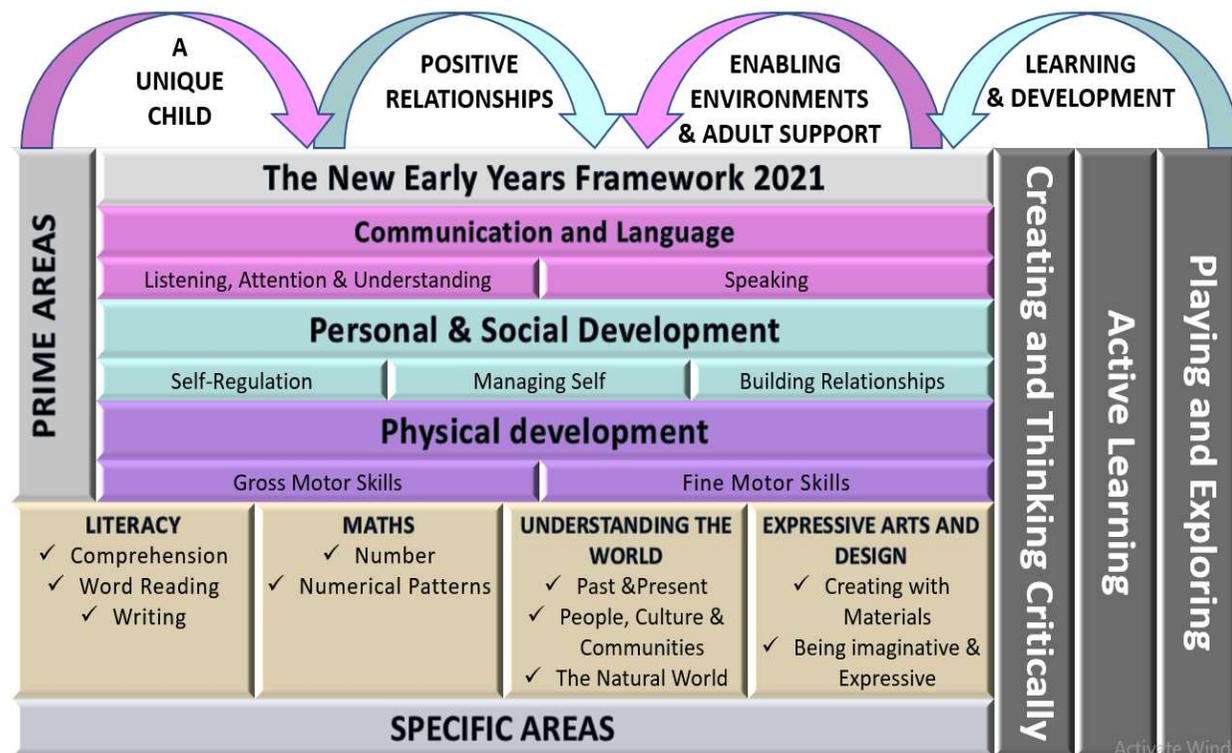


RECEPTION LONG TERM PLAN 25-26

Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021' and the children's personal interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Hampton Hargate Primary School, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.





