

Reception Long Term Plan 2024-25



Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Term Dates	4th September – 25th October	4th November – 20th December	6 th January – 21 st February	3 rd March – 11 th April	28th April – 23 rd May <i>Monday 5th May – May Day</i>	2 nd June – 18th July
		7 Weeks 3 days	7 weeks	7 weeks	6 weeks	4 weeks	7 weeks
	Stories & Themes	<ul style="list-style-type: none"> Settling in/Nursery Rhymes (1 week 3 days) The Gruffalo (2 weeks) After the storm (1 week) Owl babies (1 week) Meg and Mog (1 week) Room on the Broom (1 week) 	<ul style="list-style-type: none"> Diwali – Rama and Sita (1 week) Supertato (2 week) Christmas (3 weeks) 1 week TBC 	<ul style="list-style-type: none"> Zog (2 Weeks) Non-fiction dinosaurs (2 weeks) Lunar New Year (1 Week) Non-fiction Space (2 weeks) 	<ul style="list-style-type: none"> Jack and the Beanstalk (2 week) Billy Goats Gruff (2 weeks) Frogs (1 Week) Easter (1 Week) 	<ul style="list-style-type: none"> Little Red Riding Hood (2 weeks) Bake bread for Grandma Three Little Pigs (2 weeks) 	<ul style="list-style-type: none"> The Very Hungry Caterpillar (2 weeks) Goldilocks and the Three Bears (2 weeks) Handa's Surprise (1 weeks) (Plant/fruit growth) Habitats (1 Week)
	Celebrations & Festivals	<ul style="list-style-type: none"> Harvest Festival (6th October) Halloween 	<ul style="list-style-type: none"> Diwali (31st Oct) Bonfire Night (Sunday 5th November – covered in week 1) Remembrance (Saturday 11th November – covered in week 1) Christmas (covered during last couple of weeks) 	<ul style="list-style-type: none"> Lunar New Year (29th Jan) Valentine's Day Shrove Tuesday 	<ul style="list-style-type: none"> World Book Day Mother's Day (30th March) Week 4 Easter Eid (30th-31st March) Week 5 		<ul style="list-style-type: none"> Father's Day
	Cultural Capital	<ul style="list-style-type: none"> Visit to the park Book Arc – 3 Bears? 	<ul style="list-style-type: none"> Diwali Speaker – Customs and Traditions Visit to the Theatre – Arc – 3 Bears? Discussing our immediate local area – school road and town name 	<ul style="list-style-type: none"> Visit from a Nurse Visit from storyteller Jo Eberley for Chinese New Year (Week 2 – week before Sunday 22nd January) Map Skills - Local Area of Mowden 	<ul style="list-style-type: none"> Visit from the Fire Brigade/Firefighter Visit from Jet and Ben (Road Safety) Map Skills - Local Area of Mowden 	<ul style="list-style-type: none"> Visit to the park Map Skills - Local Area of Mowden Visit to Church 	<ul style="list-style-type: none"> Trip to Hall Hill Farm Map Skills - Local Area of Mowden

Literacy							
Reception	EYFS Educational Programme		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).				
	Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonic s ELS	Phase 2	Phase 3	Phase 3 - 4	Phase 3-4 Review Spring 1	Phase 4	Phase 5 Introduction
	Writing	Gross motor – large writing – prewriting patterns Letter formation – print writing Writing own name (first)	Letter formation Writing own name Writing words using phase 2 sounds Writing captions and simple sentences using Phase 2 HRS words	Letter formation Writing words, captions and simple sentences using phase 2 and 3 sounds and HRS words Writing lists and labels	Letter formation Writing words, captions and simple sentences using phase 2 and 3 sounds and HRS words Writing lists Begin to write instructions	Letter formation Writing sentences using phase 2-3 HRS words Using conjunction and, then Writing instructions	Writing surname as well as first name. Writing sentences using conjunctions other than and Use adjectives in sentences Begin to use narrative vocabulary Writing instructions
	Comprehension and Word Reading	<ul style="list-style-type: none"> Use phase 2 phonic knowledge to decode words and read aloud and read common irregular words in phase 2 Identify rhyme Explain in simple terms what is happening in a familiar story Sequence two-three events from a simple story using puppets Recognise some familiar print (names, logos etc) Make simple inferences to answer yes/no questions about characters' emotions in a familiar book. Make a simple prediction based on pictures Complete a repeated refrain from a familiar poem, rhyme or story Express a preference for a book, song, rhyme Show understanding of some words and phrases in a story read aloud Experience and respond to a range of text types – talk about simple non-fiction Know that a book has a beginning and an end and can hold the book the right way turning pages appropriately 	<ul style="list-style-type: none"> Use phase 3 phonic knowledge to read regular words read aloud and read common irregular words in Phase 3 Identify rhyme and recognise repetition in text. Learn terms – author, illustrator, front cover and blurb – Point to the title, front cover Know print read top to bottom left to right Say something about who was in the story and what happened and where it took place Say something about the key aspects of a non-fiction book or story. Sequence three to five parts of a familiar story using pictures from the book or puppets or role play Make inference to answer questions about the character related to the emotions where answer is signposted in the book but is quite open. Suggest how a story might end Give a simple opinion on the book 	<ul style="list-style-type: none"> Use phase 2,3,4 knowledge to read regular words in sentences and common irregular words in Phase 2,3,4 Answer simple when? What? how and why questions about a familiar book Usually remember main sequences of events in a story when questioned Sequence 3 -5 parts of a story independently Make inferences to answer questions why do you think...? Make simple plausible suggestions about what will happen next in a book. Say whether they liked or disliked a book and give simple reason or make a relevant comment Able to identify alliteration in text Show understanding of some less familiar words Know stories have beginning and middle and end. Reading polysyllabic words 			

