

Reception Long Term Plan

Themes/Interests /Lines of Enquiry <i>(These themes may be adapted at various points to allow for children's interests)</i>	Autumn A Marvellous Me	Autumn B Elmer's Colourful Celebrations	Spring A Are you Afraid of the Big Bad Wolf	Spring B How Does Your Garden Grow?	Summer A Out and About	Summer B If You Go Down To The Woods
High Quality Texts	Owl Babies We're Going on a Bear Hunt My World, Your World The Enormous Turnip The Colour Monster	The Gruffalos Child Elmer Brown Bear Little Red Hen (T4W) Giraffes Can't Dance	Great Fairytale Disaster On the way Home Mixed Little Red Riding Hood (T4W) Whiffy Wilson	Jasper's Beanstalk The Tiny Seed Handa's Surprise Chicken Licken Oliver Vegetables	Smartest Giant in Town Six Dinner Sid Mirror Paddington Mr Big	Amazing Goldilocks and the Three Bears (T4W) What the Ladybird Heard Bad Tempered Ladybird Lucy Ladybird
Enrichment Activities	Tour of school Photos of family	Harvest Christmas Production	Crime Scene Police visit	Planting Sunflowers	Local Walk Paddington Arrives	Plessey Woods Visit Ladybirds
Assessment Opportunities	Reception Baseline Assessment Baseline – NCC School readiness Passport 4 Years	In house assessments Parent Consultations	Complete mid-point assessment (Checkpoints)	In house assessments Parent Consultations	LA cluster moderation or LA visit Submit EYFSP data to LA end of month (June)	EYFS Profile against ELG In house assessments Parent Consultations
British Values	Mutual respect, Mutual, Tolerance, Rule of law, Individual liberty, Democracy are covered within the routines and structures					
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>'Learning through play': Children learn best when they are absorbed, interested and active. 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. 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.</p>					
7 Features of Effective Practice	<ol style="list-style-type: none"> 1 The best for every child 2 High-quality care 3 The curriculum: what we want children to learn 4 Pedagogy: helping children to learn 5 Assessment: checking what children have learnt 6 Self-regulation and executive function 7 Partnership with parents 					

COET&L	<p>Playing and exploring – children investigate and experience things, and ‘have a go’</p> <p>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
West End Vision	To encourage every child to be the best they can, in order to become resilient, self-motivated, life-long learners, who will go on to reach their potential and become productive members of the community.
West End Intent	<ul style="list-style-type: none"> * To developing positive relationships, where each individual is respected, valued and is nurtured to reach their full potential *To become life-long learners, who love learning *To be resilient and self-motivated *To be emotionally intelligent, confident and articulate *To understand the different ways in which they learn *To view mistakes as a challenge, thus equipping them to be creative thinkers, who are ready for their next stage of learning

Reception Communication and Language Long Term Plan

Reception Communication and Language Long Term Plan						
	Autumn A Marvellous Me	Autumn B Elmer's Colourful Celebrations	Spring A Are you Afraid of the Big Bad Wolf	Spring B How Does Your Garden Grow?	Summer A Out and About	Summer B If You Go Down To The Woods
<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>Communication and Language</p> <p>Listening & Attention Speaking</p>	<p>Talk About Yourself! Be confident to speak to adults and children in a small group (feelings time) Stay on topic when speaking Answer a register with good morning/good afternoon Begin to speak in the correct tense</p>	<p>Recount an event! Listen to other's views and opinions Use story vocabulary Answer a question in a full sentence Speak in a full sentence Use vocabulary linked to the seasons Recount a past event</p>	<p>Tell me a story! Be confident speaking in the whole group Comment on other's views and opinions and feelings Use vocabulary linked to time Describe in detail what they see or know Retell Little Red Riding Hood story (T4W) Use vocabulary linked to traditional stories To use positional language</p>	<p>Explain your thinking! Use adjectives to describe what they see Use vocabulary linked to non-fiction books Use vocabulary linked to poems Use talk to solve problems Recite 'Little Sunflower' Explain predictions and observations</p>	<p>Tell me about differences! Ask questions to clarify their understanding about a topic Use vocabulary linked to the past and present Use comparative vocabulary Use a connective correctly to link two ideas – because, and, so, but Communicate to others in a sentence as part of a team</p>	<p>Tell me why! Use vocabulary linked to different locations Use comparative vocabulary Use adjectives in speech to describe objects or situations Explain plans and review the outcomes Be confident offering detailed explanations in a range of situations Speak clearly & fluently about the past, present and future</p>
	<p>Listening Skills Know what good listening looks like Listen to adults/children in a key group Sit quietly when appropriate</p> <p>Understand Understand positional language – finding things</p>	<p>Listening Skills Listen to a story in a small group Show good sitting</p> <p>Understand Understand how & why questions using a full sentence Follow a short story (phonics) without pictures Learn vocabulary linked to the seasons</p>	<p>Listening Skills Listen attentively to a story in a whole group to build familiarity and understanding of the core story Comment on what they hear</p> <p>Understand Understand time and sequence concepts – first, then, next</p>	<p>Listening Skills Listen to and learn rhymes and poems in a whole group Continue a rhyming string Comment on non-fiction books linked to the theme</p> <p>Understand Know what an adjective is</p>	<p>Listening Skills Listen in a whole group in a range of situations</p> <p>Give a list of 5 abstract things which are linked</p> <p>Understand Understand what a question is Learn vocabulary linked to the past and present, to different locations</p>	<p>Listening Skills Listen in a larger group – e.g. assembly</p> <p>Understand Learn vocabulary linked to different locations and comparative vocabulary sustain a two way conversation with an adult/child</p>