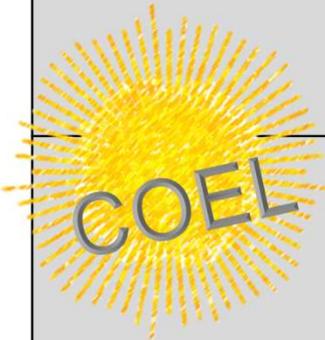
RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|--|---|--|---|--|
| <p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests</p> | <p>OURSELVES!</p>  <p>Starting school / my new class / New Beginnings My family and I / PSED focus /relationships/feelings Birthdays What makes me special Toys now and then Make a natural sculpture: Andy Goldsworthy Weather / seasons</p> | <p>CELEBRATIONS!</p>  <p>Learning about different celebrations, religions and cultures Understanding Seasons Shape pictures Bonfire night / Diwali / Christmas Christmas celebrations Writing letters to Santa Weather / seasons UTW-Melting ice experiment Visit to Church Dental Hygiene</p> | <p>PEOPLE WHO HELP US!</p>  <p>Different people and different occupations Helping others Non-fiction texts Designing and making Lunar New Year Climates / Hibernation Materials</p> | <p>ANIMAL MAGIC!</p>  <p>Pancake day/Lent Household items now and then Life cycles – Chicks Cracking eggs (durable materials experiment) Animal Arts and crafts The three little pigs materials and their properties experiment Weather / seasons Science Week Easter celebrations</p> | <p>GROWING!</p>  <p>Plants & Flowers Weather / seasons Planting beans/seeds Whole school trip to the farm Sports week</p> | <p>WONDERFUL WATER AND AROUND THE WORLD!</p>  <p>Where do we live in the UK / world? Simple maps Creating simple maps Comparing countries to the UK Beebots- map work Walk around Hampton Growing up and moving on Transitions</p> |
| <p>Literacy Focus Texts</p> | <p>Our Class is a Family The big book of families We're going on a bear hunt.</p> | <p>Little red riding hood Nativity</p> | <p>Fire fighter Non-fiction text Supertato Poetry Basket</p> | <p>The three little Pigs Think Big Owl Babies</p> | <p>Jack and the beanstalk Jim and the beanstalk The Tortoise and the hare</p> | <p>Lost and Found Commotion in the Ocean</p> |
| <p>Possible Texts and 'old favourites'</p> | <p>Gruffalo/Gruffalo's child The Colour Monster The Prickly Hedgehog After the Storm The Little Red Hen</p> | <p>The Jolly Christmas Postman Christmas Story / Nativity Rama and Sita Stick Man Funny Bones</p> | <p>Tiger who came to tea Supertato What the Ladybird heard How to catch a Star Goodnight Moon</p> | <p>Owl Babies The 3 Little Pigs 3 Billy Goat's Gruff Monkey Puzzle The mole who knew it was</p> | <p>Very Hungry Caterpillar Jasper's Beanstalk The Tiny Seed Oliver's Vegetables Jack and the Beanstalk</p> | <p>The Snail and the Whale Mr. Gumpy's Outing Tiddler One is a Snail, ten is a crab Pirate Adventure</p> |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|------------|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |



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.

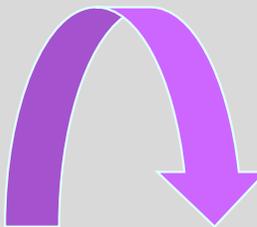
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