Maths

EYFS Educational Programme

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 2 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.

Reception

Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Recognise and explore numbers to 5 Understand composition of numbers to 5 (Focus on recognising number value in different ways (numicon/pictures/numeral)) Subitise to 5 Number bonds to 5 - addition Writing numerals 0-5	Recognise and explore numbers to 10 (including counting reliably with objects, pictures, numicon) Understand composition of numbers to 10 (Focus on recognising number value in different ways (numicon/pictures/numeral)) Subitise to 5 Number bonds to 5 – addition and subtraction Writing numerals 0-9 1 more than/1 less than	Recapping numbers to 10 (including counting reliably with objects, pictures, numicon) Recapping composition of numbers to 10 (Focus on recognising number value in different ways (numicon/pictures/numeral)) Recapping Subitising Number bonds to 5 beginning to have instant recall Recognise and explore teen numbers Number bonds to 6/7/8/9/10 – addition	Counting objects to reliably to 15 Recapping composition of numbers to 10 (Focus on recognising number value in different ways (numicon/pictures/numeral)) Subitising Number bonds to 5 beginning to have instant recall Number bonds to 6/7/8/9/10 – addition and subtraction 1 more than/1 less than	Recognise and explore teen numbers Counting objects to reliably to 20 Recapping composition of numbers to 10 (Focus on recognising number value in different ways (numicon/pictures/numeral)) Subitising Number bonds to 10 beginning to have instant recall some bonds above 5 Add and subtract single digit numbers by counting forwards and backwards – using number line, numicon and manipulatives including 10 frames. Number calculation up to 10 with accuracy of counting (+/-/=) Double a number up to 10	Number calculation up to 10 with accuracy of counting (+/-/=) Counting objects to reliably to 20 and beyond Recapping composition of numbers to 10 (Focus on recognising number value in different ways (numicon/pictures/numeral)) Number bonds to 10 Subitising Add and subtract single digit numbers by counting forwards and backwards – using number line, numicon and manipulatives including 10 frames. Number calculation up to 10 with accuracy of counting (+/-/=) Double and Half numbers up to 20 1 more than/1 less than
Numerical Patterns	Sequencing numbers to 5 (forwards and backwards) Repeating Patterns Comparing quantities up to 5 (more, less, greater, the same as) Rote counting/chanting to 10	Sequencing numbers to 10 Repeating Patterns Comparing quantities up to 10 (more, less, greater, the same as) Rote counting/chanting to 20	Recapping sequencing numbers to 10 Comparing quantities up to 10 (more, less, greater, the same as) Ordering numerals to 10 Rote counting to 20 and back Counting on from a given number (forwards or backwards) Sharing equally	Sequencing Numbers Comparing quantities up to 10 (more, less, greater, the same as) Recall numbers 1 more than/1 less than – quick response Ordering numbers to 15 Rote counting to 25 and back Counting on from a given number (forwards or backwards) Odd and even numbers	Verbally counting reliably to 30 Comparing quantities up to 10 (more, less, greater, the same as) Recall numbers 1 more than/1 less than – quick response Ordering numbers Counting on from a given number (forwards or backwards) Odd and even numbers Sharing equally	Verbally counting reliably to 30 Comparing quantities up to 10 (more, less, greater, the same as) Recall numbers 1 more than/1 less than – quick response Ordering numbers Counting on from a given number (forwards or backwards) Odd and even numbers Sharing equally Counting in 2's and 10's pattern in numbers
Shape, Space and Measures	Recognising 2D shapes Days of the week	Days of the week Ordering by size Recognising 3D shapes Spatial Awareness – Prepositions Capacity Money	Recognising 2D & 3D shapes Days of the week	Weighing, Height, Length Days of the week and Months of the Year Recognising 2D & 3D shapes Spatial Awareness – Prepositions	Recognising 2D and 3D shapes and some of their properties Days of the week and Months of the Year Money	Recognising 2D and 3D shapes and some of their properties Capacity Markers of time (daily routine) Days of the week and Months of the Year Spatial Awareness – Prepositions
Mathematical Concepts	Cardinality and Counting Comparison Composition Pattern Shape and Space Measures					

Understanding the World

EYFS Educational Programme

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.

Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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People | Culture | Communities | The Natural World | Past and Present

Reception	Science	<p><u>Changes in the Seasons</u> Signs of Autumn – Autumn walk to the park and walking around the school grounds.</p> <p><u>Woodland Animals</u> Which animals live in a woodland habitat? What does nocturnal mean? Which animals are nocturnal? Are we nocturnal? Animals that hibernate (bats, dormice, hedgehogs).</p> <p><u>Plants</u> Planting daffodil bulbs ready for Spring. Discuss that this is in the future. Explain that plants come from seeds, beans or bulbs.</p> <p>What do plants need in order to grow well?</p>	<p><u>Changes in the Seasons</u> Recapping signs of Autumn – can we see any new signs of Autumn? Autumn walk around the school grounds and observational drawing.</p> <p><u>Changes States of matter</u> Freezing/melting link to Supertato</p> <p><u>Forces</u> What is a push? What is a pull? Force hunt. What do we push, what do we pull?</p>	<p><u>Changes in the Seasons</u> Signs of Winter – Winter walk to the walking around the school grounds. Observational drawing. Compare this to our Autumn observational drawing – what differences can we observe? Make bird feeders.</p> <p><u>Skeletons</u> What do dinosaur skeletons look like? What would have gone over the skeleton?</p> <p>Do we have a skeleton? Where is it? How can we keep our bones healthy? Recap - dairy products, green, leafy vegetables, nuts, bread, fish, eggs, Vitamin D - sunlight</p> <p>What is a doctor/nurse? What is a hospital?</p> <p><u>Forces</u> What is a magnet? Explore using magnets to discover which materials are attracted to the magnets. See what happens when two magnets are brought together at different ends (attract) See what happens when two magnets are brought together at the same ends (repel) Go on a classroom hunt to find items that are made from magnetic materials</p> <p><u>Space</u> Facts about planets. A planet a day</p>	<p><u>Changes in the Seasons</u> Signs of Spring (later part of March) – How are things changing around us? Observational drawing. Compare this to our Winter and Autumn observational drawings.</p> <p>Recapping what we noticed in Autumn and Winter.</p> <p><u>Floating and Sinking (Forces)</u> Explain what floating and sinking is. Why do ships not sink in the sea? Make boats and test them to see if they float or sink. Recap forces pushing and pulling and how we do this with our boats</p> <p><u>Materials</u> What are 'The Little Pigs' houses made from? What are buildings around us made from? Sort items by the material they are made from</p> <p>Recap vocabulary to describe materials.</p> <p><u>Plants</u> Recap how our daffodils grew from planting them in the Autumn until now. Recapping that plants can grow from seeds, beans or bulbs.</p> <p>Plant beans and recognise the main parts of a plant. Recap from Autumn term what do plants need to grow well?</p>	<p><u>Changes in the Seasons</u> Recap signs of spring so far – go on another Spring walk and see what other signs of Spring we can see.</p> <p>Recap what we saw in Autumn and Winter and how the environment has changed.</p> <p><u>Healthy Eating/Food</u> What is healthy eating? Sort healthy and unhealthy foods.</p> <p>What are fruits? What are vegetables? What is the difference? Explore fruits and vegetables to see if they have seeds in them.</p> <p><u>Teeth</u> Teeth are bones that have a special job. Do all of our teeth look the same? What happens if we do not look after our teeth? (Decay) How do we brush our teeth properly? Teeth are bones - how else can we look after our teeth? (Dairy products, green, leafy vegetables, nuts, bread, fish, eggs, Vitamin D - sunlight)</p> <p>What is a dentist/dental nurse? Where do they work? What do they do?</p> <p><u>Animals</u> Learn about animals we might find on a farm and what we would call their young. Match the young animals to the adult animals.</p>	<p><u>Changes in the Seasons</u> Signs of Summer – Walk around the school ground to see what signs of summer we can see. Observational drawing. How do we keep ourselves safe in the sun?</p> <p>Recap what we saw in Autumn, Winter and Spring and talk about the changes now that we are in Summer.</p> <p><u>Life Cycles</u> Plant life cycle – what will happen to the beans we planted before half Easter? Tadpole/Frog life cycle Caterpillar/Butterfly life cycle Human life cycle</p> <p><u>Mini beasts</u> Name some common mini beasts we might find around us. Go on a mini-beast hunt</p> <p><u>Animals</u> Recap some of the minibeasts we might see on a walk. Recap animals we learned about in the Autumn and that their habitat was a woodland. Redefine what a habitat is and learn about "" habitats around the world and which animals live in those habitats.</p>
	History	<p><u>My history: How did I get here?</u> Who lives in my house? (Link to We're Going on a Bear Hunt)</p> <p>What did I look like when I was a baby? - Personal History – ask children to send in a baby photo (Link to Owl Babies). What year was I born?</p> <p>Understanding of changes in their own lifetime - begin class timeline (born, toddler, nurse, Mowden Reception etc.)</p> <p>Using the terms: past/then, present/now and future.</p> <p>Celebrating birthdays, talking about how old we are and the date/year we were born.</p> <p>Talking about days, months, seasons.</p>	<p><u>My History: How did I get here? (Recapping)</u> Adding to our class timeline</p> <p>Recapping our own personal timeline.</p> <p>Recapping the terms: past/then, present/now and future.</p> <p>Recapping celebrating birthdays, talking about how old we are and the date/year we were born.</p> <p>Recapping days, months, seasons.</p>	<p><u>How things have changed: Have houses always looked the same?</u> Comparing an Iron Age roundhouse to a modern house. What do we notice that our houses have from the outside? What do we notice about the exterior/interior of a house from people who lived long ago in the past. What are the reasons for some of those differences? Adding to class timeline.</p> <p>Recapping our own personal timeline.</p> <p>Recapping the terms: past/then, present/now and future.</p> <p>Recapping celebrating birthdays, talking about how old we are and the date/year we were born.</p> <p>Recapping days, months, seasons.</p>	<p><u>How things have changed: Have houses always looked the same? (Recapping)</u> Adding to class timeline.</p> <p>Recapping the differences between a house from far in the past (Iron Age roundhouse) and a modern house.</p> <p>Recapping our own personal timeline.</p> <p>Recapping the terms: past/then, present/now and future.</p> <p>Recapping celebrating birthdays, talking about how old we are and the date/year we were born.</p> <p>Recapping days, months, seasons.</p>	<p><u>How things have changed: Have the items in our houses always looked the same?</u> Comparing everyday household objects from the past and the present. (19th century household to a household of today). Exploring similarities and differences between past and present. Adding to class timeline.</p> <p>Recapping our own personal timeline.</p> <p>Recapping the terms: past/then, present/now and future.</p> <p>Recapping celebrating birthdays, talking about how old we are and the date/year we were born.</p> <p>Recapping days, months, seasons.</p>	<p><u>How things have changed: Have the items in our houses always looked the same? (Recapping)</u> Adding to class timeline.</p> <p>Recapping household objects from the past compared to the present day. Recapping how the exterior of our houses have changed from the past compared to the present. Recapping our own personal timeline.</p> <p>Recapping the terms: past/then, present/now and future.</p> <p>Recapping celebrating birthdays, talking about how old we are and the date/year we were born.</p> <p>Recapping days, months, seasons.</p> <p>Thinking about the future – our transition to year 1.</p>

Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People Culture Communities The Natural World Past and Present						
Geography	<p>Our classroom/immediate environment Use a map to put the animals in the correct place on a classroom table.</p> <p>Drawing a map of a small part of our room (the table and where the woodland animals are or where friends are sitting)</p> <p>What is our country called? Where is our country on a map? Where is India (Diwali)?</p>	<p>Outside our classroom and where we live Use a map to find items/pictures in the Reception Garden.</p> <p>Draw a map of the Reception Garden and the road running adjacent to school (using maps, photographs and aerial views to help us). What is the Road called where the School is? What is our town called? What is your road called? What is your home address?</p> <p>Recapping where things are in our room/immediate environment using a map.</p> <p>Recapping what our country is called and where it is on a map.</p>	<p>Our school grounds Use a map to find items/pictures in the school grounds.</p> <p>Draw a map of the reception garden.</p> <p>Recapping our where we live. Our addresses, our town name, the name of our country and where it is on a map.</p>	<p>Things we find in the countryside and things we find in the town Using maps, photographs and aerial views to contrast rural and urban environments.</p> <p>Recapping our where we live. Our addresses, our town name, the name of our country and where it is on a map.</p>	<p>Habitats around the world Use a maps, pictures and aerial views to locate places in the world where different habitats are (Farm Habitat – where is Hall Hill Farm?; Ocean Habitat – what is the sea called where we might go to the beach – North Sea; Arctic Habitat; Savannah Habitat; Jungle Habitat; Desert Habitat).</p>	<p>Comparing our country to another country Comparing life in the UK to life in Kenya. Locating Kenya on a map. Knowing Kenya is in Africa.</p> <p>Our school grounds Recapping orienteering skills – using maps to find items or pictures on the infant playground. Recapping drawing maps for our friends to locate items.</p> <p>Recapping our where we live. Our addresses, our town name, the name of our country and where it is on a map.</p> <p>Recapping our where we live. Our addresses, our town name, the name of our country and where it is on a map.</p>
RE	<p>Being special: Where do we belong? (Unit F4)</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>Why is Christmas special for Christians? (Unit F2)</p> <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. <p>Cultural Capital: Diwali Why is Diwali important for Sikhs and Hindus? What is a Sikh and a Hindu? Where do Sikhs and Hindus worship? (Sikh: Gurdwara; Hindu: Mandir) What is the story of Rama and Sita important for those celebrating Diwali? What are some of the customs and traditions of Diwali?</p>	<p>Why is the word 'God' special to Christians (Unit F1)</p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it. 	<p>Why is Easter special to Christians? (Unit F3)</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. <p>Cultural Capital: Shrove Tuesday (The start of Lent)</p>	<p>What places are special and why? (Unit F5)</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world. <p>Cultural Capital: Eid What is Eid? Why is it important to Muslims? What is a Muslim? What is Ramadan and why is that important to Muslims? What is a Mosque? (Recap other places of worship: Sikh – Gurdwara; Hindu – Mandir; Christian – Church; Jewish – Synagogue)</p>	<p>What times/stories are special and why? (Unit F6)</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

