiences that are familiar to them Sharing facts about me Home visit talk photos What are your passions and talents? Rhyming and alliteration Syllables Familiar Print Feelings vocabulary and stories Model talk routines & good listening- SuperVakey song Social Phrases “Good morning, how are you?” Cosy Club book sharing	Tell me a story! Developing vocabulary Discovering Passions Tell me a story – Helicopter Stories retelling stories; Tales Toolkit Story language Listening and responding to stories Following instructions Discussion Understand how to listen carefully and why listening is important Using new vocabulary through the day. Choosing books that will develop their vocabulary.	Tell me how and why! Using language to reflect on learning ‘Learning Detectives’ Ask’s how and why questions... Ask questions to find out more and to check they understand what has been said to them Story invention – talk it! Tales Toolkit structure. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Describe events in detail – time connectives Sustained focus when listening to a story Read aloud books to children that will extend their knowledge of the world and illustrate current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.	What happened? Weekend news Re-reading books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Use picture cue cards to talk about an object: “What colour is it? Where would you find it?”	<u>Time to share!</u> Retell a story with story language Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.to perform to parents Perform or use puppets to tell stories Describe events in some detail-recount of trip



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GENERAL THEMES	FROM ME TO THE FARM	LIGHT AND DARK	TO THE MOON AND BACK	CHASING THE WORLD	HELPING HANDS	OFF WE GO!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF - REGULATION	See themselves as a valuable individual. Class Rules and Routines Supporting children to build relationships Emotions Super Learner Song Discuss why we take turns, wait politely, tidy up after ourselves and so on Calm Me time JIGSAW: Being me in my world	Developing Self - Confidence Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. JIGSAW; Celebrating differences Learning about diversity, qualities and differences Celebrating acts of Kindness	JIGSAW: Dreams and Goals Give children strategies for staying calm in the face of frustration. Show resilience and perseverance in the face of challenge. Looking after pets Looking After our Planet Aspirations for the future	JIGSAW: Healthy me Making healthy choices Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Looking after others Friendships JIGSAW: Relationships What makes a good friend? Building constructive and respectful relationships Model positive behavior and highlight exemplary behavior of children in class, narrating what was kind and considerate about the behavior.	Taking part in sports day - Winning and loosing JIGSAW; Changing me Look how far I've come! Performance and Graduation Transition into KS1
LINK TO BEHAVIOUR FOR LEARNING <i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i>	Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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 behaviors ✓ 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. <i>"Self-regulatory skills can be defined as the ability of children to manage their own behavior 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>		

 GENERAL THEMES		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PHYSICAL DEVELOPMENT		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR		Threading, cutting, playdough & fine motor activities in Funky Finger sessions; cutting with scissors Manipulate objects with good fine motor skills-eg.pouring water Hold pencil/paint brush encouraging correct tripod grip Dough Disco Teach and model correct letter formation; opportunities to practice in multi-sensory ways	Clay, vocabulary of manipulation- prod, pinch, squeeze. 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. Encourage children to draw freely	Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely, to draw round shapes Holding Small Items Fastening clothing Brain Gym	Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.	Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.
GROSS MOTOR & SELF CARE		Retained primitive reflex assessments Draw lines and circles using gross motor movements & ribbons etc Cooperation games i.e. parachute games; circle games Climbing – outdoor equipment Different ways of moving to be explored with children Dressing for outdoors-Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Retained primitive reflex integration exercises Ball skills- aiming, throwing and catching. Crates play- jumping, climbing. Obstacle activities children moving over, under, through and around equipment Dance / moving to music See EAD	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. Dance / moving to music Gymnastics ./ Travelling, balances, Jumps, rolls, moving over, under, through and around equipment	Gymnastics ./ Refining and combining movements Yoga stories Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Encourage children to be highly active and get out of breath several times every day. Skipping ropes in outside area	Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES		Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



GENERAL THEMES

AUTUMN 1

FROM ME TO THE
FARM

AUTUMN 2

LIGHT AND DARK

SPRING 1

TO THE MOON AND
BACK

SPRING 2

CHASING THE WORLD

SUMMER 1

HELPING HANDS

SUMMER 2

OFF WE GO!