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: 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 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|---|---|--|--|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| <p>Our Aim</p> <p>Our aim is to foster the development of inquisitive and well-informed children who are able to think for themselves and act in a responsible, independent way. We aim to develop enquiring open minds, self-disciplined work habits and a search for excellence in all things.</p> | <p>Kindness & Self-belief</p> <p>Books: Kindness: Dogger, Room on the broom Lost and Found Self belief Gruffalo How to Catch a Star</p> | <p>Honesty & Independence</p> <p>Books: Honesty: The Colour thief The boy who cried wolf Independence: Whatever Next! The way back home</p> | <p>Respect & resilience</p> <p>Books Respect: Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Resilience: Peace at last After the Storm Incredible you Monkey Puzzle</p> | <p>Responsibility & curiosity</p> <p>Books Responsibility: Bog baby The Great Kapok Tree Curiosity: The mole who knew it was none on his business</p> | <p>Values: Re-cap on all 6</p> <p>Books: Independence: Lost and found</p> | <p>Values: Re-cap on all 6</p> |
| <p>At Hampton Hargate Primary School we are committed to the academic, personal, social and emotional development of all of our pupils. We create an engaging environment where successful and inspiring teaching, enthusiastic learning, tolerance and mutual respect towards others is valued above all else.</p> <p>In pursuit of excellence we will always endeavour to demonstrate best practice, promote the spiritual, moral, cultural, mental and physical development of pupils - in our school and in society - and prepare the children for the opportunities, responsibilities and experiences of later life.</p> <p>We ensure pupils experience a broad and balanced curriculum which supports, challenges and extends their self-discipline, motivation and self-esteem. By working closely with pupils, parents and the wider community, we will support and encourage the children to develop into confident, independent, successful and responsible individuals who have an appreciation and an appropriate sense of Citizenship</p> | | | | | | |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------------------------|---|---|---|---|---|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| British Values | <p>Mutual respect</p> <p>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</p> <p>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. We will focus on this through different celebrations.</p> | <p>Rule of law</p> <p>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</p> <p>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. We vote for activities we would like to participate in.</p> | <p>Democracy</p> <p>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</p> <p>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</p> <p>National Baseline data by end of term</p> <p>Phonics assessments</p> <p>EYFS team meetings</p> | <p>On going assessments</p> <p>Pupil progress meetings</p> <p>GLD Projections for EOY</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>End of term assessments</p> <p>Phonics assessments</p> | <p>Cluster moderation</p> <p>EYFS team meetings</p> <p>Phase meeting and internal moderations</p> <p>Phonics assessments</p> | <p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>End of term assessments</p> <p>Phonics assessments</p> <p>Update GLD projections</p> | <p>Cluster moderation</p> <p>EYFS team meetings</p> <p>Phonics assessments</p> <p>Internal moderation</p> | <p>Pupil progress meetings</p> <p>Reports</p> <p>Phonics assessments</p> <p>EYFS team meetings</p> <p>EOY data</p> |
| Parental Involvement | <p>Welcome meeting</p> <p>Tapestry involvement</p> <p>Lesson visit</p> <p>Parent's Evening</p> <p>Mystery Readers</p> | <p>Tapestry involvement</p> <p>Nativity</p> <p>Curriculum Evening</p> <p>Friend's Christmas Fete</p> <p>Mystery Readers</p> | <p>Tapestry involvement</p> <p>Reading meeting</p> <p>Parent phone calls</p> <p>Mystery Readers</p> | <p>Tapestry involvement</p> <p>Parents Evening</p> <p>Mystery Readers</p> | <p>Tapestry involvement</p> <p>Class assembly</p> <p>Mystery Readers</p> | <p>Tapestry involvement</p> <p>Open Evening</p> <p>Class assembly</p> <p>Summer Fete</p> <p>Mystery Readers</p> |



DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS AND READ TO FEED

| BAME main characters | Cultural Diversity | Neurodiversity | Physical Disabilities | Different Families |
|--|---|--|--|--|
| Brave Juniper Jupiter Ravis roar Jabari jumps Billy and the beast Billy and the dragon Izzy gizmo I have to start at school today Ruby's worry 15 things not to do with a puppy We are going on a Lion Hunt Handa's surprise. | Bringing in the new year My granny went to market We all went on safari Bringing the rain to Kapiti Plain Mama Panya's pancakes Coming to England The chicken chasing queen of Lamar county | Perfectly Norman Incredible you I am stronger than anger What makes me a me? The lion inside All are welcome My magic breath | Its ok to be different When Charlie met Emma Only one you Happy to be me Mila gets her super ears Dachy's Deaf Maxi's Super Ears The Little Deaf Squirrel What the Jackdaw Saw | My pirate mums The girl with two dads We are family More people to love me The great big book of families Our class is a family |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|--|---|--|--|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| 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, sharing personal experiences from Tapestry, EYFS productions and Word Aware</p> <p>Daily story time using high quality texts. Daily Nurture time.</p> | <p>Settling in activities Making friends Children talking about experiences that are familiar to them about family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Wellcom Learning different nursery rhymes every week Mystery Readers Helicopter Stories and Poetry Basket used weekly</p> | <p>Develop vocabulary: Word aware Helicopter Stories Discovering Passions Tell me a story - retelling stories. Listening and responding to stories Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week (poetry basket) Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Talking about experience with the class bears Performing the Reception Nativity Mystery readers Helicopter Stories and Poetry Basket used weekly</p> | <p>Develop vocabulary: Word aware Helicopter Stories Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story – story maps Ask questions to find out more and to check they understand what has been said to them. I can describe events (Lunar New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Mystery Readers Helicopter Stories and Poetry Basket used weekly</p> | <p>Word Aware: explore vocab Helicopter Stories Reciting poems and songs I can learn and recite, poems and songs: Tell me a story - retelling stories – story maps Articulate a life cycle -chicks I can listen to and engage in and talk about selected non-fiction - chicks I can articulate my ideas and thoughts into well-formed sentences – how and why I made my super-vegetable I ask questions to find out more Talking about experience with the class bears Mystery RHelicopter Stories and Poetry Basket used</p> | <p>Word Aware: Explore Vocab Helicopter Stories I can learn and recite, poems and songs: Using the iPad to take a photograph / film each other retelling stories I can describe events in some detail, walk around Hampton. Talking about experience with the class bears I can describe events in some detail, school trip Mystery Readers Helicopter Stories and Poetry Basket used weekly</p> | <p>Word Aware: Explore Vocab Helicopter stories I can learn and recite, poems and songs: songs for class assembly I can talk about similarities and differences between things in the past and now (my first year at school) I can talk about the experiences I have had at different points in the school year I can describe events in some detail: farm trip, butterfly life cycle Talking about experience with the class bears Mystery Readers Helicopter Stories and Poetry Basket used weekly</p> |

