





# EARLY YEARS FOUNDATION STAGE LONG TERM PLAN 2021-22



# RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WE ARE ESJ!	TERRIFIC TALES!	TICKET TO RIDE!	TURN BACK TIME!	COME OUTSIDE!	AMAZING ANIMALS!
  OVER ARCHING PRINCIPLES	<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> - 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 <b>Active learning:</b> - 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. <b>Creating and thinking critically:</b> - 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.					
	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> 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. <b>Enabling environments:</b> 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. <b>Learning and Development:</b> 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.  <i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready.</i>					





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<b>COMMUNICATION AND LANGUAGE</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in school.	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
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, Poetry Basket sessions, EYFS productions, assemblies and weekly interventions.  <b>DAILY STORY TIME, SHARED READING &amp; POETRY BASKET</b>	<b>Welcome to EYFS</b> Settling in activities – using the resources, making friends, daily routines Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration in songs and stories Familiar Print Sharing All About Me books Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	<b>Tell me a story!</b> Speaking in sentences Develop vocabulary through stories and topic work. Adults to identify key vocab to teach and use. Maths vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	<b>Tell me why!</b> Using correct tenses and grammar in talk Asking how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn & perform rhymes, poems and songs.	<b>Talk it through!</b> Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story Using a sequence of sentences to recount an event or tell a story. Using correct tenses and grammar in talk about and compare objects and events.	<b>What happened?</b> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Adults to identify key vocab from books to teach and use in classroom. Using correct vocabulary, tenses and grammar in talk about observations and experiences.	<b>Time to share!</b> Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Ask children to share books from home. Preparing for Year 1 – asking questions, sharing feelings, talking about strengths and successes.





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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
MANAGING SELF  SELF - REGULATION	<b>Beginning and Belonging (MMR1 BBF)</b> Talk about families and belonging; identify things that make us special, know who can help us, begin to identify feelings; think about groups we belong too.	<b>Family and Friends (MMR2 FFF)/My Emotions (MMR3 MEF)</b> Talk about what makes a good friend; identify kind and unkind behaviors; know how to solve simple disagreements between friends, begin to recognise how others might be feeling.	<b>Me and My world (Cit2 MWF)</b> Recognise features of local environment, know ways in which we can look after our belongings, school and neighbourhood; to understand what money is and what it is used for.	<b>My Body and Growing Up (HSL1 BGF)</b> Understand and value what their bodies can do; describe own appearance and name external body parts; recognise similarities and differences between people; understand ways of looking our bodies.	<b>Keeping Safe (HSL2 KSF)</b> Be able to identify trusted adults; be able to identify simple risks and apply safety rules in different contexts e.g. sun, road, water;	<b>Healthy Lifestyles (HSL3 HLF)</b> Understand and recognise the importance of healthy choices; talk about likes and dislike in relation to food and exercise; identify healthy choices in own daily living.
	Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . Give <b>focused attention to what the teacher says</b> , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  <ul style="list-style-type: none"><li>✓ <b>Controlling own feelings and behaviours</b></li><li>✓ <b>Applying personalised strategies to return to a state of calm</b></li><li>✓ <b>Being able to curb impulsive behaviours</b></li><li>✓ <b>Being able to concentrate on a task</b></li><li>✓ <b>Being able to ignore distractions</b></li><li>✓ <b>Behaving in ways that are pro-social</b><ul style="list-style-type: none"><li>✓ <b>Planning</b></li><li>✓ <b>Thinking before acting</b></li><li>✓ <b>Delaying gratification</b></li></ul></li><li>✓ <b>Persisting in the face of difficulty.</b></li></ul>			<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 and reviewing what they have done.” Education Endowment Foundation.</i>  		



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<b>PHYSICAL DEVELOPMENT</b>  <b>FINE MOTOR</b>  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  <b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b>  <b>GROSS MOTOR</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
	Threading, cutting, weaving, playdough, 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 Squiggle While You Wiggle Use of vertical surfaces	Threading, cutting, weaving, playdough, 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. Using lines to create enclosed shapes	Threading, cutting, weaving, playdough, 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 / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego	Threading, cutting, weaving, playdough, Fine Motor activities.  Focus on letter formation.
	Cooperation games e.g. playgrounds and parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children in courtyard. Changing for PE /using dress up clothes/coats, wellies and jumpers. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Push tools e.g. paint wheels, paint rollers, brooms	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, tricycles ,wheelbarrows, prams and carts etc.,	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Introduce 2 wheeled pedal bikes	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	From Development Matters 2021: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