	Learn vocabulary linked to topic 'ourselves' List 5 objects that are linked and can be seen Follow instructions related to time eg before, after, later, first, last	Answer an adults question	Learn vocabulary linked to traditional stories Follow more complicated instructions containing 3 parts Answer a child's question	Learn vocabulary linked to growth Ask the meaning of unfamiliar words Use language to hold a two way conversation with an adult/child	and comparative vocabulary sustain a two way conversation with an adult/child	
Key Vocabulary	Grow, life cycle, tall, short, feeling, happy, sad, scared, excited, Family, body, growth mind set	Seasons, autumn, winter, summer, spring, changing, harvest, hibernate, celebration	Once upon a time evil, baddie, suddenly , sneaky, sly, terrifying, family, forest	Growth, stem, life cycle, Pollen, seeds, spring, weather,	Travel, countries, land, sea, busy, local, desert, culture, hot, cold, distance,	Minibeast, soil, antennae, legs, eggs, life cycle, wings, aphids, crawling,
Key stories Favourite Five stories Daily vote Enhanced provision stories	Owl Babies We're Going on a Bear Hunt My World, Your World The Enormous Turnip The Colour Monster	The Gruffalos Child Elmer Brown Bear Little Red Hen (T4W) Giraffes Can't Dance	Great Fairytale Disaster On the way Home Mixed Little Red Riding Hood (T4W) Whiffy Wilson	Jasper's Beanstalk The Tiny Seed Handa's Surprise Chicken Licken Oliver Vegetables	Smartest Giant in Town Six Dinner Sid Mirror Paddington Mr Big	Amazing Goldilocks and the Three Bears (T4W) What the Ladybird Heard Bad Tempered Ladybird Lucy Ladybird
Poetry	'What makes me me'	Farmer Plants the Seeds	Little Red Riding Hood Poem	Sunflower Sunflower Little Sunflower	London Poem	The minibeast feast
Nursery Rhyme Focus	In and out the dusty bluebells Clap your hands wiggle your fingers Three blind mice Hickory Dickory Dock	<u>Word Nursery Rhyme Themes</u> Jack & Jill Hickory Dickory Dock Head, Shoulders, Knees & Toes Row Row Row Your Boat Wheels On The Bus	Miss Polly Monkeys jumping on the bed	A ring a ring of roses	London's bridge is falling down A ram, sam , sam Wheels On The Bus	Old McDonald had a farm The farmers in his den