RECEPTION LONG TERM PLAN 25-26



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------------------|---|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Communication and Language | <p>Our Curriculum Goals</p> <p>Express ideas and feelings with confidence</p> <p>Communicate effectively to meet different needs</p> <p>Speak in full sentences, using a wide vocabulary</p> | | | | | |





RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|---|---|---|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Personal, Social and Emotional Development | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life . | | | | | |
| Managing Self Self - Regulation Developing Relationships | <p>1 Decision Programme of study: Covers units</p> <ul style="list-style-type: none"> Keeping and staying safe Keeping and being healthy Relationships Being Responsible Feelings and emotions Our World Online and computer safety Change and Transition <p>Belonging in the class</p> <ul style="list-style-type: none"> Likes and dislikes Similarities and differences Setting goals Recognising feelings Communication and cooperation Ground Rules Rights Rules and Responsibilities Right and wrong Fair and unfair | <p>1 Decision Programme of study: Covers units</p> <ul style="list-style-type: none"> Keeping and staying safe Keeping and being healthy Relationships Being Responsible Feelings and emotions Our World Online and computer safety Change and Transition <p>Valuing difference and diversity</p> <ul style="list-style-type: none"> Kind and unkind behaviour Bullying /Conflict resolution Asking for help and telling Being assertive Safety Circle / Supporting others Identifying and managing emotions Feelings, thought and behaviour Fair and unfair Loss and change / Empathy | <p>1 Decision Programme of study: Covers units</p> <ul style="list-style-type: none"> Keeping and staying safe Keeping and being healthy Relationships Being Responsible Feelings and emotions Our World Online and computer safety Change and Transition <p>Identities and Diversity</p> <ul style="list-style-type: none"> Similarities, difference and diversity Respecting and valuing others The way we live Neighbourhoods Our beliefs Routines, customs and traditions Culture, race and religion | <p>1 Decision Programme of study: Covers units</p> <ul style="list-style-type: none"> Keeping and staying safe Keeping and being healthy Relationships Being Responsible Feelings and emotions Our World Online and computer safety Change and Transition <p>Valuing the body</p> <ul style="list-style-type: none"> Body parts My teeth Shapes and sizes Self care skills Change and responsibilities | <p>1 Decision Programme of study: Covers units</p> <ul style="list-style-type: none"> Keeping and staying safe Keeping and being healthy Relationships Being Responsible Feelings and emotions Our World Online and computer safety Change and Transition <p>Assessing risk</p> <ul style="list-style-type: none"> Personal safety skills Safety Circle Good and bad secrets Good and bad touches Real and pretend Lost and found Road Safety Safe use of medicines Medicines, pills, injections | <p>1 Decision Programme of study: Covers units</p> <ul style="list-style-type: none"> Keeping and staying safe Keeping and being healthy Relationships Being Responsible Feelings and emotions Our World Online and computer safety Change and Transition <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> Healthy Choices My teeth Food and drink Exercise Rest and sleep Leisure time |
| | <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | | | <p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies"</i></p> <p><i>We understand that children develop in individual ways and at varying rates = physically, cognitively, linguistically, socially and emotionally.</i></p> | | |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Personal, Social and Emotional Development | <p>Our Curriculum Goals</p> <ul style="list-style-type: none"> Work as a team To be happy for others and to show empathy Show resilience in the face of challenges To develop self-control | | | | | |





RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|--|---|---|--|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Fine Motor Gross Motor | 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 . | | | | | |
| | Threading, cutting, weaving, playdough Daily Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on | Threading, cutting, weaving, playdough, Daily Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough, daily Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Healthy eating | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego. Effective toothbrushing |
| | GET SET 4 PE : Fundamentals To develop skills of running, balancing, jumping, changing direction, hopping and travelling. To working safely, with responsibility and help others. To developing thinking skills such as decision making and understanding tactics. To develop skills of managing emotions and challenging | GET SET 4 PE : introduction to PE To develop skills of running, jumping, moving safely, throwing, catching and following a path. To develop skills of leadership and sharing. Taking turns, encouraging others and taking responsibility. To develop confidence and perseverance. To working safely, with responsibility and help others. To developing thinking skills such as decision making, following rules and understanding tactics To develop skills of running, balancing, | GET SET 4 PE : Dance To develop skills travelling, copying and performing actions. To develop co-ordination. To develop respect and co-operation with respect. To develop skills of counting, observing and providing feedback. Selecting and applying actions. To develop skills of working | GET SET 4 PE : Gymnastics To develop skills of rocking, balancing, travelling, jumping, making shapes and rolling. To develop skills of communication, co-operation, taking turns and supporting and encouraging each other. To develop confidence and determination. To develop ability to select and apply skills and create | GET SET 4 PE : Ball Skills To develop skills of rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball. To developing thinking skills such as decision making and understanding tactics. To develop honestly and perseverance. To develop co-operation skills. | GET SET 4 PE : Games To develop skills of running, balancing, changing direction, striking a ball and throwing. To develop skills of communication, co-operation, taking turns and supporting and encouraging each other. |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Physical development  | Our Curriculum Goals To be able to hold a pencil with an effective grip and to form the majority of letters correctly Use scissors to cut accurately Move confidently in different ways and with control | | | | | |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|--|--|--|--|--|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Literacy | It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| Comprehension | I can show a preference for a book, song or rhyme. I can talk about events and characters in a story read to me. | I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes | I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense | I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading | I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading | I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) |
| Word Reading | Phonic Sounds: Little Wandle Whole class 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 | Phonic Sounds: Little Wandle Differentiated groups 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. | Phonic Sounds: Little Wandle Differentiated groups Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. 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', 'chin', 'feet', 'storm', 'night'. | Phonic Sounds: Little Wandle Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words. | Phonic Sounds: Little Wandle Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. 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'. | Phonic Sounds: Little Wandle Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff |

- Developing a passion for reading
Children will visit the library weekly

Children will be working in different groups for phonics and then Teacher Led work.



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|--|--|--|--|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Writing Texts may due to children's interests | <p>Texts as a Stimulus: It's my Birthday The Big book of Families We're going on a bear hunt</p> <p>Dominant hand, tripod grip, mark making, Giving meaning to marks and labelling things. Name writing Writing cards / labels for presents. Writing initial sounds</p> | <p>Texts as a Stimulus: Little Red Riding Hood The Christmas Story Christmas Week</p> <p>Name writing Labelling pictures Writing cards for Diwali and letters for Christmas, Retelling stories including the Christmas story – story maps</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words</p> | <p>Texts as a Stimulus: Information Texts Supertato</p> <p>Name writing Writing questions Writing incident forms Labelling pictures Retelling stories Writing cvc words and simple captions</p> | <p>Texts as a Stimulus: Non-fiction books on chicks The Three little pigs Think big Owl Babies</p> <p>Writing lists and instructions Labels and captions – life cycles Character descriptions. Writing a story map Creating our own stories</p> | <p>Texts as a Stimulus: Jack and the Beanstalk Jim and the Beanstalk Tortoise and the Hare</p> <p>Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description – Recount – A trip to the farm</p> <p>Writing captions and sentences</p> | <p>Texts as a Stimulus: Lost and Found Commotion in the Ocean</p> <p>Retelling stories Character descriptions Writing riddles and messages Beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Writing captions and sentences</p> |

