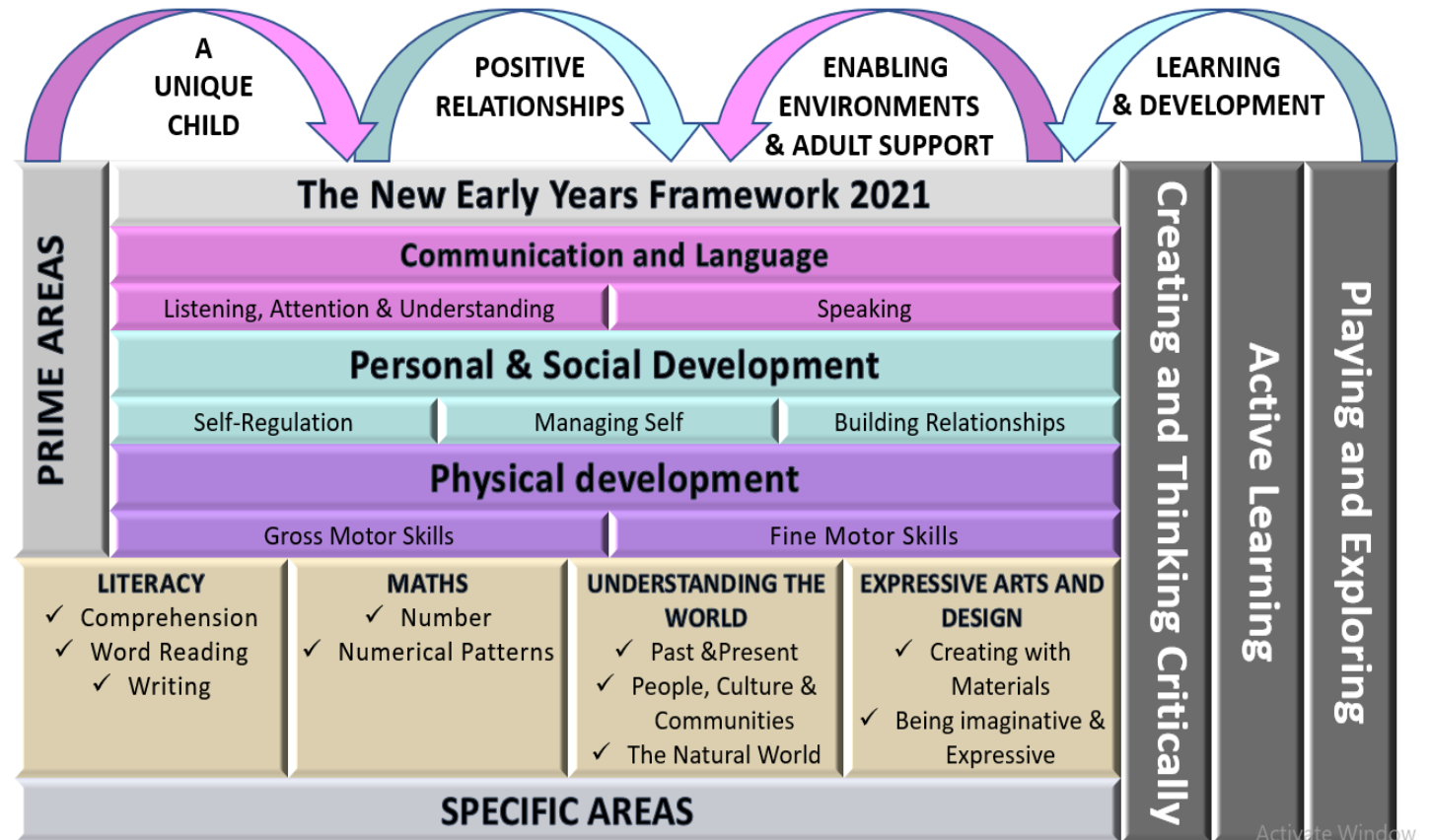


Cadishead Primary School

NURSERY LONG TERM PLAN





NURSERY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



GENERAL THEMES

NB: AS WE FOLLOW A PHILOSOPHY OF *PLANNING IN THE MOMENT, THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS*

Starting nursery
My new class
New Beginnings
My family
PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe

Halloween
Bonfire night celebrations
The Nativity
Diwali
Eid
Father Christmas visits
Christmas Lists

Chinese New Year

Easter
Mothers Day

Fathers Day

European Day of Languages

Diwali
Guy Fawkes / Bonfire
Remembrance Day
World Nursery Rhyme Week
Christmas Time/Nativity/Santa
D+T Christmas project(whole school)