Physical Development							
Reception	EYFS Educational Programme		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.				
	Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gross Motor and Fine Motor Skills	<p>Jump Start Jonny</p> <p>Cosmic Kids Yoga</p> <p>Dough disco</p> <p>Spatial awareness: lining up in our classroom and queuing for at mealtimes/home time</p> <p>Games indoors and outdoors</p> <p>Classroom Provision: Small World Activities, Puzzles, Arts & Crafts</p> <p>Using Small Tools: Scissors, Paintbrushes, Glue Sticks, Pencils, Colouring Pencils, Crayons and Cutlery</p> <p>Pencil skills: Holding a pencil effectively</p> <p>Gross/Fine Motor Skills – Using large apparatus in the hall/The Jungle Journey</p>					

Real PE – Real PE Unit 1 <i>Multi Abilities Cog: Personal</i> <i>Fundamental Movement Skills (Agility, Balance, Coordination):</i> Footwork (Coordination) One Leg Static Balance (Static Balance)	Real PE – Real PE Unit 2 <i>Multi Abilities Cog: Social</i> <i>Fundamental Movement Skills (Agility, Balance, Coordination):</i> Jumping and landing (Dynamic Balance to Agility) Seated Balance (Static Balance)	Real PE – Real PE Unit 3 <i>Multi Abilities Cog: Cognitive</i> <i>Fundamental Movement Skills (Agility, Balance, Coordination):</i> On A Line (Dynamic Balance) Stance (Static Balance)	Real PE – Real PE Unit 4 <i>Multi Abilities Cog: Creative</i> <i>Fundamental Movement Skills (Agility, Balance, Coordination):</i> Ball Skills (Coordination) Counter Balance with a partner (Counter Balance)	Real PE – Real PE Unit 5 <i>Multi Abilities Cog: Physical</i> <i>Fundamental Movement Skills (Agility, Balance, Coordination):</i> Sending and Receiving (Coordination) Reaction/Response (Agility)	Real PE – Real PE Unit 6 <i>Multi Abilities Cog: Health and Fitness</i> <i>Fundamental Movement Skills (Agility, Balance, Coordination):</i> Ball Chasing (Agility) Floor Balance (Static Balance)
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Expressive Arts and Design

EYFS Educational Programme		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.				
Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive (Music)	<p>Charanga – Me</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>Songs:</p> <ul style="list-style-type: none"> Nursery rhymes (Wheels on the bus, twinkle, baa baa, grand old Duke of York, 5 little ducks, 5 men flying saucer, wind the bobbin up) <p>Listening and appraising:</p> <ul style="list-style-type: none"> Diwali music Harry Potter soundtrack 	<p>Charanga – My Stories</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>Songs:</p> <ul style="list-style-type: none"> Nursery rhymes Nativity songs Christmas songs (jingle bells, Rudolf, When santa got stuck) <p>Listening and appraising:</p> <ul style="list-style-type: none"> Christmas carols Traditional Christmas songs (white Christmas, et al) 	<p>Charanga – Everyone</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 Singing and learning to play instruments within a song Share and perform the learning that has taken place <p>Songs:</p> <ul style="list-style-type: none"> Nursery rhymes Naming the planets <p>Listening and appraising:</p> <ul style="list-style-type: none"> Lunar New Year Holst Planets suite (Mars) Jurassic Park Soundtrack Zog Soundtrack The Rite of Springs (Fantasia) Indiana Jones Soundtrack 	<p>Charanga – Our World</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 Singing and learning to play instruments within a song Share and perform the learning that has taken place <p>Songs:</p> <ul style="list-style-type: none"> Nursery rhymes Hosanna Rock Shine Jesus Shine <p>Listening and appraising:</p> <ul style="list-style-type: none"> Easter hymns Billy Goats Gruff Soundtrack Jack and the Beanstalk Soundtrack 	<p>Charanga – Big Bear Funk</p> <ul style="list-style-type: none"> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place <p>Songs:</p> <ul style="list-style-type: none"> Nursery rhymes Old MacDonald <p>Listening and appraising:</p> <ul style="list-style-type: none"> The Three Little Pigs - Disney Debbie and Friends (Goldilocks, Pigs and JATB) Peter and the Wolf 	<p>Charanga – Reflect Rewind Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Songs:</p> <ul style="list-style-type: none"> Nursery rhymes Tiny Caterpillar on a leaf 5 Little Speckled frogs Mm Im frog song Pirate ship song <p>Listening and appraising:</p> <ul style="list-style-type: none"> Lion King instrumental soundtrack Traditional African drumming music Ladysmith black mambazo
Music Vocabulary: Pulse Beat Rhythm Tempo (Fast / Slow) Dynamics (Loud / Quiet)						