RECEPTION LONG TERM PLAN 25-26



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
|  | Our Curriculum Goals Have a love of stories and books Retell a simple story through play Read and write simple sentences containing phase 2 and 3 sounds | | | | | |



RECEPTION LONG TERM PLAN 24-25

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|---|--|--|--|--|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | WONDERFUL WATER AND AROUND THE WORLD! | GROWING |
| 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> | | | | | |
| | Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts Compare size -Compare mass -Compare capacity Explore simple patterns | Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night | Compare mass -Find a balance -Explore capacity -Compare capacity Addition, subtraction, number bonds to 5 and 10, subitising, one more one less, counting in 10s, composition of teen numbers, odd and even. Part-part-whole method, addition | Money Counting in 2s, 5s and 10s measuring and weighing, number bonds to 5 and 10 part-part-whole method, addition, doubles to 5, recap properties of 2D shapes, 3D shape, comparing quantities; more, less, equal to, capacity, subtraction, halving, ordering larger numbers. | Number bonds to 5 and 10, addition and subtraction; practically and on number track, counting in 10s, doubling, halving, capacity, length, 2D shapes, patterns, more than, less than, odd and even. Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10-13) -Build numbers beyond 10 | Composing and decomposing shapes, addition and subtraction. Number line work, adding by counting on, number bonds to 10, one more- one less, doubling, money, 3D shape, time; o'clock. Identify units of repeating patterns - Create own pattern rules |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|---------------|---------------------|---------------|-----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING ! | WONDERFUL WATER AND AROUND THE WORLD! |
| Maths  | Our Curriculum Goals Count, order and recognise numbers to 20 Know what is one more/one less to 10 Add and subtract using cubes Have an understanding of the number bonds to 10 | | | | | |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|--|---|--|---|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Understanding the world | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| <p>Children 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"> Ask questions about the word through using their senses – feeling, hearing, seeing – Autumn Walk Know some important process in the natural world around them – Autumn Walk Understand and explore their different senses. Look at each sense and which part of the body is used. Know some important processes and changes in the world around them – Autumn Walk, learning about Autumn time, hibernation. Know some similarities and differences in relation to materials – looking at and comparing old and new toys Know how to ask questions about the world around them – looking at their immediate environment around the school, walk to Hampton Church Observe changes over time – plant spring bulbs Seasons come, seasons go- Tree NUSTEM | <ul style="list-style-type: none"> Ask questions about the word through using their senses – feeling, hearing, seeing – Winter Walk Know some important process in the natural world around them – Winter Walk processes and changes in the world around them – Winter Walk, learning about Winter time, hibernation. Ice experiments – linked to Winter weather, looking at freezing and melting – Frozen balloons, winter ice. NUSTEM – The not so perfect penguin. NUSTEM- Little Bear's Spring | <ul style="list-style-type: none"> Ask questions about the word through using their senses – feeling, hearing, seeing – Winter Know some important process in the natural world around them – Winter processes and changes in the world around them – Winter time and weather Ice experiments – linked to Winter weather, looking at freezing and melting Know and can talk about forces and how to make things move Understand how to keep themselves healthy and how to look after their teeth – mini topic on teeth – dentists visit? Healthy lunchbox work linked to superheroes Know some similarities and differences in relation to materials – looking at and designing a Superhero cape, choosing the right materials | <ul style="list-style-type: none"> Ask questions about the word through using their senses – feeling, hearing, seeing – Spring Walk Know some important process in the natural world around them – Spring Walk processes and changes in the world around them – Spring time and weather Know and understand about the life cycle of a chick Know about how to care for animals – looking at chicks, Wood Green visit. Observe changes over time – Spring bulbs coming through Which Material is the best to protect the egg when dropped?- simple experiment testing different materials. Which materials make the best home for the 3 little pigs and why – simple experiment testing different materials | <ul style="list-style-type: none"> I can show care and concern for living things in the environment - snails, plants, I can start to develop an understanding of growth, decay and changes over time – look at different fruits and what happen to them over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can identify features of where I live – walk around Hampton Similarities and differences between countries/environments/Africa/Animals using Handa's Surprise Similarities and differences between countries/environments/Antarctica – Lost and Found I can talk about ways in which I can look after the environment - Messy Magpie stories Materials: Floating / Sinking – boat building Metallic / non-metallic objects – experiments linked to making a pirate ship and pirate treasure Know features of their own and immediate environment and how they might vary – trip to farm | <ul style="list-style-type: none"> I can tell you what a plant needs to grow (growing a bean) I can tell you about differences between the Seasons – Summer Walk I can talk about the lifecycle of a butterfly I can understand the key features of the life cycle of a plant and animal I show care for living things – caterpillars / butterflies Ask questions about the word through using their senses – feeling, hearing, seeing – Spring Walk Know about similarities, differences, patterns and change in relation to people – growing up and moving on – moving into year 1 |