Valentines day
Chinese New Year
Weather experiments

Mother's Day
World Book Day
Easter bonnet parade
Visit to RHS

Visit to farm
Caterpillars

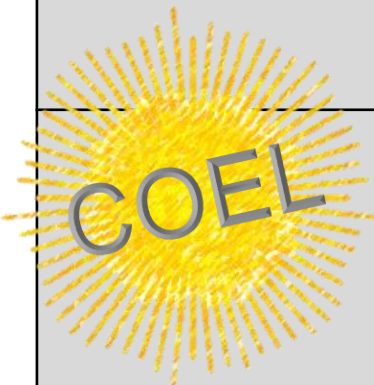
Father's Day
Seaside Day
New children visits
End of year family picnic

'WOW' MOMENTS / ENRICHMENT



NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	WATER, WATER EVERYWHERE	PAST, PRESENT, AND FUTURE	AMAZING ANIMALS	COME OUTSIDE



Characteristics of Effective Learning

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

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

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

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

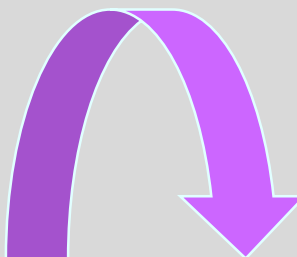
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

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

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Cadishead, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



OVER
ARCHING
PRINCIPLES



NURSERY LONG TERM PLAN

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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	WATER, WATER EVERYWHERE	PAST, PRESENT, AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
BRITISH VALUES	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>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. Class rules</p>	<p>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. We understand and celebrate the fact that everyone is different.</p>	<p>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.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry (Prime areas only) WellComm Screening EYFS team meetings	On going assessments Pupil progress meetings VIP parent meetings EYFS team meetings In house moderation End of term Assessments (on track/not on track)	On Going Assessments WellComm re-screening EYFS team meetings VIP parent meetings In house moderation	On going assessments Pupil progress meetings EYFS team meetings End of term Assessments (on track, not on track) VIP parent meetings EYFS team meetings In house moderation	WellComm Re-screening EYFS team meetings VIP parent meetings EYFS team meetings In house moderation	WellComm Re-screening for those children on amber/red On going assessments VIP parent meetings EYFS team meetings In house moderation Reports Exit Nursery data (on track/not on track)
PARENTAL INVOLVEMENT	Home Visits ClassDojo involvement VIP parent meetings Cauliflower Cards	ClassDojo involvement Xmas performance VIP parent meetings Stay and play- phonics focus	ClassDojo involvement VIP parent meetings Stay and Play – maths focus	ClassDojo involvement Mother's Day Tea Party Easter bonnet parade VIP parent meetings Stay and play- UW focus	New starter meetings /visits ClassDojo involvement VIP parent meetings Stay and play- Mark-making focus (PD/LEAD)	New starter meetings /visits ClassDojo involvement End of year family Picnic VIP parent meetings Stay and play – EAD focus



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GENERAL THEMES	ALL ABOUT ME	LET'S CELEBRATE	WARE, WATER EVERYWHERE	PAST, PRESENT, AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your 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, sharing circles, PSHE times, stories, singing, speech and language interventions, The Poetry Basket, The Story Basket, Helicopter Stories, EYFS productions, DAILY STORY TIME USING HIGH QUALITY TEXTS	WellComm interventions Poetry Basket Rhyme of the week Settling in activities Making friends Show an interest in the lives of other people <ul style="list-style-type: none"> - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers <p>Key vocab: colours, nursery areas, adult names, rules & routines, families</p>	WellComm interventions Poetry Basket Rhyme of the week Sigl can follow two-step simple instructions with visuals <ul style="list-style-type: none"> - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes <p>- Key vocab: celebrations, describing words, food/ingredients - Christmas</p>	Poetry Basket Rhyme of the week WellComm interventions I can speak in 2/3/4 word sentences <ul style="list-style-type: none"> - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers <p>Key vocab: water/snow/ice/solid/liquid Seasons, weather, changes, places</p>	Poetry Basket Rhyme of the week WellComm interventions <ul style="list-style-type: none"> - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys <p>Key vocab: Past, present, future, now, today, yesterday, tomorrow</p>	Poetry Basket Rhyme of the week WellComm interventions I can explain my own thinking/ideas <ul style="list-style-type: none"> - I can describe the story settings and characters - I can join in with the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings <p>Key vocab: Animal names, habitats, foods, babies, life cycles</p>	Poetry Basket Rhyme of the week WellComm interventions <ul style="list-style-type: none"> - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response <p>Key vocab: Plants, growing, seasons, gardens, holidays, sun safety</p>