Reception



Creating with Materials (Art / DT)	<p>Art</p> <ul style="list-style-type: none"> HTD faces, Gruffalo, Owl, Meg and Mog Torn paper owl collage 	<p>Art</p> <ul style="list-style-type: none"> HTD faces, Supertato, Evil Pea, Christmas card – paint Potato printing – wrapping paper or repeating patterns 	<p>Art</p> <ul style="list-style-type: none"> HTD dragons, dinosaurs, people, aliens Marbling - planets Dinosaur foot printing Printing – dinosaur paper plates Sketching winter trees with charcoal 	<p>Art</p> <ul style="list-style-type: none"> HTD castle, troll, goat, Jack Paint a troll Easter Card Sketch spring flowers 	<p>Art</p> <ul style="list-style-type: none"> HTD bear, wolf, pigs, Paint a bear paper plate Paint the three houses Brick printing Sketch summer flowers 	<p>Art</p> <ul style="list-style-type: none"> HTD caterpillar, butterfly, frog, sea creatures, jungle animals Sketch fruit Wash for under the sea picture Butterfly paint and fold for symmetry
	<p>DT</p> <ul style="list-style-type: none"> Glue sticks, PVA and scissors <ul style="list-style-type: none"> Gruffalo mask Puffy paint owls Hole punches <ul style="list-style-type: none"> Leaf necklaces 	<p>DT</p> <ul style="list-style-type: none"> Glue sticks, PVA and scissors <ul style="list-style-type: none"> Evil Pea/Supertato paper plates Puffy paint owls Tape <ul style="list-style-type: none"> Wrapping presents Sculpting <ul style="list-style-type: none"> Clay tree decoration Twisting <ul style="list-style-type: none"> Stick Man Baking – gingerbread people Lever and split pin <ul style="list-style-type: none"> When Santa got stuck up the chimney card 	<p>DT</p> <ul style="list-style-type: none"> Glue sticks, PVA and scissors <ul style="list-style-type: none"> Make a rocket Split pins and hole punches <ul style="list-style-type: none"> Split pin dinosaurs Sculpting/Junk modelling <ul style="list-style-type: none"> Make a rocket 	<p>DT</p> <ul style="list-style-type: none"> Glue sticks, PVA and scissors <ul style="list-style-type: none"> Beanstalk collage Split pins and hole punches <ul style="list-style-type: none"> Split pin dinosaurs Sculpting/Junk modelling <ul style="list-style-type: none"> Castle building challenge Tin foil boats that can float Build a bridge 	<p>DT</p> <ul style="list-style-type: none"> Glue sticks, PVA and scissors <ul style="list-style-type: none"> Pig/wolf mask Split pins and hole punches <ul style="list-style-type: none"> Split pin Traditional tales characters Baking <ul style="list-style-type: none"> Bread bun for Grandma Weaving <ul style="list-style-type: none"> Weave a basket for LRRH Sculpting/Junk modelling <ul style="list-style-type: none"> Build a house for the three little pigs Sculpting and creating texture <ul style="list-style-type: none"> Clay bear face 	<p>DT</p> <ul style="list-style-type: none"> Glue sticks, PVA and scissors <ul style="list-style-type: none"> Butterfly life cycle collage Split pins and hole punches <ul style="list-style-type: none"> Split pin butterfly with flapping wings Baking <ul style="list-style-type: none"> Butterfly cake Sculpting/Junk modelling <ul style="list-style-type: none"> Sea scapes Weaving <ul style="list-style-type: none"> Weave a basket for Handa or sea