LITERACY

COMPREHENSION

- DEVELOPING A

PASSION FOR READING

Children will choose a high quality text weekly to take home & respond to

WORD

READING

Children will be working in different groups for Read Write Inc. SH – 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.

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)

Joining in with rhymes and showing an interest in stories with repeated refrains.

Environment print.

Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book

Sequencing familiar stories through the use of pictures to tell the story.-3 little pigs Engage in extended conversations about stories, learning new vocabulary. Listening to stories with attention and recall.

Phonic Sounds: Baseline Assessment RWI Set 1 whole class Help children to read the sounds speedily which will make sound-blending easier CVC words

Reading: Initial sounds, oral blending, Book Boxes matched to phonic knowledge

Pie Corbett Actions to retell the story – The Little Red Hen Story Map. Retelling of stories.The 3 Bears/Owl Babies Sequence story – use vocabulary of beginning, middle and end.

Stories from other cultures and perspectives

Enjoys an increasing range of books Non-Fiction Focus

Phonic Sounds: RWI Differentiated Ditties, Fred Fingers, Hold a sentence, **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.

Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘of’, help children identify the sound that is tricky to spell.

Making up stories based on a text-innovate. Encourage children to record stories through picture drawing/mark making for LAs.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.

Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read

Phonic Sounds: RWI Fred in Head Speed Words, Alien Words **Differentiated Guided Reading Groups & Interventions** Help children to become familiar with ‘special friends’, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.

2 syllable words and CCVC CVCC

Beginning to understand that a non-fiction is a non-story- it gives information instead.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day

Stories from other cultures and perspectives

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Making up stories with themselves as the main character – Using Tales Toolkit strategy.

Phonic Sounds: RWI Differentiated groups non-fiction books.

Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.

Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.

Children should not be required to use other strategies to work out words.

Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.

Can draw pictures of characters/ event / setting in a story

Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

Make predictions

They develop their own narratives and explanations by connecting ideas or events

Phonic Sounds: RWI Differentiated groups: **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.

Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

Role play area – book characters

Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.

Phonic Sounds: RWI Differentiated groups

Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

End of term assessments

Transition work with Year 1 staff



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GENERAL THEMES	FROM ME TO THE FARM	LIGHT AND DARK	TO THE MOON AND BACK	CHASING THE WORLD	HELPING HANDS	OFF WE GO
WRITING	Texts as a Stimulus: Nursery Rhymes Not Now Bernard What the Ladybird Heard The Little Red Hen – Talk 4 Writing The Gingerbread Man One Fox Diwali Story Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists, maps, diagrams secret messages. Intro Tales Toolkit-shared writing Sea story	Texts as a Stimulus: Whatever Next Can't You Sleep Little Bear? (Tale of Fear) The Dark – Lemony Snicket Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories Shared writing Writing words using 'Fred Fingers'-CVC Help children identify the sound that is tricky to spell. Sequence the story Intro 'Hold a sentence'	Texts as a Stimulus Tabby McTat Whatever Next Dogs in Space Smeds and The Smoos CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words Hold a Sentence Edit a sentence. Guided writing based around developing short sentences in a meaningful context. Creating own story maps, writing captions and labels, writing simple sentences	Texts as a Stimulus: Killer Gorilla: Africa, Desert, India, Arctic, Rainforest, Australia, Animal Fact File – Did you know? Bringing the Rain to Kapiti Plain Tales Toolkit-Wild World Adventure with self as main character Hold a Sentence Edit a sentence. . Writing short sentences to accompany story maps	Texts as a Stimulus: Real Super Heros What I want to be when I grow up - writing Thank you cards - Firefighters, Doctors, Police, Postman, Vet etc. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Hold a Sentence Edit a sentence.	Texts as a Stimulus: The Train Ride Light House Keepers Lunch Instruction writing – Sandwich Shopping lists First person – Postcards Healthy Food – My Menu My Story Pot, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own text.