*All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.*



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<b>LITERACY</b>  COMPREHENSION - DEVELOPING A PASSION FOR READING   <b>WORD READING</b>  Guided reading (Book Club) will be introduced as appropriate for each child. All children will be part of high quality shared reading experiences every day.	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing).					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Identifying rhymes.	Retelling of stories using props, actions and pictures to support. stories related to events through acting/role play. Using and creating story maps. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blending sounds into words, identifying rhymes and alliteration. Reading CVC words made up of known letter– sound correspondences. Enjoys an increasing range of books including non-fiction. Purposeful reading – lists, instructions, matching games.	Using pictures and story maps to record own stories – linked to construction, small world and role play. Begin to add labels and captions.  Predicting events in a story, comparing 2 familiar stories. Identifying characters/ event / setting in a story as part of shared reading.  Understanding role of author and illustrator.  Expressing simple opinions about stories and books. Likes/dislikes.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Beginning to understand that a non-fiction text is a non-story- it gives information instead  Timelines - linked to theme.  Information leaflets - linked to theme.  Children develop their own narratives and explanations by connecting ideas or events, e.g. sharing news from home.	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.  Can identify characters/ events/settings in a story independently. Chooses ways to share this information, e.g. pictures, labels, small world play.  Life cycles – understanding the cyclical representation of information  Sort books into categories - could link to library visit.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions and compare books/stories.  Identifying features of a book - can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Choosing books to read and share with others independently. Talking about choices made, sharing opinions about books.
	<b>Phonics:</b> Phase 1 and SATPIN  <b>Word Reading:</b> Identifying initial sounds, oral blending & segmenting CVC words. Rhyming strings. Differentiating between environmental sounds. Linking sounds to own names. Recognising taught GPCs in games and other activities. Recognising/reading familiar text (names, environmental signs, etc.).	<b>Phonics:</b> Phase 2 sounds & tricky words  <b>Word Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. Use of sound buttons and phoneme frames. Letter names taught alongside sounds.	<b>Phonics:</b> Phase 3 sounds & tricky words  <b>Word Reading:</b> Spotting digraphs in words. Multisyllabic words. Distinguishing capital letters and lower case letters.  Read simple phrases and sentences made up of words with known letter–sound correspondences and Phase 2 common exceptions words. Begin to introduce reading books that match each child’s phonic knowledge.	<b>Phonics:</b> Recap of all taught sounds and words. Focus on HFW recognition.  <b>Word Reading:</b> Reading words with digraphs as part of short sentences. Sight reading of Phase 2 & 3 HFW.  Recognising capital and lower case letters and knowing when to use.	<b>Phonics:</b> Phase 4 sounds & tricky words  <b>Word Reading:</b> Using phonic knowledge to read a range of captions, sentences and short books, including non-fiction.	<b>Phonics:</b> Recap based on need  <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.



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<b>WRITING</b>  Children will only be asked to write sentences when they have sufficient knowledge of letter-sound correspondences and an appropriate level of fine motor control. Prior to this, ideas can be recorded through pictures and other mark-making with adults scribing spoken ideas. High expectations of spoken sentences and use of vocab throughout the year.	Developing dominant hand & tripod grip through fine motor activities.  Mark making – focus on pre-writing patterns. Use of vertical surfaces and range of tools and sensory resources.  Focus on giving meaning to marks. Writing initial sounds. Writing for a purpose –names, labels, messages, lists.  <b>Texts as a Stimulus:</b> Nursery Rhymes Books linked to Class Toy Colour Monster Bumblebear	Name writing, labelling using initial sounds.  Segmenting & recording CVC words.  Sequencing and retelling a story. Story scribing by adults  Sequencing instructions.  Representing own ideas in pictures.  <b>Texts as a Stimulus:</b> The Little Red Hen Goldilocks Nativity	Writing Phase 2 tricky words. Writing CVC words for a purpose.  Adding detail to story maps – names, labels.  Descriptive writing – focus on vocabulary.  Guided writing based around developing short sentences in a meaningful context.  Begin to use finger spaces and full stops as part of guided writing.  <b>Texts as a Stimulus:</b> TBC based on interests	Writing short sentences to accompany story maps.  Writing labels and captions.  Using taught text types to record ideas – timelines, Recounts.  Begin to use finger spaces, capital letters and full stops as part of guided writing.  <b>Texts as a Stimulus:</b> TBC based on interests	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces independently.. Form lower-case and capital letters correctly. Rhyming words.  Using taught text types to record ideas – lifecycles, fact files.  <b>Texts as a Stimulus:</b> TBC based on interests <i>Story with a lifecycle, e.g. The Very Hungry Caterpillar</i>	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.  Writing 3 sentences – beginning, middle and end.  <b>Texts as a Stimulus:</b> TBC based on interests