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>Handwashing Class rules: Behavioural expectations in the class/boundaries</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I know about oral hygiene 	<p>Independence: selecting and putting back own belongings / Personal hygiene and clothing Oral hygiene: teeth cleaning (GM dental health project)</p> <ul style="list-style-type: none"> - I can express my own feelings - I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings - I can demonstrate friendly behavior and form good relationships with adults and peers 	<p>What is friendship? Developing relationships with adults and peers</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I can use an adult as a secure base - I can begin to accept the needs of others and can take turns and share resources - I can show confidence in asking adults for help 	<p>Healthy eating A healthy lifestyle- exercise</p> <ul style="list-style-type: none"> - I am beginning to understand about foods that are healthy and unhealthy - I can express my own preferences and interests - I can respond to a few appropriate boundaries 	<p>Importance of exercise Being kind to living creatures Taking care of animals</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I can use an adult as a secure base - I am confident to talk to other children when playing - I can usually tolerate delay when my needs are not immediately met - I can seek out others to share experiences - I welcome value and praise for what I have done 	<p>Transition into Reception</p> <ul style="list-style-type: none"> - I enjoy the responsibility of carrying out small tasks - I can select and use activities and resources independently - I can follow rules and understand why they are important - I understand that my wishes may not always be met - I am confident and outgoing with familiar people in the safe context of my setting



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PHYSICAL DEVELOPMENT	<p>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.</p>					
FINE MOTOR	<ul style="list-style-type: none"> - I can hold a pencil (fisted/digital pronate grip) to make marks - I am beginning to do up my own large buttons - I can turn the pages in a book 	<ul style="list-style-type: none"> - I can fit the pieces of a puzzle together - I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> - I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) - I can take off and put on my own shoes (not laces) I am beginning to do up my own zip 	<ul style="list-style-type: none"> - I can show increasing control over tools like pencils and crayons. - I can use tools for mark making with control. - I can grip using five fingers or preferably two fingers and thumb for control. 	<ul style="list-style-type: none"> - I can use a 4 finger grip to hold my pencil - I can use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> - I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil
<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p>	Using whole body, indoor and out to...	Cosmic Kids Yoga Lesson Write Dance	Cosmic Kids Yoga Lesson Write Dance	Write Dance Cosmic Kids Yoga Lesson	Cosmic Kids Yoga Lesson Write Dance	Cosmic Kids Yoga Lesson Write Dance Sports day
GROSS MOTOR	<p>Games and resources timetabled for lunchtime staff to use with the children</p>					
	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates /loose parts play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>From Development Matters 2020:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly from Spring 1	<ul style="list-style-type: none"> - I can fill in missing words from well-known rhymes - I can show a preference for a book or a song or a rhyme. 	<ul style="list-style-type: none"> - I can identify myself in a story and show enjoyment for stories about familiar people - I can hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I show interest in illustrations and print in books and print in the environment. - I can understand that print has meaning - I can hold a book the right way up and turn pages by myself 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can make suggestions about what might happen next in a story - I know that print can have different purposes - I know the names of the different parts of a book 	<ul style="list-style-type: none"> - I can talk about events and characters in a book - I can suggest how a story might end - I know that we read English text from left to right and from top to bottom - I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage. 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can tell a story to friends
PHASE 1 PHONICS- using the Little Wandle 'Foundations in Phonics', with supplementary activities from 'Letters and Sounds, Phase 1'	<p>Aspects 1-4</p> <p>I can join in with rhymes and stories I can differentiate sounds</p>	<p>Aspects 1-5</p> <p>I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</p> <ul style="list-style-type: none"> - I can notice and repeat sounds 	<p>- Aspects 1-7</p>	<p>Aspects 3-7</p>	<p>Aspects 4-7</p> <p>I can spot and suggest rhymes - count or clap syllables in a word</p> <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother 	<p>Aspects 4-7</p> <p>I can orally blend and segment</p>



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THE STORY BASKET	Stone Soup The Greatest In The Land The Elves and the Shoemaker Rudolph the Red Nosed Reindeer The Little Fir Tree		The White Mouse The Porridge Pot Goldilocks and the 3 Bears The Ugly Duckling The King's New Clothes		The Town Musicians of Bremen The Leaky Bucket The 3 Billy Goats Gruff The 12 Dancing Princesses Rumpelstiltskin	
THE POETRY BASKET	Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples Leaves Are Falling Breezy Weather Who Has Seen The Wind? By Christina Rossetti Cup of Tea Mice, by Rose Fylman		Popcorn A Little House Pancakes, by Christina Rossetti Let's Put On Our Mittens I Can Build a Snowman Carrot Nose Spring Wind Furry Furry Squirrel Hungry Birdies A Little seed		I Have a Little Frog Dance, by Nancy White Carlstrom Pitter Patter Sliced Bread A Little Shell Five Little Peas The Fox Monkey Babies, by Irene Ramsey, John Foster Thunderstorm Five Little Owls	



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MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p>Use NCETM book list to support maths through stories.</p>	<p>- See separate Medium Term planning for Nursery Maths</p>					