DRAWING CLUB TEXTS & TALK4WRITING USED AS STIMULUS ACROSS THE YEAR
HELICOPTER STORIES & TALES TOOLKIT USED TO INVENT & STRUCTURE NARRATIVES

Shared writing with teacher as scribe for children's oral composition & sentences.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

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GENERAL THEMES	FROM ME TO THE FARM	LIGHT AND DARK	TO THE MOON AND BACK	CHASING THE WORLD	HELPING HANDS!	OFF WE GO!
MATHS <i>Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.</i>	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.					
	Early Mathematical Experiences Exploring Provision Where do things belong? Key times of day Visual Timetable Counting rhymes and songs Baseline Assessments Introduce manipulatives. Number recognition. Voting for story time-comparing amounts It's Me 123! Representing 1 2 & 3 Comparing 1 2 & 3 Composition of 1 2 & 3 Subitising Match and Sort Compare amounts Counting principals Recognise, describe, copy and extend simple repeating patterns. Recognise numbers in the environment. Subitising	Circles and Triangles Representing numbers to 5 One more & one less Measures Estimate, order, compare, discuss and explore capacity, weight and lengths Shape and Space Describe, and sort 2D Shapes Positional vocabulary Introduce names of 3D Shapes Calendar and time Days of the week, seasons Sequence daily events	Time Calendar, months, years Measuring small amounts of time-1 minute challenges Numbers within 10 Alive in 5! Introducing zero Comparing numbers to 5 Composition of Numbers to 5 Growing 6,7,8 Represent 6,7,8 Making Pairs Combining 2 groups Measures Compare mass Compare capacity Estimation The Estimation Station Counting forwards and backwards	Numbers within 10 Building 9 and 10 Representing 9 & 10 Comparing numbers to 10 Composition of Numbers to 10 Bonds to 10 Measures Length. Height, time Shape & pattern 3D Shape Pattern Number of the day Talking Maths Photos Ordering numbers	To 20 and Beyond Building Numbers beyond 10 Counting Patterns beyond 10 First, Then, Now Adding More Taking Away Spatial Reasoning Match, rotate, manipulate, compose & decompose Find my Pattern Doubling Sharing & Grouping Odds and Evens	Find my Pattern Doubling Sharing & Grouping Odds and Evens Numbers beyond 20 Deepening understanding Patterns and Relationships Spatial Reasoning Visualize & build, Mapping Money Coin recognition and values •Combinations to total 10p •Change from 10p



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	TO THE MOON AND BACK	CHASING THE WORLD	HELPING HANDS	OFF WE GO!
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. 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.	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 places of interest to meeting important members of society such as 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.					
	- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Talking about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. - Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. - Farm trip to stimulate finding out where our food comes from. Learn about safe travelling & as a pedestrian. - Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. - Use Farm trip and role play to share experiences of past experiences. - Our Senses science investigations. - Celebrating Harvest Festival - Celebrating Diwali.	- Can talk about what they have done with their families to celebrate Autumn festivals of Halloween & Bonfire Night - Our skeleton-naming bones and joints. - Our bodies-healthy eating, bones, digestion, teeth, exercise, sleep. - Autumn walk and Forest School appreciation of Autumn - To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. - Listening to stories and placing events in chronological order. - Nocturnal Animals - making sense of different environments and habitats - Fire & fire safety at Forest School. - Can talk about what they have done with their families during Christmas preparations and' in the past. - Investigate, explore and describe materials-selecting and using to express creative ideas. - Theatre visit-recall safe travelling & pedestrian.	- What can we do here to take care of our pets? - Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. - The Solar System & imagined planetary landscapes. - Investigate and explore reflective and transparent materials. Projected light. - Investigate and explore forces through magnetic resources. - 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. - Refer to globe and picture map of the world. - Use bee-bots on simple maps. Encourage the children to use navigational language. - Chinese new year	- Explore a range of world habitats and how animals adapt to live there. Describe animals and their movements. - Comparing places around the world. children make comments on the weather, landscape culture, clothing, housing, transport, electricity - Visit from 'Wild Kid's reptiles' - Provide opportunities for children to note and record the weather. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - Materials: Floating / Sinking – Ark building Metallic / non-metallic objects - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - After close observation, draw pictures of the natural world, including animals and plants - Easter Egg Hunt orienteering - Introduce the children to litter picking & recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us	- Visit from Tiny Town to stimulate learning about people's jobs and how they help us. - Explore the world around us and see how it changes through Springtime. Provide opportunities for children to note and record the weather. . - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. - Look for children incorporating their understanding of the seasons and weather in their play.. - Compare Christain baptism ceremony with Muslim Aqiqah ceremony	- Features of local environment. Maps of local area Comparing places on Google Earth – how are they similar/different?. - Find us on map of UK. - Local walk from school - Share different versions of famous fairy tales, including from different cultures. - Trip to Steam Railway as a way to understand transport past and present. - Draw on experience of trip to Steam Railway to compare life in the past. - To know how a timeline can represent events in the past-relate to stories shared - Recording observations of plants and creatures at Forest School - Use simple map of Forest School to locate areas and features and choosing the best place for a picnic.
	WHICH PLACES ARE SPECIAL AND WHY? Introduction to the chancel & Forest School	WHY IS CHRISTMAS SPECIAL FOR CHRISTIANS? Nativity Story Day of the Dead, Diwali, Remembrance Day	WHICH STORIES ARE SPECIAL AND WHY? WHY IS THE WORD 'GOD' SPECIAL FOR CHRISTAINS? The Creation Story Chinese New Year	WHICH STORIES ARE SPECIAL AND WHY? WHY IS EASTER SPECIAL FOR CHRISTAINS? Noah's Ark	BEING SPECIAL WHERE DO WE BELONG? Role Play Christening New Life	WHY IS THE WORD 'GOD' SPECIAL FOR CHRISTAINS? The Natural World