Reception Physical Development Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
Gross Motor Skills Squiggle Whilst You Wiggle	Working outdoors Move large construction resources safely Roll and climb on tyres with safety Balance on a large tyre	Working outdoors Work with others to move large construction resources safely Use real bricks and tyres with safety Balance on a large plank of wood	Working outdoors Traverse the climbing wall Be aware of others and space outdoors Climb on tyres with safety and jump off	Working outdoors Use large materials to build an outdoor construction Balance on a narrow beam	Working outdoors Use a range of resources to build a den	Working outdoors Use a range of resources to build a den Know different ways of attaching resources – e.g. string, pegs
	Indoors Find a space in the hall Hold a body shape/position in yoga Sit upright on the carpet	Indoors Be aware of space in the hall Travel in a range of ways – hop, jump, skip etc. Sit correctly at a table	Indoors (Gym) Be aware of space in the hall Balance on an upturned bench in gymnastics Combine different movements, change speed and direction	Indoors Consider others when finding space in the hall (Beanbags) Balance a beanbag on various points Work in a pair/team	Indoors (Balls) Consider others when finding space on the outdoor pitch Throw, catch, bounce and kick a ball Participate in team games	Indoors Consider others when finding space on the outdoor pitch Move energetically when running, jumping, hopping, skipping Participate in team games
Fine Motor Skills Dough Disco Pen Disco	Tools Hold brush / pencil etc beyond whole hand grasp Pencil grip - begin to use tripod grip Scissors	Tools Hold brush / pencil etc hold pencil in tripod hold Pencil grip - begin to use tripod grip if not already doing so. Scissors Turn scissors to cut	Tools Hold brush / pencil etc hold pencil in tripod grip in a dynamic tripod hold Pencil grip - hold pencil in a dynamic tripod hold grasp and retrace a vertical line in a handwriting pattern	Tools Hold brush / pencil etc hold pencil in tripod grip in a dynamic tripod hold Applying pressure Scissors	Tools Hold brush / pencil etc hold pencil in tripod grip and use effectively Pencil grip - hold pencil in a dynamic tripod hold grasp and retrace a vertical line in a handwriting pattern	Tools Hold brush / pencil etc in a dynamic tripod hold grasp and retrace a vertical line in a handwriting pattern Scissors

	<p>Hold scissors correctly and Scissor skills - cut along a lines continuously. Manipulative Complete 6 piece jigsaws Use large tweezers to pick up items Lunchtime routines - using a fork and spoon to eat lunch</p>	<p>Manipulative Complete 10 piece jigsaws Use large tweezers to pick up items Build 3 steps with 6 cubes Lunchtime routines - using a knife, fork and spoon to eat lunch.</p>	<p>Scissors Cut out a large circle shape, turning the paper Manipulative Complete 12 piece jigsaws Use large tweezers to pick up items Thread beads Lunchtime routines - using a fork and spoon to eat lunch correctly</p>	<p>Cut out a large square shape, turning the paper Manipulative Complete 20 piece jigsaws Use large tweezers to pick up items Thread beads Build a simple model with Lego Lunchtime routines - using a fork and spoon to eat lunch correctly</p>	<p>Scissors Cut out a range of shapes Manipulative Use large needles to sew Lunchtime routines - using a fork and spoon to eat lunch by cutting and chopping up food</p>	<p>Cut a range of more complex shapes, such as pictures Manipulative Use large needles to sew Lunchtime routines - using a fork and spoon to eat lunch with precision</p>
<p>The Beery – Buktenica Developmental Test of Visual- Motor Integration Writing readiness can be guided by the child's ability to write these first 6 to 9 shapes as these form the foundations of all letters and numbers.</p>	<p>Drawing Draw a cross Trace a simple picture of a person/house</p>	<p>Drawing Copy a simple picture of a person/house</p>	<p>Drawing Draw a square</p>	<p>Drawing To draw a diagonal line (\) Draw a simple picture – free drawing</p>	<p>Drawing To draw a cross (x) Complete a guided drawing</p>	<p>Drawing To draw a triangle Complete a guided drawing with attention to scale/size</p>
	<p>Tools Explore how to hold a hammer, hand drill and saw safely with adult support</p>	<p>Tools Know how to use a screwdriver with support</p>	<p>Tools Use a hammer and nails to join two pieces together</p>	<p>Tools Use a screwdriver and screws to join two pieces together</p>	<p>Tools Construct using workshop resources</p>	<p>Tools Construct using workshop resources independently</p>