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UNDERSTANDING THE WORLD RE/FESTIVALS	<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>We aim to help our children develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>I enjoy joining in with family customs and routines</p> <p>Which people are special and why? Being special: where do we belong?</p> <p>Belonging to their family Being part of the Clever Chicks/Cadishead family</p> <p>Which stories are special and why? Diwali</p> <p>Hygge Nature Study-Summer/Autumn</p>	<p>I can remember and talk about significant events in my own experience</p> <p>What times are special and why?</p> <p>Which stories are special and why? Christmas</p> <p>Hygge Nature Study-Autumn/Winter</p>	<p>In pretend play I can imitate everyday actions and events from my own family and cultural background</p> <p>What times are special and why? Chinese new year</p> <p>Hygge Nature Study-Winter/Spring</p>	<p>I can recognise similarities and differences</p> <p>I can remember and talk about significant events in my own experience</p> <p>What times are special and why? Easter</p> <p>Which stories are special and why? Easter</p> <p>What places are special and why? Church at Easter</p> <p>Hygge Nature Study- Spring</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others</p> <p>What is special about our world?</p> <p>- Awe and wonder: growth and change of animals</p> <p>- Hygge Nature Study-Summer</p>	<p>I can develop my sense of responsibility and membership of a community</p> <p>What is special about our world?</p> <p>- Awe and wonder: growth and change of plants</p> <p>- Hygge Nature Study-Summer</p>
	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p> <p>- I can talk about what I was like when I was a baby</p>	<p>I enjoy celebrating my birthday and that of others</p> <p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>I am beginning to notice changes in my environment</p> <p>I can talk about the seasons and the changes that occur</p>	<p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>I can begin to make sense of my own life-story and family's history</p>	<p>I can talk about animals, their habitats, and their babies</p> <p>I know how to care for animals</p> <p>I can talk about pets at Pet week</p>	<p>I show interest in different occupations (Eg: fire fighters/nurse/police officers)</p> <p>I can talk about places in and around school</p> <p>- I can make</p>



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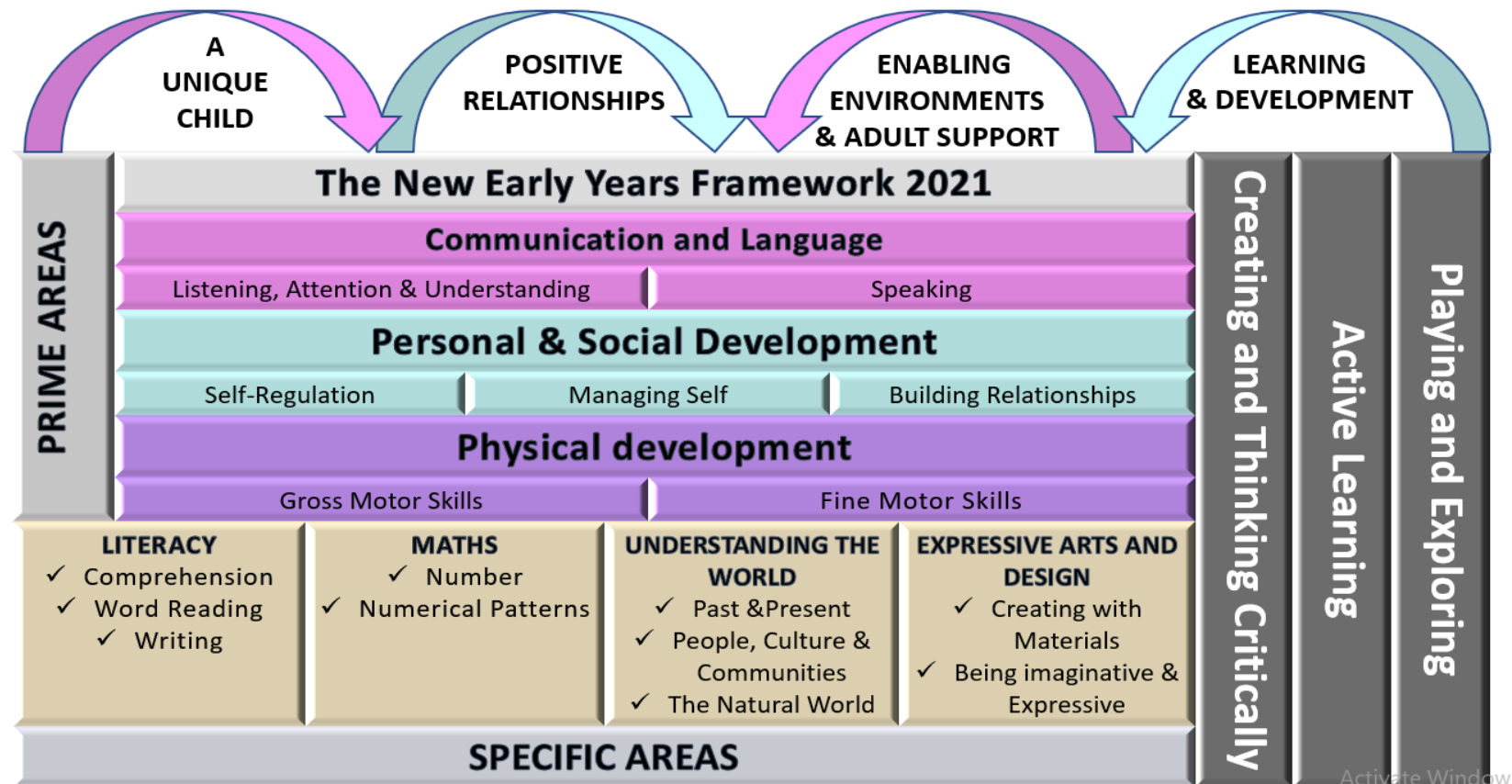