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<b>MATHS</b>  Planning based on White Rose Mastery Approach & Big Maths Progress Drives, supported by BBC/NCETM Numberblocks resources.	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	<b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets. Number recognition. 2D Shapes linked to number learning. <b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment.	<b>Numbers within 6</b> Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six <b>Addition and subtraction within 6</b> Explore zero •Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths <b>Shape and sorting</b> Describe, and sort 2-D & 3-D shapes •Describe position accurately. <b>Calendar and time</b> Days of the week, seasons •Sequence daily events Learn-its: 1+2 Learn-its: 3+2	<b>Numbers within 10</b> Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less <b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away <b>Numbers within 15</b> Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer Learn-its: Doubles of 1-5	<b>Grouping and sharing</b> Counting and sharing in equal groups •Grouping into fives and tens and counting in multiples. •Relationship between grouping and sharing <b>Numbers within 20</b> Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer <b>Doubling and halving</b> Doubling and halving & the relationship between them Learn-its: Halving 2, 4, 6, 8	<b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes using both formal and informal language •Recognise, complete and create patterns <b>Addition and subtraction within 20</b> Commutativity (switchers) •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving <b>Money</b> Coin recognition and values •Combinations to total 20p •Change from 10p <b>Measures</b> Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	<b>Depth of numbers within 20</b> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards <b>Numbers beyond 20</b> One more one less •Estimate and count •Grouping and sharing •Recognising the numerical pattern