Personal, Social and Emotional Development

Personal, Social and Emotional Development							
EYFS Educational Programme		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.					
Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reception	Self-Regulation	<p>What does happy look/sound like? What does sad look/sound like? What does angry look/sound like?</p> <p>How can we calm ourselves down when we are angry/sad? How do we make good choices?</p> <p>Develop a positive sense of self – a member of our class, school, a member of a family at school and home</p> <p>To be able to wait patiently – how should we wait in the lunch line?</p> <p>To be able to direct attention at the speaker</p>	<p>To be able to wait patiently – (Recap waiting patiently in the lunch line). Learn we how should wait patiently for items that other people have (Recap that we are a member of our class, school, a member of a family at school and home.)</p> <p>What is feeling excited? (Link to Christmas) how can we keep making good choices when we are feeling excited? (Recap calming ourselves down when we are angry/sad and making good choices)</p> <p>Recap being able to direct attention at the speaker</p>	<p>What is love? Who do I love? How do I show that I love someone (related to Valentine's Day)</p> <p>Making good choices at home. Going to bed at a sensible time and reasons for this. Having a set amount of 'screen time' and coming off devices when adults say. (Recap making good choices in the classroom and class rules – contrast to home rules)</p> <p>Expressing what we like and dislike (Recap being introduced to our new classroom and how we have to try things before we can decide if we like/dislike them)</p> <p>Recap being able to direct attention at the speaker (Recap feeling happy/sad/angry and what these look/sound like)</p>	<p>Develop a positive sense of self – Think and discuss about the things that we are good at (Recap what we like and dislike and how we express this – draw a distinction that we can be good at something without especially liking it)</p> <p>What is feeling jealous? What does jealous look like? (Recap what happy/sad/angry looks like) What can I do when I feel jealous? (Recap and link to what we can do when we feel sad/angry) Explain that we can be jealous when someone is good at something we are not (link to all being different and having different talents)</p>	<p>Setting ourselves simple goals (Recap the things we are good at and make a distinction between things we are good at and setting goals for things we cannot yet do)</p> <p>Having confidence in our own abilities: What is feeling proud? Explain what we do that makes us proud of ourselves: I am proud when... (Recap the things that we are good at and how we know we are good at them)</p>	<p>What have I enjoyed this year? What have I found a challenge? What goals can I set myself for Year 1? (Recap what it means to feel proud of ourselves and recap what goals are and how we set them)</p> <p>What changes are happening at school soon? What is a worry? How do I know when I am worried? What can I do about it? (Recap what happy/sad/angry/jealous looks like and what strategies we can use when feeling negative emotions)</p>
	Managing Self	<p>Manage emotions – How should we come into school? What do we do if we are feeling sad on a morning?</p> <p>Class rules and routines. Why do we have the rules we do? (Link to the law)</p> <p>Managing own personal hygiene (Handwashing and using our school toilets properly)</p> <p>Dressing and undressing (shoes, zips for coats, jumpers)</p>	<p>Anti-bullying week – What is bullying? What should I do if I see bullying?</p> <p>Managing own personal hygiene (How do we manage our oral hygiene and recapping handwashing and using our school toilets properly)</p> <p>Dressing and undressing (shoes, zips for coats, jumpers)</p> <p>What is a safe stranger? What is an unsafe stranger? Learn that a safe stranger often wears a uniform or has a badge (Linked to fire brigade visit)</p>	<p>To be able to show persistence (seeing something through to the end) and resilience (not giving up when something goes wrong) with an activity</p> <p>We build resilience through persistence</p> <p>Learning that mistakes help us to grow</p> <p>Managing own personal hygiene (recapping oral hygiene, handwashing and using our school toilets properly)</p> <p>Dressing and undressing (managing buttons and recapping how we put on our shoes, zips for coats, jumpers)</p>	<p>Managing own personal hygiene (recapping oral hygiene, handwashing and using our school toilets properly)</p> <p>Dressing and undressing (managing buttons and recapping how we put on our shoes, zips for coats, jumpers)</p>	<p>Managing own personal hygiene (recapping oral hygiene, handwashing and using our school toilets properly)</p> <p>Dressing and undressing (Making sure we have everything we need at the end of the day independently e.g. summer hats and all clothing etc. recapping how we do buttons on our clothing how we put on our shoes, jumpers)</p>	<p>Having a safe summer – How do we be a safe pedestrian? (Recap what is a safe stranger? Recap what is an unsafe stranger? Recap that a safe stranger often wears a uniform or has a badge)</p> <p>Managing own personal hygiene (recapping oral hygiene, handwashing and using our school toilets properly)</p> <p>Dressing and undressing (Recapping how we make sure we have everything we need at the end of the day independently e.g. summer hats and all clothing etc. recapping how we do buttons on our clothing how we put on our shoes, jumpers)</p>
	Building Relationships	<p>Introduction to our new classroom – routines and games for learning names of others in our class</p> <p>Building up a relationship with adults in the classroom – How do we get an adult's attention properly? How do we ask for something politely? What are manners? What polite words can we use?</p> <p>Building up a relationship with peers in the classroom – Are we all the same? What are our differences?</p> <p>Building up a relationship with peers in the classroom – What is a friend? Forming relationships – How do I ask someone to play with me/play with them?</p> <p>Good touch and Bad touch – to use kind hands when playing To say – please don't do that I don't like it when you want something to stop. SRE</p>	<p>How can I tell when someone else is happy/sad/angry? (Recap how we know when we are happy/sad/angry)</p> <p>Recap building up a relationship with peers in the classroom – R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>What is sharing? How do I take turns? (Recap what a friend is and how we are the same and how we are different)</p>	<p>What do we do when we fall out with friends? - R21. About what is kind and unkind behaviour</p> <p>Building up a relationship with peers in the classroom – how do I help my friends? What do I do if they do not want help? How do I get other people to help me? (Recap what a friend is, how we are the same/different and how we share)</p> <p>Same and Different - I'm ok being different R23 – to recognise the ways in which they are the same and different to others – eye colour, hair colour, height etc.</p>	<p>What is Community? – school/town community L4 – About the different groups they belong to</p> <p>Environment – Recycling/Litter L3 about things they can do to help look after their environment</p> <p>People who can help me? - recognise professionals / Role Play L5 – About the different roles and responsibilities people have in their community</p> <p>Stranger Danger R15. how to respond safely to adults they don't know</p>	<p>Building up a relationship with peers in the classroom and outside – how can I join a game already being played? (Recap what a friend is, how we are the same/different, how we can share, ask someone to play with me/play with them and how we can help our friends)</p> <p>Daily Routine - Keeping clean H5- simple hygiene routines that stop germs from spreading – washing hands, blowing nose, brushing teeth, having a bath</p> <p>My Body Diet and Exercise – healthy and unhealthy food</p> <p>Body Image - Growing up - about the process of growing from young to old – baby, child, adult</p> <p>Privacy – underwear, closing the door when on the toilet, who helps us wash etc.</p>	<p>Transition - building a relationship with the new teacher – Who is my new teacher? Where is my new classroom? What is the same in Year 1? What is different in Year 1?</p> <p>Tummy bugs and Butterflies - Identify & manage feelings - Secret / surprise what's the difference H11. About different feelings that humans can experience H12. How to recognise and name different feelings H13. How feelings can affect people's bodies and how they behave R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Families and Care - my family network (around my hand) - My family is important because... to identify their special people (family, friends, carers), what makes them special and how special people should care for one another SRE</p>