Reception Personal Social & Emotional Development Long Term Plan

Reception Personal Social & Emotional Development Long Term Plan						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
SCARF	<i>Me and Relationships</i>	<i>Valuing Difference</i>	<i>Keeping Safe</i>	<i>Growing and Changing</i>	<i>Rights and Respect</i>	<i>Being My Best</i>
Self-Regulation	<p><i>Feelings</i> Know the names of feelings – happy, sad, scared, excited, proud, angry, calm, loved Deal with change positively</p> <p><i>Our place</i> Know their place in the class and school Know that they are unique Know that they are valued as a member of the class</p>	<p><i>Feelings</i> Say how they feel (feelings) Know some simple strategies for managing their feelings Accept praise for positive acts Follow directions from an adult</p> <p><i>Planning Ahead</i> Talk about what they intend to do</p>	<p><i>Feelings</i> Say why they feel as they do Know that all emotions are ok but not all responses are</p> <p>Recognise how others feel in a story (Red Riding Hood)</p> <p>Use some simple strategies to manage their feelings</p> <p><i>Planning Ahead</i> Be able to plan ahead what to do</p>	<p><i>Feelings</i> Recognise how friends are feeling Have some strategies to support friends</p> <p><i>Planning Ahead</i> Be able to follow their plan and review how well it went</p>	<p><i>Feelings</i> Use talk effectively to manage conflict</p> <p><i>Our place</i> Know their place in the community Know their place in the wider world</p>	<p><i>Feelings</i> Recognise that animals have feelings Deal with change positively</p>
Managing Self	<p><i>Independence</i> Developing routines and rules for a happy classroom. Coming into and going home routines developed.</p> <p><i>Rules & Routines</i></p>	<p><i>Independence</i> Select activities from those available</p> <p><i>Rules & Routines</i> Follow daily routines with some support</p> <p>Know what it means to be respectful</p>	<p><i>Independence</i> Source/request resources to follow their plans</p> <p><i>Rules & Routines</i> Follow daily routines independently</p> <p>Know what it means to be treated with respect</p>	<p><i>Independence</i> Talk about what they intend to do and how</p> <p><i>Rules & Routines</i> Manage their own behaviour in a familiar setting Treat others with respect</p>	<p><i>Independence</i> Adapt their plans and explain why they chose to this with adult intervention</p>	<p><i>Independence</i> Adapt their plans and review their progress independently</p> <p><i>Rules & Routines</i> Regulate behaviour to avoid conflict</p>

	<p>Introduce Ready, Respectful & Safe</p> <p>Know the class boundaries, rules, sanctions, rewards and routines</p> <p>Be able to line up and queue with support</p> <p>Health & Wellbeing Bedtime routines</p> <p>Self-care Remove and fold jumpers</p>	<p>Health & Wellbeing Know why it is important to care for our teeth Know the value of good sleep</p> <p>Self-care Put on waterproof coats and trousers with support</p>	<p>Health & Wellbeing Know how to brush and care for their teeth correctly (Wiffy Wilson story) Understand the role of the dentist Know about cleanliness</p> <p>Self-care Know how to look after their personal hygiene</p>	<p>Health & Wellbeing Know the difference between healthy and unhealthy foods</p> <p>Self-care Put on waterproof coats and trousers independently</p>	<p>Health & Wellbeing Know how to be a safe pedestrian Know the importance of limiting screen time</p>	<p>Manage their own behaviour in an unfamiliar setting</p> <p>Health & Wellbeing Apply what they have learned</p>
Building Relationships	<p>Learn the names of new children</p> <p>Learn the names of the adults</p> <p>Listen to other children</p> <p>Make new friends</p>	<p>Build relationships with adults/children through talk</p> <p>Share resources</p> <p>Turn take</p> <p>Seek adult support to have needs met</p>	<p>Use talk to interact and negotiate with adult intervention</p> <p>Understand other's emotions via story characters</p>	<p>Use talk to resolve conflict with adult intervention</p> <p>Know that other's may have different ideas and that is ok</p>	<p>Use talk effectively to manage conflict independently</p> <p>Work as part of a team</p>	<p>Listen to others and accept their ideas in play</p>
Growth Mindset	<p>Know all of the Growth Mindset (COETL) characters</p>	<p>Know that there are things that they cannot do YET but will with practise</p>	<p>Know that our synapses are strengthened with practise</p>	<p>Know that we make mistakes as we learn as our pathways are not fully developed</p>	<p>Respond with resilience to challenges</p>	<p>Become familiar with the idea of a learning pit</p>