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<b>UNDERSTANDING THE WORLD SKILLS</b>  Use of age appropriate ICT software and resources will be incorporated into all subjects. Specific Purple Mash activities will be chosen each term to link to interests and topic planning.	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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.					
	<b>Skills focus: Describing people and places in environment and experience.</b> Name and describe people who are familiar to them at home & school. Talk about members of their immediate family and community. Explore the natural world around them and comment on what they see.  <b>Skills focus: Using classroom resources effectively.</b> Naming frequently used resources magnifying glasses, pipettes, iPads, etc. Understanding how they are used and stored.  <b>Skills focus: Begin to understand that time passes in a sequential manner.</b> Routine of school day – know before & after as concepts. That there are days of the week that repeat and go in order.  RE Unit: <b>Ourselves, Our Families and Our Communities:</b> Where do we belong? <b>Harvest:</b> How is Harvest celebrated across the world?	<b>Skills focus: Compare and contrast characters from stories, including figures from festival/religious stories.</b> Begin to recognise that people have different experiences and beliefs and celebrate special times in different ways.  <b>Skills focus: Comment on images of familiar situations in the past.</b> To compare pictures to own experiences, noting similarities and differences.  <b>Skills focus: Understand that time passes in a sequential manner.</b> To begin to understand that there are seasons that repeat in order. Be able to indicate key indicators of the season. To recognise that the passing of time results in changes to natural worlds. To understand that some events take place at specific times of year.  RE Unit: <b>Celebrations and Special Times:</b> What happens at a festival?	<b>Skills focus: Recording observations.</b> Noticing shape, colour and pattern of objects of interest and representing these on paper (words and pictures). <b>Take part in science experiments (planned according to interests).</b>  <b>Skills focus: Draw information from a simple map.</b> Differentiate between land and water on a map. Understand that different places are shown on a map.  <b>Skills focus: Comparing two places/habitats.</b> Recognise some environments that are different to the one in which they live. Identify and share similarities and differences.  RE Unit: <b>Ourselves, Our Families and Our Communities:</b> Where do we belong?	<b>Skills focus: Comparing two items or events from different time periods.</b> Using timelines to sequence pictures/events/objects. Exploring artefacts – notice and talk about changes. Link to own/family experiences as appropriate.  <b>Skills focus: Compare and contrast characters from stories, including those from the past.</b> Understand that people have different experiences and beliefs. To notice similarities and differences between stories presented.  RE Unit: <b>Celebrations and Special Times:</b> What happens at a wedding or when a baby is born?	<b>Skills focus: Observing and recording changes over a short period of time.</b> Sharing observations in sentences. Use correct vocabulary to describe what is happening. Understanding how to record observations as a lifecycle.  <b>Skills focus: Understand that time passes in a sequential manner.</b> To know and say the sequence of the seasons. To talk about the changes that take place as time passes – to natural world, to selves. Be able to talk about key indicators of the season.	<b>Skills focus: Choosing ways to share information.</b> Making a choice about how to share information. Grouping ideas. Communicating clearly using a range of media,, spoken and written.  <b>Skills focus: Recognise some similarities and differences between life in this country and life in other countries.</b>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WE ARE ESJ!	TERRIFIC TALES!	TICKET TO RIDE!	TURN BACK TIME!	COME OUTSIDE!	AMAZING ANIMALS!
<b>EXPRESSIVE ARTS AND DESIGN</b>  <i>Throughout the year, children will have opportunities to learn and perform songs, nursery rhymes and poetry. Supported by Poetry Basket resources.</i>  <i>Children will have opportunities to: Represent own ideas, thoughts and feelings through art. Work from both observation and imagination. Experiment with different textures and sensory experiences. Talk about art created by themselves and others.</i>  <i>Use of photography to record work will be taught and encouraged from September.</i>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	<b>Drawing</b> (links to Painting) Investigating different lines. Use a variety of tools for mark-making. Learn the names of tools being used.  <b>Sculpture</b> Construct and build from objects and construction resources. Exploring loose parts and ways of using them.  <b>Collage</b> Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. Know how to use different types of glue effectively.  <b>Role Play</b> Home corner, reenacting familiar roles and situations.  <b>Charanga Unit: Me</b>  <b>Focus artist/s:</b> Gene Davis; Piet Mondrian	<b>Painting</b> Experiment with primary colours. Experiment with mixing colours independently. Name colours. Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers).  <b>Printing</b> Take prints from objects. Imprint on a range of textures.  <b>Sculpture</b> Work with a range of malleable materials to create shapes – rolling cutting coiling, pinching Creating a pot or similar  <b>Role Play</b> Storytelling, acting out traditional tales. Using story maps to support narrative.  <b>Charanga Unit: My Stories</b>  <b>Focus artist/s:</b> Yayoi Kasuma; Jackson Pollock	<b>Drawing</b> Use drawings to tell a story. Literacy link. Big Talk link.  <b>Sculpture</b> Handle, feel and manipulate, pull apart and reconstruct materials. Joining techniques. Construct and build to support play, including making instruments and props.  <b>Textiles</b> Simple weaving and lacing.  <b>Printing</b> Make rubbings showing a range of textures and patterns.  <b>Role Play</b> Developing a collaborative narrative with friends. Using props to support storytelling.  <b>Charanga Unit: Everyone!</b>  <b>Focus artist/s:</b> TBC	<b>Drawing</b> Create observational drawings. Consider and explain colour choices. Work from both imagination and reality.  <b>Sculpture</b> Plan and design before constructing. Impress and apply simple decoration (links to Printing).  <b>Printing</b> Create simple pictures by printing with objects.  <b>Role Play</b> Developing a collaborative narrative with friends. Using props to support storytelling. Making own props and costumes.  <b>Charanga Unit: Our World</b>  <b>Focus artist/s:</b> historical tapestries – V&A gallery; Sheila Hicks	<b>Drawing &amp; Painting</b> Add detail to artwork Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers).  <b>Collage</b> Create pictures using a variety of materials.  <b>Textiles</b> Sewing and weaving. Explore how media and materials can be combined. Think about uses for different textiles – link to clothes,  <b>Role Play</b> Using topic vocabulary in play to develop stories and narratives. Performing to others.  <b>Charanga Unit: Big Bear Funk</b>  <b>Focus artist/s:</b> Eric Carle; clothing designers (Little People, Big Dreams books)	Build on taught skills with projects linked to topics and interests  <b>Charanga Unit: Reflect, Rewind and Replay</b>  <b>Focus artist/s:</b> Rousseau; Eileen Agar



# RECEPTION LONG TERM PLAN 21-22

## 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><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>

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