Communication and Language

Reception	EYFS Educational Programme		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, storytelling 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.				
	Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening, Attention and Understanding Speaking Not taught in terms – On going through the year	<p>The Language of Argument – Agreement and Disagreement He / She didn't share / take turns I want to..... I like..... I don't like..... I think..... Why? I think..... What do you think? I don't think..... Why do you think this? It is..... It's not..... Yes because..... No because..... I like..... I don't like.....</p>	<p>The Language of Comparison – Comparing and Contrasting It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is.....and that is.....</p> <p>The Language of Evaluation – Evaluative Talk I made this train. "I like the way the wheels rotate" I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees" I like this because..... I made this..... I did this..... I've done this...</p>	<p>The Language of Deduction – Making an assumption based on prior knowledge It will.....because..... It is.....because..... It has.....because..... Why do you think this is a? What can you see? Why did.....happen?happened because..... Describing It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels/looks/tastes/sounds/smells like..... It is the same because..... It is different because..... As above, use This looks like etc</p>	<p>The Language of Explaining in a Mathematics context I've got theone It's the same/ different It's the same number. They / We both have..... There is one more..... It's one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think.....</p> <p>The Language of Prediction - Predicting I think it will..... 'What do you think will happen?' It will..... The.....will..... The.....is going to..... This will.....because..... What do you think will happen next? What will happen if.....</p>	<p>The Language of Hypothesis — a suggestion that tries to explain something, based on evidence How do you know e.g. 'The porridge is hot'? It is.....because..... I think.....because..... It will.....because..... The.....is.....because..... What do you think? What will happen if.....?</p> <p>The Language of Opinion I like / don't like..... It is good/nice/beautiful It is not nice 'What do you think?' I think..... I think it will..... It will..... The.....will..... What do you think? What will happen if.....</p>	<p>The Language of Retelling – Events and story telling First I..... First we..... Then..... After..... And then..... What did you do first? Then what happened?happened first. Next.....happened. Then.....happened.happened last. Next.....and.....happened. At the end.....happened.happened in the beginning.happened in the middle.happened in the end.</p> <p>The Language of Sequencing First/next/then/afterhappened first. Next.....happened</p>

Computing

Computing Programme		To sequence familiar stories (Gruffalo, After the Storm, Room on the Broom etc.) To use 2Paint a picture to create digital art. To be introduced and explore Beebots. To create traditional tales, pictures and retells using 2Publish and Microsoft Word. To present life cycles of different animals using 2 Paint a picture. To complete simple tangrams.				
Education for a Connected World Programme		To teach the children how to live knowledgeably, responsibly in safely in a digital world.				
Learning Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	<p>Sequencing Sequencing familiar stories (Gruffalo, After the Storm, Room on the Broom etc.)</p>	<p>Creating Media Using 2Paint a picture to create digital art</p>	<p>Introduction to Beebots Introducing and exploring Beebots</p>	<p>Traditional Tales Creating traditional tales pictures and retells using 2Publish and Microsoft Word</p>	<p>Computational Thinking Simple tangrams - Barefoot</p>	<p>Presenting Life Cycles Presenting life cycles of different animals using 2 Paint a picture</p>
Education for a Connected World	<p>Self-image and identity I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed, or upset. Online relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. Online reputation I can identify ways that I can put information on the internet. Online bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.</p>			<p>Managing online information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Health, well-being and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. Copyright and ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me.</p>		