RECEPTION LONG TERM PLAN 24-25

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|--|---|--|--|--|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | WONDERFUL WATER AND AROUND THE WORLD! | GROWING! |
| Understanding the world | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> | | | | | |
| <p>Children 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"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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. Set up ‘Our Year’ display I can ask questions about aspects of my familiar world such as the place where I live or the natural world Begin to learn about the different Seasons – know the signs of Autumn and the associated weather Looking at new and old toys and | <ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: I can talk about significant events in my own experience- Halloween, Bonfire night, Christmas I can recognise and describe special times or events for family or friends Begin to learn about the different Seasons - know the signs of Autumn / Winter and the associated weather I can recognise that people have different beliefs and celebrate special times in different ways – Diwali, Christmas Continue ‘Our Year’ display I can draw information from a simple map – walk to Church recognising features | <ul style="list-style-type: none"> I can show an interest in different occupations and ways of life Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Lunar New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us – different occupations, those in school Talk about experiences at different points in the year – our year display Changing seasons: winter Knowing there are different countries in the world (China, linked to Lunar New Year) I understand the effects of changing seasons on the world around me Compare and contrast new and old emergency vehicles Keeping healthy – looking | <ul style="list-style-type: none"> Recognising that people have different beliefs – pancake day / Lent / Christian festival I can describe special events (Easter) I can talk about significant events in my own experience- Easter Celebrations Understand about different occupations – visit to Vets / Wood Green Continue to learn about the different Seasons – Spring Walk, know the signs of Spring and the associated weather Compare and contrast new and old household items when making pancakes Continue ‘Our Year’ display | <ul style="list-style-type: none"> I can tell you what a plant needs to grow (growing a bean) I can tell you about differences between the Seasons know the signs of Summer and the associated weather I can talk about the lifecycle of a butterfly I can understand the key features of the life cycle of a plant and animal I show care for living things – caterpillars / butterflies I can recognise that people have different beliefs and celebrate special times in different ways – Eid Recognising that people have different beliefs - Eid | <ul style="list-style-type: none"> I can draw a simple map I can look at and understand a simple map Pirate maps (maps of school to find treasure) I can identify features of where I live – walk around Hampton Know that aerial maps are taken from above Similarities and differences between countries/environments /Africa/Animals using Handa’s Surprise Similarities and differences between countries/environments /Antarctica – Lost and Found I can talk about ways in which I can look after the environment - Messy Magpie stories I can recognise that people have different |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|--|---|---|---|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| 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>Children 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"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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. Set up 'Our Year' display Celebrate Harvest | <ul style="list-style-type: none"> I can talk about significant events in my own experience- Bonfire night, Christmas, Diwali I can recognise and describe special times or events for family or friends – Bonfire night, Diwali, Christmas I can recognise that people have different beliefs and celebrate special times in different ways – Diwali, Christmas Continue 'Our Year' display Recognising that people have different beliefs – Remembrance Sunday | <ul style="list-style-type: none"> Celebrate Lunar New year Recognising that people have different beliefs Respecting differences Talk about lives of people around us Talk about experiences at different points in the year- what experiences are important for them Knowing there are different countries in the world (China, linked to Lunar New Year) Recognising that people have different beliefs – Valentine's day | <ul style="list-style-type: none"> Recognising that people have different beliefs – pancake day / Lent / Christian festival I can recognise and describe special times or events for family or friends – Easter | <ul style="list-style-type: none"> I can recognise that people have different beliefs and celebrate special times in different ways – stories from the Bible | <ul style="list-style-type: none"> Celebrate Eid Recognising that people have different beliefs I can talk about significant events in my own experience- reflecting back on my first year at school |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Understanding the world RE / Festivals  | Our Curriculum Goals Care for their environment Appreciate different religious and cultural communities in their own home town, and around the world Know that life was different in the past Understand simple life cycles | | | | | |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------------------|--|---|---|---|---|--|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| 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>Join in with songs</p> <p>Beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Make clay hedgehog</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a family member</p> <p>Learn about Andy Goldsworthy. Replicate his work</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>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills.</i> <i>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> | <p>Use different textures and materials to make firework pictures in Continuous Provision</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p> <p>Kandinsky Shape pictures</p> | <p>Junk modelling, design and make police item for the class bear</p> <p>Junk modelling, design and make model fire-engine</p> <p>Junk modelling, design and make Superhero vegetable</p> <p>Paint pictures of people who help us</p> <p>Drama conventions through literacy- Helicopter Stories</p> <p>Lunar New Year art</p> <p>Building using a range of construction toys</p> <p>Kapow Music</p> <p>Forest School Sessions</p> | <p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Use different resources and techniques to make houses for the 3 little pigs</p> <p>To do an observational drawing of a chick / Spring plants</p> <p>To do an observational drawing of pets</p> <p>I can combine media to make a collage (collage chick)</p> <p>Drama conventions through literacy</p> <p>Building using a range of construction toys</p> <p>Kapow Music</p> <p>Forest School Sessions</p> | <p>Flowers-Sun flowers (Van Gogh)</p> <p>Rubbings of leaves/plants</p> <p>Pictures using a variety of seeds</p> <p>To do an observational drawing of a sunflower / summer plants / flowers</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Drama conventions through literacy- Helicopter Stories</p> <p>Building using a range of construction toys</p> <p>Building using a range of construction toys</p> <p>Kapow Music</p> <p>Forest School Sessions</p> | <p>Colour mixing – underwater pictures.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Map a simple map of the outdoor area</p> <p>Father's Day Crafts</p> <p>Drama conventions through literacy- Helicopter Stories</p> <p>Building using a range of construction toys</p> <p>Kapow Music</p> <p>Forest School Sessions</p> |



RECEPTION LONG TERM PLAN 25-26

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---------------|---------------------|---------------|----------|---------------------------------------|
| GENERAL THEMES | OURSELVES! | CELEBRATIONS! | PEOPLE WHO HELP US! | ANIMAL MAGIC! | GROWING! | WONDERFUL WATER AND AROUND THE WORLD! |
| Expressive Arts and Design  | <p>Our Curriculum Goals</p> <p>Use correct colours when colouring or painting pictures</p> <p>Draw carefully and purposefully making an accurate representation</p> <p>Participate in musical, imaginative and creative activities reflecting their own personal interests</p> | | | | | |

RECEPTION LONG TERM PLAN 25-26

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

| COMMUNICATION AND LANGUAGE | PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT | PHYSICAL DEVELOPMENT | LITERACY | MATHS | UNDERSTANDING THE WORLD | EXPRESSIVE ARTS AND DESIGN |
|---|--|--|--|--|---|---|
| <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |