

Reception Long Term Plan 2022-2023

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC					
My Village Halloween	Festivals and Celebrations Diwali Bonfire night. Remembrance Day Christmas	Kings and Queens Lunar New Year	Secret Garden Easter Pancake Day Holi	Toys	Our Wonderful World
WOW MOMENTS/ ENRICHMENT EXPERIENCES					
Walk around Claverley. Visit from local people. Halloween	Visitors to talk about Diwali. Diwali Bonfire Night Remembrance Day Christmas Black History Month Children In Need	Chinese New Year LENT Valentine's Day	Visit to a local garden centre. Easter Pancake Day Holi Mother's Day	Visit to Merry Thought Bears in Ironbridge. Life Cycles Ramadan Eid D-Day	Father's Day
LITERACY					
Educational Programmes: 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).

Possible Books	Possible Books The Gruffalo's Child The Jolly Postman Stick Man Christmas Story/Nativity Rama and Sita	Possible Books The Queen's Hat The Queen's Handbag The cook and The King	Possible Books	Possible Books	Possible Books Here We Are
Word Reading- Phonic Sounds: Letters and Sounds Phase 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Word Reading- Phonic Sounds: Letters and Sounds Phase 2 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 'said', help children identify the sound that is tricky to spell.	Word Reading- Phonic Sounds: Letters and Sounds Phase 2 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop',	Word Reading- Phonic Sounds: Letters and Sounds Phase 3 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. 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	Word Reading- Phonic Sounds: Letters and Sounds Phase 3 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Word Reading- Phonic Sounds: Letters and Sounds Phase 3 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments

		'chin', 'feet', 'storm', 'night'.	other strategies to work out words.		
<p>Writing Texts as a stimulus: Jack and the Beanstalk</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Writing Texts as a stimulus: Little Glow</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence. Write lists.</p>	<p>Writing Texts as a stimulus:</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Instruction writing.</p>	<p>Writing Texts as a stimulus: Oliver's Vegetables</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions. Character descriptions. Write 2 sentences.</p>	<p>Writing Texts as a stimulus: Lost in the Toy Museum</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems. Create a storyboard.</p>	<p>Writing Texts as a stimulus: The Way Back Home</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Developing use of full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories. Write three sentences – Beginning, Middle & End</p>
<p>Comprehension: Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite</p>	<p>Comprehension: Retell stories related to events through acting/role play. Christmas letters/lists.</p>	<p>Comprehension: Making up stories with themselves as the main character. Encourage children to record stories</p>	<p>Comprehension: Re-read books to build up their confidence in word reading, their fluency and their</p>	<p>Comprehension: Stories from other cultures and traditions Retell a story with actions and / or</p>	<p>Comprehension: Can draw pictures of characters/ event / setting in a story Listen to stories, accurately</p>

<p>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</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retelling stories using images / apps.</p> <p>Story Maps.</p> <p>Retelling of stories.</p> <p>Non-Fiction Focus.</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words. 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.</p>	<p>understanding and enjoyment. World Book Day.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p>	<p>anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story.</p> <p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
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MATHS

Educational Programmes:

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

White Rose Maths Baseline. Match, sort and compare amounts. Compare size, mass and capacity. Exploring pattern.	White Rose Maths Represent, compare and compose numbers to 5. One more and one less. Shape. Positional language. Time	White Rose Maths Represent, compare and compose numbers to 8. Addition. Measuring length. Time. Mass.	White Rose Maths Represent, compare and compose numbers 9 and 10. 3D shapes. Pattern.	White Rose Maths Represent, compare and compose numbers to 20. Addition and subtraction.	White Rose Maths Doubling, Sharing, Even and odd numbers. Patterns. Spatial reasoning.
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Communication and Language

Educational Programmes:

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.

Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams?	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language	Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and	What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the
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<p>This is me!</p> <p>Rhyming and alliteration</p> <p>Familiar Print</p> <p>Mood Monsters</p> <p>Shared stories</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Story invention – talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"</p> <p>Sustained focus when listening to a story</p>	<p>happening in each illustration and relate it to their own lives</p>	<p>world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Music- Listen to and sing a wide range of nursery rhymes. Perform songs and rhymes for peers within the classroom.</p>	<p>Music- Listen to and learn songs for Christmas both from this country and from others.</p>	<p>Music-Sharing and discussing music from around the world. Learning new songs and rhymes.</p>			

Physical Development

Educational Programmes:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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

<p>agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Fine Motor: Threading, cutting, weaving, playdough, tweezer activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Gross Motor: Cooperation games i.e. parachute games. Climbing – outdoor equipment.</p> <p>Different ways of moving to be explored through gym sessions and outdoor play.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, tweezer activities.</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials. Show preference for dominant hand.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation via kinetic letters lessons.</p> <p>Gross Motor: Ball skills throwing and catching. Crates and tyres play- climbing.</p>	<p>Threading, cutting, weaving, playdough, tweezer activities.</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors.</p> <p>Teach and model correct letter formation via kinetic letters lessons.</p> <p>Gross Motor:</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, tweezer activities.</p> <p>Hold pencil effectively with comfortable grip.</p> <p>Forms recognisable letters most correctly formed.</p> <p>Teach and model correct letter formation via kinetic letters lessons.</p> <p>Gross Motor: Balance- children moving with confidence and negotiating space safely.</p> <p>Provide opportunities for children to, spin,</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, tweezer activities.</p> <p>Develop pencil grip and letter formation continually via Kinetic Letters lessons.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p> <p>Gross Motor: Obstacle activities children moving over, under, through and around equipment.</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, tweezer activities.</p> <p>Form letters correctly via kinetic letters lessons.</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Gross Motor: Races / team games involving gross motor movements. Allow less competent and confident children</p>