Reception Literacy Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>						
<p>Comprehension</p> <p>Children will develop a love for reading.</p> <p>Children will access the library weekly.</p> <p>See Key stories</p>	<p>T4W – The Enormous Turnip</p> <p>Hold a book correctly, handle with care and turn pages from front to back</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom</p> <p>Develop book-like vocabulary through the use of patterned texts.</p> <p>Simple action rhymes and rhyming words. Re-enact traditional tales and give characters a voice.</p>	<p>T4W – The Little Red Hen</p> <p>Cumulative tale</p> <p>Begin to predict what might happen at the end of a story.</p> <p>Know 'role' character, author, illustrator as we talk about books, stories and role play.</p> <p>Know the difference between text and illustrations</p> <p>Know book language – author, illustrator</p> <p>Listen and respond to stories in a small group</p>	<p>T4W – Little Red Riding Hood</p> <p>Make predictions about what might happen</p> <p>Know the pattern in stories and anticipate key events.</p> <p>Sequence main events in story.</p> <p>Describe main characters. Play using story narrative.</p> <p>Answer questions about what is happening or may happen</p>	<p>T4W – Chicken Licken</p> <p>Know how to retrieve information from simple non-fiction books and the internet.</p> <p>Use illustrations for meaning.</p> <p>Know 'cover, blurb, setting event' as we talk about books, stories and role play.</p> <p>Recall and discuss stories.</p> <p>Predict and anticipate key events based on illustrations, story content and title</p>	<p>T4W – The Smartest Giant in Town</p> <p>Comment, predict, deduce information on stories from other cultures</p> <p>Identify rhyme in stories</p> <p>Recall the main points in text in the correct sequence</p> <p>Talk about themes of simple texts e.g. perseverance, good v evil</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why</p>	<p>T4W – What the Ladybird Heard</p> <p>Know vocabulary linked with non-fiction books</p> <p>Know how to use non-fiction books</p> <p>Engage in conversation and can answer questions when reading nonfiction books</p> <p>Play is influenced by experience of books (small world, role play)</p>
<p>Little Wandle Phonics</p>	<p>Whole Class Revisit</p>	<p>Whole Class Phase 2 Revisit previous sounds</p> <p>Phase 2</p>	<p>Whole Class revisit Phase 2</p> <p>Phase 3</p>	<p>Whole Class Revisit Phase 2/3</p>	<p>Whole Class Revisit Phase 2/3 Phase 4</p>	<p>Whole Class Revisit Phase 2/3 Phase 4</p>

	<p>Identify rhythm, rhyme, alliteration Orally blend and segment simple words</p> <p>Little Wandle Sounds Know phoneme grapheme correspondence and digraphs for s, a, t, p, i, m, n, d, g, o, c, k, c/k, e, u, h, b, f, l</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p>	<p>ff, ss, ll, j v, w, x, y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Blend and segment known sounds for reading and spelling VC, CVC, CVCC Write graphemes when they hear them, using support strategies</p>	<p>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air blending words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Write graphemes and digraphs when they hear them, using support strategies</p>	<p>short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Blend and segment known sounds for reading and spelling VC, CVC, CVCC Write digraphs when they hear them, using support strategies</p>	<p>long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ -s /z/ -es root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ er and est longer words Blend and segment known sounds for reading and spelling VC, CVC, CVCC Write digraphs when they hear them from memory</p>
Word Reading	Little Wandle Tricky Words is l the	Little Wandle Tricky Words put pull full as and has his her go no to into she push he of we me be	Little Wandle Tricky Words was you they my by all are sure pure	Little Wandle Tricky Words Review all taught tricky words	Little Wandle Tricky Words said so have like some come love do were here little says out today	Little Wandle Tricky Words Review all taught tricky words
Writing	Giving meaning to marks Dominant hand, tripod grip.	Writing a list for Little Red Hen Write first name with limited prompts.	Writing a simple sentence related to Little Red Riding Hood	Writing instructions on how to grow a sunflower Write simple sentences using phonetic	Writing a recall of our local walk, a phrase from London	Writing, retelling the story of what the Ladybird heard, labelling a ladybird