GENERAL THEMES

AUTUMN 1

FROM ME TO THE
FARM

AUTUMN 2

LIGHT AND DARK

SPRING 1

TO THE MOON AND
BACK

SPRING 2

CHASING THE WORLD

SUMMER 1

HELPING HANDS

SUMMER 2

OFF WE GO!

EXPRESSIVE ARTS AND DESIGN

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.

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

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

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

Open ended resources & junk modelling- Take pictures of children's creations and record them explaining what they did using Seesaw.
Provide opportunities to work together to develop creative ideas.
Paper exploration-tear, scrunch, rip, fold etc

Self-portraits

Beginning to mix colours

Join in with songs & circle games

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Exploring sounds and how they can be changed, tapping out of simple rhythms.

Home Corner role play & small world enhancements linked to topic

Divali as a stimulus for design, art and music & dance

Use different processes to represent fireworks..

Clay, vocabulary of manipulation-prod, pinch, squeeze.

The use of story maps, props, shadow puppets retell, invent and adapt stories

2D shapes in Art-KANDINSKY

Learning to draw owls & develop mixed media artwork to show texture; KLIMPT Beech Forest

Theatre visit-discussing & comparing performing arts

Role Play Xmas Celebrations in the Home Corner

Role Play of The Nativity

Nativity songs & dances

How cats are represented in art
PICASSO & other artists

Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks

Exploring reflective, transparent materials & light.

VAN GOGH Starry Night

Exploring projected images & combining with sounds and movements to represent ideas linked to space travel.

Design and make rockets.
Design and make objects they may need in space, thinking about form and function.

Creating small world environments-alien landscapes;
.Process Art explorations-linked to science

Making lanterns, Chinese writing, puppet making, Chinese music and composition

Make different textures; make patterns using different colours

Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating instruments

Making houses suited to contrasting environments

Creating small world environments; polar regions; jungles.

Learn a traditional African song and dance and perform it / using their own music & instruments.

Pastel drawings, printing, patterns on Easter eggs, Mother's Day crafts

Easter crafts

Home Corner role play & small world enhancements linked to topic

Provide a wide range of props for play which encourage imagination.

Watercolours available in small palettes for detailed and observational work

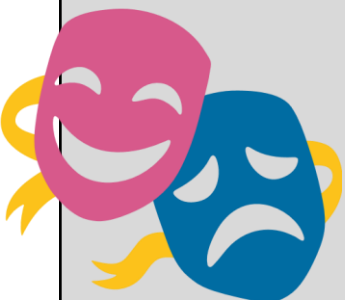
Home Corner role play & small world enhancements linked to topic

Provide children with a range of materials for children to construct with.

Puppet shows: Provide a wide range of props for play which encourage imaginative retellings or invention of own stories.

Symmetrical butterflies

Artwork themed around Eric Carle.



RECEPTION LONG TERM PLAN 25-26

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
ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; 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. ELG: Numerical Patterns 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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 process they have used. Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.

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