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GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WATER WATER EVERYWHERE	PAST, PRESENT, AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
EXPRESSIVE ARTS AND DESIGN	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Weekly music lessons will be delivered</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>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 their work / interests and passions.</i></p>	<ul style="list-style-type: none"> - I can explore different materials freely, in order to develop my ideas about how to use them and what to make. - I can use various construction materials - I can manipulate play dough (roll, knead) <p>I can sing familiar songs and rhymes</p> <p><u>Artist Study</u></p>	<ul style="list-style-type: none"> - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) - I can recognise and name colours. - I can respond and move to music - I can make music with untuned percussion <p><u>Artist Study</u></p>	<ul style="list-style-type: none"> - I can join different materials and explore different textures. - I can draw identifiable pictures - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control <p><u>Artist Study</u></p>	<ul style="list-style-type: none"> - I can talk about what I am creating/listening to - I can begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ <p><u>Artist Study</u></p>	<ul style="list-style-type: none"> - I can draw a person with identifiable features - I can develop my own ideas and then decide which materials, including natural objects, to use to express them. <p>- <u>Artist Study</u></p>



Cadishead Primary School

RECEPTION LONG TERM PLAN





RECEPTION LONG TERM PLAN



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

ALL ABOUT ME!

Starting Reception
My class rules
My family
Being kind / staying safe
Ourselves
The Queen

LET'S CELEBRATE

Halloween
Bonfire night celebrations
Winter
The Nativity
Diwali
Father Christmas visits
Christmas Lists/letters
Christmas cards
Christmas decorations

WATER EVERYWHERE

Weather
Experiments

Past present and future

Amazing Animals

Come outside
Growing
Taking care of the
environment
Compare and contrast
environments

NB: AS WE FOLLOW A
PHILOSOPHY OF
*PLANNING IN THE
MOMENT, THESE THEMES
MAY BE ADAPTED AT
VARIOUS POINTS TO
ALLOW FOR CHILDREN'S
INTERESTS*

'WOW' MOMENTS /
ENRICHMENT

Diwali
Harvest

Guy Fawkes / Bonfire Night/fire
safety
Remembrance day
Christmas Time/Nativity/Santa
Autumn

Valentines day
Chinese New Year
Weather experiments

Mother's Day
World Book Day
Easter bonnet parade

Minibeasts
Pets week
VISIT TO CAFT

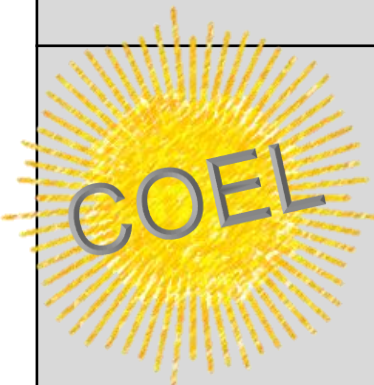
Father's Day
Transition into Year 1
End of year family picnic
Seaside Day

THESE WILL BE ADDED
TO IN RESPONSE TO
INTERESTS ARISING
FROM VIP CHILDREN



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE



Characteristics of Effective Learning

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

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

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

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

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

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

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Cadishead, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



OVER
ARCHING
PRINCIPLES



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
BRITISH VALUES	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>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. Class rules</p>	<p>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. We understand and celebrate the fact that everyone is different.</p>	<p>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.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry SALT screening Reception baseline (gov) Pupil progress meetings Moderation training</p>	<p>On going assessments VIP parent meetings EYFS team meetings In house moderation End of term Assessments- Classroom Monitor</p>	<p>On Going Assessments EYFS team meetings VIP parent meetings EYFS team meetings In house moderation</p>	<p>On going assessments Pupil progress meetings EYFS team meetings End of term Assessments – Classroom Monitor VIP parent meetings EYFS team meetings In house moderation</p>	<p>EYFS team meetings VIP parent meetings EYFS team meetings In house moderation ELG data</p>	<p>VIP parent meetings EYFS team meetings In house moderation Reports EYFS team meetings Transition meetings-data passed on to year 1.</p>
PARENTAL INVOLVEMENT	<p>ClassDojo involvement Cauliflower Cards Phonics homework Reading meeting</p>	<p>ClassDojo involvement Christmas singalong VIP parent meetings</p>	<p>ClassDojo involvement VIP parent meetings Stay and play maths Stay and play phonics</p>	<p>ClassDojo involvement Mother's Day Tea Party Easter bonnet parade VIP parent meetings Stay and play UW</p>	<p>ClassDojo involvement VIP parent meetings Stay and play writing</p>	<p>ClassDojo involvement End of year family Picnic New children visits/stay and play VIP parent meetings Stay and play EAD</p>



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S CELEBRATE	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Helicopter Stories, EYFS productions,</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS</p>	<p>SALT assessments Talk Teddy Sharing Time</p> <ul style="list-style-type: none"> - I can follow an instruction - I can sit and listen to other people's ideas. - I can share my ideas with others - I can take turns in conversations. <p>Key vocab: Reception areas, adult names, rules & routines, families, Autumn, seasons, fruit and vegetables</p> <ul style="list-style-type: none"> • I develop social phrases: "Please can I play" "please can I have it after you" "please don't do that, I don't like it" • I listen to and talk about stories to build familiarity and understanding. • I can retell the story, once 	<p>SALT interventions Sharing Time VIP Photos</p> <p>I can follow two-step simple instructions</p> <p>I can concentrate for longer periods</p> <ul style="list-style-type: none"> - I can join in with class discussions - I can listen, talk about and join in with stories and rhymes - Key vocab: celebrations, describing words, winter - • I develop social phrases. "Please can I play" "please can I have it after you" "please don't do that, I don't like it" • I engage in story times. • I listen to and talk about stories to build familiarity and understanding. 	<p>I understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> • I am learning and using new vocabulary. • I can ask questions to find out more and to check I understand what has been said. • I articulate and share my ideas and thoughts in well-formed sentences. <ul style="list-style-type: none"> • I use a range of connectives. • I describe events in some detail. • I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • I listen to and talk about stories to build familiarity and understanding. • I can retell the story, once I have developed a deep 	<ul style="list-style-type: none"> • I use new vocabulary in different contexts. • I listen carefully to rhymes and songs, paying attention to how they sound. • I learn rhymes, poems and songs. <ul style="list-style-type: none"> • I engage in non-fiction books. • I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • I engage in story times • I listen to and talk about stories to build familiarity and understanding. • I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words I use new vocabulary in different contexts. <p>The Write Stuff-lack and the</p>	<ul style="list-style-type: none"> • I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • I make comments about what I have heard and ask questions to clarify my understanding. • I Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • I listen carefully to rhymes and songs, paying attention to how they sound. • I learn rhymes, poems and songs. <ul style="list-style-type: none"> • I engage in story times <p>The write stuff- if sharks disappeared</p>	<ul style="list-style-type: none"> • I participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. • I express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher. <p>The Write Stuff- how to catch a star</p>



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WATER EVERYWHERE	PAST PRESENT AND FUTURTE	AMAZING ANIMALS	COME OUTSIDE
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>Handwashing Class rules: Behavioural expectations in the class/boundaries Sharing emotions Healthy eating and drinking</p> <p>I am starting to build considerate and respectful relationships with others</p> <p>I am starting to consider the feelings of others</p> <p>I can manage my own personal needs-hygiene and toileting</p> <p>I can identify and start to control my emotions e.g. if things do not go my way.</p> <p>I understand the importance of eating and drinking healthily</p> <ul style="list-style-type: none"> - I know how to be a safe pedestrian - NSPCC-PANTS 	<p>Independence: selecting and putting back own belongings / Personal hygiene and clothing Classroom rules Sharing/turn taking Cooperative play Healthy eating and drinking</p> <ul style="list-style-type: none"> - I can take turns and share my toys with others - I am learning to play cooperatively in a small group (interventions) - I can follow the classroom rules - I can identify and start to control my emotions e.g. if things do not go my way. <p>I understand the importance of eating and drinking healthily</p> <ul style="list-style-type: none"> •I Think about the perspectives of others. 	<ul style="list-style-type: none"> • I can build constructive and respectful relationships. • I express my feelings and consider the feelings of others. • I can Identify and moderate my own feelings socially and emotionally. • I Think about the perspectives of others. • I Show an understanding of my own feelings and those of others, and am beginning to regulate my behaviour accordingly. <p>THINK EQUAL</p>	<ul style="list-style-type: none"> • I can Set and work towards simple goals,. <p>I am able to wait for what I want and control my immediate impulses.</p> <ul style="list-style-type: none"> • I see myself as a valuable individual. • I Show resilience and perseverance in the face of challenge. • I Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine - toothbrushing <p>THINK EQUAL</p>	<ul style="list-style-type: none"> • I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. • I can explain the reasons for rules, know right from wrong and try to behave accordingly <p>THINK EQUAL</p>	<ul style="list-style-type: none"> • I Work and play cooperatively and take turns with others. • I have positive attachments to adults and friendships with peers. • I show sensitivity to my own and others’ needs. <p>THINK EQUAL</p>



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE

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

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

<ul style="list-style-type: none"> - I can hold scissors correctly I can begin to hold a pencil to make marks effectively. - I am able to put my coat on by myself. - I am beginning to hold and use a knife and fork. 	<ul style="list-style-type: none"> - I am - I can begin to fasten my coat. - I am beginning to hold and use a knife and fork more effectively. - I am beginning to use different mark making tools effectively e.g. pencil crayon to colour a picture. - FINE MOTOR FRIDAYS 	<ul style="list-style-type: none"> • 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 FINE MOTOR FRIDAYS 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Develop the foundations of a handwriting style which is fast, accurate and efficient. FINE MOTOR FRIDAYS 	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing FINE MOTOR FRIDAYS 	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. - FINE MOTOR FRIDAYS
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GROSS MOTOR

<ul style="list-style-type: none"> I can use a large ball for throwing, rolling, catching and kicking. I am moving with good control to avoid others. I am beginning to jump from different heights, landing correctly. I can use a good posture to sit on the floor, at a chair and when standing to line up I am learning to negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> I can use a large ball for throwing, rolling, catching and kicking. I am moving with good control to avoid others. I am beginning to jump from different heights, landing correctly. I can use a good posture to sit on the floor, at a chair and when standing to line up. I am learning to negotiate space and obstacles safely, with consideration for themselves and others. • I Demonstrate strength, balance and coordination when playing. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing Beginning to 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 the skills they need to manage the school day successfully: - lining up and queuing - mealtimes • I can Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • 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. . I can Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> • 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. • Combine different movements with ease and fluency. . I can Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • 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. 	<ul style="list-style-type: none"> • 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. . I can Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • 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.
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RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S CELEBRATE	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
READING	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<ul style="list-style-type: none"> - I can complete several nursery rhymes - I can continue a rhyming string - I can recognize initial sounds - I can orally blend and segment some cvc words - I can use and understand recently introduced vocabulary about autumn and harvest, during discussions about stories, non-fiction, rhymes and poems and during role play. - Little Wandle 	<ul style="list-style-type: none"> - I can recognize initial sounds - I can orally blend and segment some cvc words - I can read a few common exception words matched to the school's phonic programme. - I can begin to write some cvc words <p>I am able to begin to read pink band reading books I can Re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.</p> <ul style="list-style-type: none"> - I can use and understand recently introduced vocabulary about celebrations, during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Little Wandle</p>	<ul style="list-style-type: none"> - I can read a few common exception words matched to the school's phonic programme. - I can begin to write some cvc words - I can begin to form lower case letters using correct orientation - I can read some letter groups that each represent one sound and say sounds for them.- <p>I am accessing the reading scheme in line with my phonic knowledge</p> <p>I can Re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.</p> <ul style="list-style-type: none"> • I can use and understand recently introduced vocabulary about winter. 	<ul style="list-style-type: none"> - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - I am accessing the reading scheme in line with my phonic knowledge - I can Re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. - I can use and understand recently introduced vocabulary about plants, during discussions about stories, non-fiction, rhymes and poems and during role play. - Little Wandle 	<ul style="list-style-type: none"> - I can read - I am accessing the reading scheme in line with my phonic knowledge - I can Re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. - I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. - I can anticipate (where appropriate) key events in stories. - I can use and understand recently introduced vocabulary about animals, during discussions about stories, non-fiction, rhymes and poems and during role play. - Little Wandle 	<ul style="list-style-type: none"> - I am accessing the reading scheme in line with my phonic knowledge - I can Re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. • I can use and understand recently introduced vocabulary about transport, during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Little Wandle</p>
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Children will visit the library weekly</p>					
PHONICS						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	Come outside
WRITING	<p>I am beginning to write my first name.</p> <p>I am beginning to form some lower case letters starting in the correct place.</p>	<ul style="list-style-type: none"> - I can confidently write my first name - I am beginning to form some lower case letters starting in the correct place. - I am able to use some letters to represent words - The Write Stuff-Handa's surprise - Handwriting- Ladder letters - The message centre –pre writing symbols 	<p>I can confidently write my first name and am beginning to write my second name.</p> <p>I am beginning to write a few cvc words using known graphemes</p> <p>I am beginning to form some lower case letters starting in the correct place.</p> <p>The Write Stuff- We're going on a bear hunt</p> <p>Handwriting- one armed Robots</p> <p>The message centre - graphemes</p>	<ul style="list-style-type: none"> - I am able to write cvc words use correct graphemes. - I am beginning to write simple phases - I am beginning to form lower case letters starting in the correct place. - I am beginning to form capital letters correctly. - The Write Stuff-Jack and the Jellybean stalk - Handwriting- curly caterpillars - The message centre - words 	<p>I can write simple sentences.</p> <p>I can write recognisable letters, most of which are correctly formed</p> <p>I am beginning to form capital letters correctly.</p> <p>The write stuff- if sharks disappeared</p> <p>Handwriting- zig zag monster letters</p> <p>The message centre - phrases</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>I can write recognisable letters, most of which are correctly formed.</p> <p>The Write Stuff- how to catch a star</p> <p>Handwriting-capital letters</p> <p>The message centre - sentences</p>



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	WATER EVERYWHERE	PLANTING	AMAZING ANIMALS	TRANSPORT
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p>Use NCETM book list to support maths through stories.</p>	<p align="center"> - See separate Medium Term planning for Reception Maths - NCTEM-Number - White Rose Maths- SSM </p>					



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE

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>UNDERSTANDING THE WORLD</p> <p>RE/FESTIVALS</p> <p>We aim to help our children develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> - I can talk about my family <ul style="list-style-type: none"> - I am learning about Christians and their celebrations like Harvest festival. - I am exploring the natural world around me, learning about seasons, especially Autumn and minibeasts. - I am learning to use my senses to observe, compare, describe and draw natural things around me like minibeasts and fruits and vegetables. <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - RE Today Services / A Unit of work for Foundation Stage F1 which stories are special and why 	<ul style="list-style-type: none"> • I can name and describe people who are familiar to me, like people who help me in my community. <ul style="list-style-type: none"> • I am comparing how things were in the past compared to now and how they are celebrated differently across the world e.g. Christmas, remembrance day, bonfire night, Halloween • I understand the effect of changing seasons on the natural world around me by looking at how Autumn changes into Winter. <p>Draw information from a simple map by looking at Santa</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community 	<ul style="list-style-type: none"> - Draw information from a simple map by looking at where we live <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways e.g. Chinese new year. - Recognise some environments that are different to the one in which they live. <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - RE Today Services / A Unit of work for Foundation Stage- F3 which places are special and why <ul style="list-style-type: none"> - Church visit 	<ul style="list-style-type: none"> • I can explore the natural world around me, making observations and drawing pictures of animals and plants. <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class. • I understand the past through settings, characters and events encountered in books read in class and storytelling. • RE Today Services / A Unit of work for Foundation Stage- F2 which people are special and why • Wanderlust Hygge nature study- fossils 	<ul style="list-style-type: none"> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <ul style="list-style-type: none"> • I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. • I can explore the natural world around me, making observations and drawing pictures of animals and plants. <p>RE Today Services / A Unit of work for Foundation Stage- F5 where do we belong</p> <p>Wanderlust Hygge nature study- baby animals Caterpillars Tadpoles and ponds Beetles</p>	<ul style="list-style-type: none"> I Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>RE Today Services / A Unit of work for Foundation Stage- F6 what is special about our world</p> <p>Wanderlust Hygge nature study- Seeds Sunshine and shadows Summer Flowers Meadows</p>
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RECEPTION LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WATER EVERYWHERE	PAST PRESENT AND FUTURE	AMAZING ANIMALS	COME OUTSIDE
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Weekly music lessons will be delivered</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>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 their work / interests and passions.</i></p>	<ul style="list-style-type: none"> • I can listen attentively, move to and talk about music. • I can sing in a group or on my own. • I can match pitch and follow a melody. • I am learning to sing a range of well-known nursery rhymes and songs. • I Invent, adapt and recount narratives and stories with my peers and my teachers. • Charanga- me! 	<p>I am learning to sing a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> • I develop storylines in my pretend play. • I explore, use and refine a variety of artistic effects to express my ideas and feelings. • I Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and 	<ul style="list-style-type: none"> • I return to and build on my previous learning, refining ideas and developing my ability to represent them. • I create collaboratively, sharing ideas, resources and skills. <p>Charanga- everyone!</p>	<ul style="list-style-type: none"> • I Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • I Share my creations, explaining the process that I have used. • I Invent, adapt and recount narratives and stories with my peers and my teachers. <p>Charanga- our world</p>	<ul style="list-style-type: none"> - • I Make use of props and materials when role playing characters in narratives and stories. - • I Invent, adapt and recount narratives and stories with my peers and my teachers. - • I create collaboratively, sharing ideas, resources and skills. - I Safely use and explore a variety of materials, tools and techniques, 	<ul style="list-style-type: none"> • I Sing a range of well-known nursery rhymes and songs. • I perform songs, rhymes, poems and stories with others, and try to move in time with music. <p>I Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to make various vehicles.</p> <p>Charanga- reflect, rewind and replay</p>