	<p>Writing initial sounds</p> <p>Names as labels</p> <p>How to write first name - copying name card.</p> <p>Know how to form letters using Little Wandle formation for: s, a, t, p, i, m, n, d g, o, c, k c/k, e, u, r h, b, f, l</p>	<p>Spell some CVC words</p> <p>Know how to form the capital letter at the start of a name.</p> <p>Lists and captions.</p> <p>Know how to form letters using Little Wandle formation for: J, v, x, y, z, q</p>	<p>Spell cvc words accurately</p> <p>Complete a sentence Begin to hold a sentence.</p> <p>Write a simple sentence using some finger spaces</p> <p><i>Follow</i> an anticlockwise handwriting pattern</p> <p>Know how to form letters using Little Wandle formation for 'Curly caterpillar' letters – c, o, a, g, q, d, e, f, s</p>	<p>Write a simple sentence using finger spaces</p> <p>Use a full stop</p> <p>Read what has been written for sense</p> <p>Use a full stop</p> <p>Read what has been written for sense</p> <p>Write surname</p> <p>Know how to form letters using Little Wandle formation for Zig zag letters v, w, z, x</p>	<p>Write a simple sentence using capital letters and full stop.</p> <p>Writing full name.</p> <p>Capital letters</p> <p>Retrace a vertical line in a handwriting pattern.</p> <p>Know how to form letters using Little Wandle formation for ladder letters l, t, j, i</p>	<p>Write more than one sentence using capital letters and full stops.</p> <p>Write simple phrases which can be read by others</p> <p>Spell some high frequency words correctly</p> <p>Make phonetically plausible attempts to spell</p> <p>Capital letters Relative sized letters</p>
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Reception Maths Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<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>						
White Rose Maths Number & Numerical Patterns	Just Like Me! Match and Sort - Recognise sets and commonalities. Compare amounts & capacity, Exploring Pattern Count forwards to 10 Count sets of objects or actions. Narrate pattern of the school day using visual timetable and linear calendar.	It's Me 1 2 3 Representing, comparing & composition of 1 2 3 Circles and Triangles Positional language Light & Dark Representing Numbers to 5. One more and less Shapes with 4 sides Time.	Alive in 5 Introducing Zero Comparing numbers to 5 Composition of 4 & 5 Measure Compare Mass Compare Capacity Growing 6 7 8 6, 7 & 8 Making Pairs Combining 2 groups	Length & Height Time Building 9 and 10 9 & 10 Bonds to 10 3D Shape Pattern Consolidation	To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Match, Rotate, Manipulate First, Now & Then Adding More, Taking Away Spatial Reasoning Compose and Decompose 3D shapes	Find my Pattern Doubling Sharing & Grouping Even & Odd Spatial Reasoning Visualise and build On the Move Deepening Understanding Patterns & relationships Spatial Reasoning Mapping 3D shapes Measuring Numbers to 100
	Key stories	Mr Big Duck in a Truck Dear Zoo	1, 2, 3 at the Zoo Rosie's Walk Day Monkey Night Money Square Funnybones	None the Number A Squash and squeeze Room on the Broom Mr Grumpy's Outing Six Dinner Sid Mr Wolf's Week	Pattern Bugs How do Dinosaurs count to 10? Mouse Count Mouse Shapes 10 Feast for 10	One is a Snail, 10 is a Crab 10 on a Train Snail Trail Which One Doesn't Belong?
Key songs	Jack Hartman count - 10 and exercise 1,2,3,5 once I caught a fish alive When I was one...	Jack Hartman count to and from 10. 1, 2, 3, 4... 1 man went to mow 5 currant buns 5 little men	Jack Hartman count forwards and backwards within 20 10 fat Sausages 1, 2 buckle my shoe 10 in the bed	Jack Hartman count -100 and exercise Number bond songs	Jack Hartman count in 10s and exercise	Jack Hartman count -10 and exercise

Reception Understand the World Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<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>						
Past and present	<p>My History Know that they can do things now that they couldn’t as a baby ‘Once there were giants’.</p>	<p>My History Talk about experiences of bonfire night and Christmas.</p>	<p>My History Talk about experiences of walking through woodland areas, what did I see?</p>	<p>My History Talk about experiences of Easter</p>	<p>My History Talk about places I may have visited</p>	<p>My History Talk about experiences of transition into Y1</p>
	<p>Significant places Know that our school has changed over time To know that homes have changed over time (Peepo)</p>	<p>Significant places Know the houses of parliament is a building in London</p>	<p>Significant places Know about the places in Bedlington – now and then and discuss how they have changed over time</p>	<p>Significant places Know the houses of parliament is a building in London</p>	<p>Significant Places Comment on London’s historical landmarks (Topsy and Tim go to London)</p>	
	<p>Significant events Talk about starting Reception Talk about extended family members</p>	<p>Significant events Comment on the story of the gunpowder plot My History Significant events Talk about past experiences of celebrating Christmas</p>		<p>My History Significant events Talk about past experiences of celebrating Easter</p>	<p>Significant events Participate in Jubilee celebrations Observe videos of her coronation</p>	
	<p>Significant people Name who lives in their house</p>	<p>Significant people Know about Guy Fawkes</p>	<p>Significant people Know about Florence Nightingale Comment on pictures of Florence Nightingale</p>		<p>Significant people Comment on the King</p>	