<p>Daily Kinetic Letters practise to develop whole body strength in preparation for writing.</p> <p>Health and Self-Care: Focus on healthy routines, regular handwashing and toileting. Healthy snacks.</p>	<p>Skipping ropes in outside area. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers. Weekly dance lessons to develop movement to music.</p> <p>Health and Self-Care: How we can look after each other and the world.</p>	<p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Develop balance and agility through weekly gym lessons.</p> <p>Health and Self-Care: Ways to stay healthy- regular exercise, balanced diet, good hygiene. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>rock, tilt, fall, slide and bounce.</p> <p>Health and Self-Care: Who helps to keep us safe? Talking about stranger danger, safe strangers, people in the community that can help us.</p>	<p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music via weekly PE lessons.</p> <p>Health and Self-Care: Children should be developing their ability to manage toilet times and personal hygiene. Developing their ability to dress independently.</p>	<p>to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Health and Self-Care: Children should be confident to toilet independently and be able to dress independently.</p>
Personal, Social and Emotional Development					

Educational Programmes:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>RE focus of Being special: where do we belong?</p> <p>See themselves as a valuable individual. Class rules and routines. Supporting children to build relationships. Goals for the year. Talk about who is special to us.</p>	<p>RE focus of how people express their beliefs. Look at Remembrance. How to deal with anger. Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>RE focus looking at where people's beliefs come from. Celebrating differences. Learning about qualities and differences. Celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? How to stay healthy. Random acts of Kindness. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves.</p>	<p>RE focus looking at Hinduism and Sikhism. Looking after others. Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>RE focus looking at how we care for the world and why this matters. Taking part in sports day - Winning and losing. Changing me- Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
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Understanding the World					
<p>Educational Programmes:</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Talk about the wider community in which we live.</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real</p>	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Listen to children describing and commenting on things they have</p>	<p>Looking at the human body, what we need to be healthy and safe. Differences between people and cultures. Exploring the world around us through our 5 senses. Exploring the different countries within the UK looking at similarities and differences. Can children talk about their homes and what there is to do near their homes?</p>	<p>Exposing children to different cultures from around the world. Introduce the children to 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. Environments – Features of local environment Maps of local area Comparing places</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country.</p>	<p>Exploring changes to weather and discussing seasons. How does this affect the environment around us. How does this differ between countries around the world. Using maps to locate hot and cold countries around the world.</p>

<p>and fiction. Talk about members of their immediate family and community.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats.</p>	<p>seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Talk about what how they celebrate Christmas. Show photos of how Christmas used to be celebrated in the past. Use world maps to identify locations of stories.</p> <p>Use the Jolly Postman to think about how maps help postmen.</p> <p>Share how Christmas is celebrated in different cultures.</p> <p>Share a range of stories and talk about the difference between real people</p>	<p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like.</p> <p>Show photos of the children's homes and encourage them to draw comparisons.</p>	<p>on Google Earth – how are they similar/different?</p>	<p>Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps.</p> <p>Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>To explore different materials: Floating / Sinking – building equipment for Baby bear to take to space. Metallic / non-metallic objects.</p> <p>Stranger danger (based on Jack and the beanstalk).</p> <p>Talking about occupations and</p>	
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	and fictional characters.			how to identify strangers that can help them when they are in need. Listening to stories and placing events in chronological order.	
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Expressive Arts and Design

Educational Programmes:

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.

Music-Join in with songs and nursery rhymes. Join in with role play opportunities and make suitable props. Junk modelling linked to traditional tales. Build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Exploring sounds and how they can be changed,	Music and PE-Listen to music and make dances in response. Art-Painting, experimenting with mixing colours. Firework pictures, Christmas decorations and cards, Divas, Christmas songs and poems. Use of puppets and story stones to encourage children	Music-Learn a traditional song and dance from other cultures. Encourage children to create their own music. Making lanterns linked to Chinese New Year. Chinese music and dragon dancing. Children will be encouraged to	Art- Printing patterns on Easter eggs, Mother's Day and Easter crafts. Make different textures; make patterns using different colours Provide a wide range of props for play which encourage imagination.	DT-Design and make a toy. PE- Learning a dance routine and performing for peers. Putting movement to music.	Art-Exploring different techniques to create paintings. Father's Day crafts.
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<p>tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>to re-tell invent and adapt stories. Join in with role play of The Nativity.</p>	<p>select the tools and techniques they need to assemble materials that they are using. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Weaving fabrics to make a pattern.</p>		
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