<p>People and Communities</p>	<p>Ourselves Compare ourselves to our friends – what is the same/different</p> <p>Know it is ok to be different</p>	<p>Cultural diversity Special Places & Stories Know about some cultural traditions – Xmas, Bonfire, Diwali</p> <p>Know some special stories for religions– Rama & Sita, the first Christmas</p> <p>Know religions have special places - temple /church</p> <p>Know how religions celebrate</p> <p>Compare these celebrations looking at similarities and differences</p> <p>Christianity Church - Harvest celebrations</p> <p>Know how Christmas is celebrated around the world</p>	<p>Family diversity Know all families are different in make-up</p>	<p>Christianity & Celebrations Cultural diversity Know about Easter celebrations</p> <p>Know the Easter story is important to Christians</p> <p>Recognise and retell stories connected with celebration of Easter How do Christians remember these stories at Easter</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>	<p>Cultural diversity Compare different beliefs in London, Morocco, Australia</p> <p>Say something the same/different (Mirror)</p>	
<p>The Natural World</p>	<p>World Around Them Explore the outdoor area</p> <p>Talk about what they see and experience</p> <p>Understand the life cycle of a human</p>	<p>Know how to find out information (trees)</p> <p>Name and identify where different vegetables grow</p> <p>Seasons Observe the changes in the garden and local area in Autumn</p>	<p>Compare wolves around the world</p> <p>Draw a wolf</p> <p>Seasons Observe the changes in the garden and local area in Spring</p>	<p>Know the conditions for growth – planting Sunflowers & potatoes</p> <p>Understand the key features of the life cycle of a plant</p> <p>Observe changes during growth</p>	<p>Compare different environments of London, Morocco, Australia</p> <p>Say something the same/different (Mirror)</p>	<p>Research and observe the life cycle of a ladybird</p> <p>Observe and discuss changes over time</p> <p>Draw a ladybird</p> <p>Begin to understand the</p>

		<p>Listen and comment on stories about Autumn</p> <p>Know how animals prepare for winter</p> <p>Compare UK winters to Antarctica</p> <p>Observe the effects of melting ice</p>	<p>STEM Predict and test the wolf's huff and puff – blowing houses over</p> <p>Talk about features of different materials</p> <p>ICT Know how to retrieve information</p>	<p>Talk about what they notice using their senses</p> <p>Identify similarities and differences in relation to living things</p> <p>Draw a sunflower</p>		<p>need to respect and care for the natural environment and all living things</p> <p>Seasons</p> <p>Observe the changes in the garden and local area in Summer</p> <p>Harvest the potatoes</p> <p>Identify changes as they cook</p> <p>Discuss the changes and the taste</p>
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Reception Expressive Arts and Design Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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.						
Creating with Materials	<p>DT Joining Know the different types of glue and when to use them</p> <p>Explore the types of glue</p> <p>Design & Make Exploring resources</p> <p>Deciding what to make</p> <p>Colour - Name Primary colours</p> <p>Mix primary colours to create secondary colours (poster paint)</p> <p>Media - Sculpture Explore Playdough Use the tools Ball & Roll the dough</p> <p>Drawing</p>	<p>DT Joining Know the different types of tape and when to use them</p> <p>Exploring the types of tape</p> <p>Design & Make Planning a collage for a calendar</p> <p>Describe what they will use, planning ideas</p> <p>Adapt as necessary</p> <p>Evaluate the end result</p> <p>Colour - Use colour and pattern to show mood</p> <p>Media Collage - Making a collage in mixed media</p> <p>Textiles - Large scale weaving</p>	<p>DT Joining Know how to use a split pin</p> <p>Exploring using the split pins</p> <p>Design & Make Planning a 3D construction (theatre)</p> <p>Work as team discussing ideas</p> <p>Adapt theatres as necessary</p> <p>Evaluate the end result</p> <p>Colour- Mix primary colours to create secondary colours (powder paint)</p> <p>Media 3D construction from mixed media</p> <p>Drawing</p>	<p>DT Joining Know how to tie with string</p> <p>Exploring attaching with string</p> <p>Design & Make Apply skills and knowledge</p> <p>Colour - Choose paint for a purpose</p> <p>Media - Sculpture</p> <p>Know how to make salt dough</p>	<p>DT Joining Apply what they know</p> <p>Design & Make Apply skills and knowledge</p> <p>Colour - Explore water colour paints</p> <p>Media - Choosing a media for a purpose</p> <p><i>Natural materials</i></p>	<p>DT Joining Apply what they know</p> <p>Design & Make Plan a clay model (minibeast)</p> <p>Describe what they will use</p> <p>Adapt as necessary</p> <p>Evaluate the end result as a class</p> <p>Discuss what they like/dislike</p> <p>Colour - Choose from a range of paints to suit the purpose</p> <p>Media - Sculpture</p> <p>Use clay tools Manipulate clay to create a minibeast</p>

	<p>Exploring available resources Colour in a picture</p> <p>Imaginary Play Explore using loose parts and general small world resources to act out stories</p> <p>Using costumes to support role play</p>	<p><i>Natural materials</i> Explore pattern and texture</p> <p>Imaginary Play Use available role play resources to recreate experiences</p> <p>Using costumes to support role play</p>	<p>Begin to use a variety of drawing tools and techniques</p> <p>Imaginary Play Use story props to act out familiar stories for friends</p>	<p>Manipulate it to create a sunflower</p> <p>Drawing Observational drawings</p> <p>Imaginary Play Use available role play resources to make up stories</p> <p>Using costumes to support role play</p>	<p>Use natural materials to make patterns and pictures</p>	<p>Drawing Begin to use a variety of drawing tools and techniques</p>
Being Imaginative and Expressive	<p>Imaginary Play Act out first hand experiences in role play and small world</p> <p>Artists Looking at and responding to the work of Paul Klee (portraits) Creating a portrait</p>	<p>Imaginary Play Take on the role of familiar people (postman etc)</p> <p>Retelling Stories Retell a simple repetitive story (Enormous Turnip - T4W)</p>	<p>Imaginary Play Taking on the role of a story character (hot seating)</p> <p>Use puppets to retell stories</p> <p>Retelling Stories Retell a familiar more complex story (T4W)</p>	<p>Imaginary Play Act out stories outside of their first hand experiences</p> <p>Artists Looking at and responding to the work of Van Gogh (sunflowers) Drawing/painting sunflowers</p>	<p>Imaginary Play Act out stories outside of their first hand experiences</p> <p>Retelling Stories Make up a story to match a picture book Using story language</p> <p>Artists Looking at and responding to Banksy's urban art</p>	<p>Imaginary Play Act out stories outside of their first hand experiences</p> <p>Retelling Stories Retell a familiar more complex rhyming story (T4W)</p>
Music	<p>Kapow Music Explore musical</p> <p>Tap name syllables</p> <p>Keep a beat to a nursery rhyme</p> <p>Sing simple nursery rhymes</p>	<p>Kapow Music Celebration Music</p> <p>Recite a poem for an audience (harvest) Learn and sing songs as a class (nativity)</p> <p>Responding to Music/Dance</p>	<p>Kapow Music <i>Music and Movement</i></p> <p>Tap out character names</p> <p>Responding to Music/Dance</p> <p>Listen and respond to different music (PE)</p>	<p>Kapow Music <i>musical stories</i></p> <p>Learn and recite poems (sunflower)</p>	<p>Kapow Music <i>Transport</i></p> <p>Listening and responding to music from our own and other counties</p>	<p>Kapow Music <i>Big Band</i></p> <p>Learn and recite poems (minibeasts)</p> <p>Responding to Music/Dance</p>

	<p>Discussing favourite nursery rhymes</p> <p><i>Responding to Music</i></p>	<p>Watching and responding to a live performance</p> <p>Take part in national nursery rhyme week</p>	<p>Move in response to music</p>		<p>Tap out simple songs</p>	<p>To perform a series of moves</p> <p>Perform for friends</p> <p>Watch and reflect on others performance</p>
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