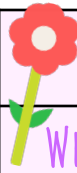


RECEPTION LONG TERM PLAN



AUTUMN 1

AUTUMN 2



SPRING 1

SPRING 2



SUMMER 1

SUMMER 2

TOPIC/PROJECT FOCUS
YEAR A
&
YEAR B

WHAT IS SPECIAL ABOUT ME

WHAT MAKES OUR SCHOOL SPECIAL

WHAT'S IN THE TOY BOX

WHY DO WE CELEBRATE

WHERE DO I LIVE

WHAT IS IT LIKE TO LIVE IN A COLD PLACE

WHY IS FARMING IMPORTANT TO US

WHO CAN HELP ME

WHO WERE THE CORNISH INVENTORS

WHAT IS THE WEATHER LIKE TODAY?

WHAT IS IT LIKE TO LIVE BY THE SEA?

HOW HAVE HOLIDAYS IN CORNWALL CHANGED?

SPECIAL EVENTS

Starting school
Leedstown show?
Autumn Trail
Halloween
Library visit

Guy Fawkes / Bonfire Night
Diwali
Black History Month
Remembrance day
Children in Need
Christmas Time

Story Telling Week
Random Acts of Kindness Week
Valentine's Day
Internet Safety Day

Pancake Day/Lent
Easter time
Mother's Day
Science week
World Book Day

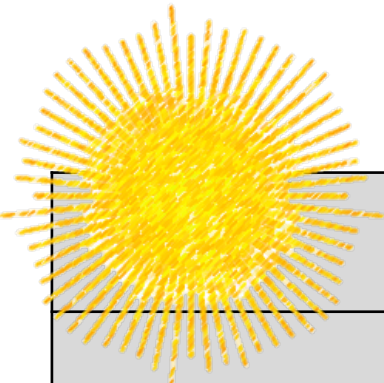
Sports Day

Father's Day
Praze Show
Hayle Carnival
Heathy Eating Week
Enrichment week
Transition day

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLASS KEY TEXTS YEAR A & YEAR B	THIS IS ME WE ALL BELONG THE LION INSIDE SUPERKID ALL OUR WELCOME THE SECRET SKY GARDEN IN EVERY HOUSE ON EVERY STREET THE LITTLE RED HEN MAP BOOK	THE TOY MAKER I LOVE YOU BLUE KANGAROO BEAR SHAPED WHATEVER NEXT LITTLE GLOW A CHRISTMAS STORY A YEAR FULL OF CELEBRATIONS AND FESTIVALS CHRISTMAS POEMS	MARTHA MAPS IT OUT MY MAP BOOK THE JOLLY POSTMAN POLES APART THE EMPEROR'S EGG THE STORM WHALE APES TO ZEBRAS	ROSIE'S WALK OLIVER'S VEGETABLES THE TINY SEED EACH PEACH PEAR PLUM ROSIE'S HAT YOU CAN'T CALL AN ELEPHANT IN AN EMERGENCY EMERGENCY!	THE STORY OF THINGS LITTLE MISS INVENTOR AN ENGINEER LIKE ME MEET THE WEATHER A WALK IN THE WOODS SUNSHINE AT BEDTIME	THE LIGHTHOUSE KEEPER'S LUNCH BILLY'S BUCKET THE SNAIL AND THE WHALE THE ODD FISH DOLPHIN BOY SEASIDE HOLIDAYS THEN AND NOW WHAT THE LADYBIRD HEARD AT THE SEASIDE THE SEA SAW
OLD FAVOURITES/ RECOMMENDED READS/READING FOR PLEASURE	The Three Little Pigs The Colour Monster The Invisible Harry and the Bucketful of Dinosaurs go to school First Week of Cow School Percy Pengelly and the wibble- wobble	The Gingerbread Man Coming to England My Monster and Me Ruby's Worry The Owl that was afraid of the dark Mousehole Cat *Christmas stories!	Goldilocks Extra Yarn (Rob) The Storm Whale at Winter (Rob) A Little Bit Brave Dear Mr. Blueberry The Mousehole Mice and the Theatre by the sea	The Enormous Turnip Jack and the Beanstalk The Extraordinary Gardner Mr. Wolf's Pancakes Mermaid of Zennor Squash and a Squeeze *Easter stories	The Hare and the Tortoise The Koala Who Could What the ladybird heard Astro Girl Ravi's Roar The Great Cream Robbery The very hungry caterpillar	The Three Billy Goats Gruff Julian is a Mermaid Leo and the Octopus The Last Giant of Marazion The Scarecrow's Wedding Rainbow Fish

RECEPTION LONG TERM PLAN

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2



COEL

Characteristics of Effective Learning

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

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

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

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

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

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

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

PLAY: At Leedstown School, 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.'. EYFS Team

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

OVER
ARCHING
PRINCIPLES

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>COMMUNICATION AND LANGUAGE</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<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>C&L is developed throughout the year through high quality interactions, daily group discussions, chatty times, Jigsaw sessions, stories, RWI whole class story, singing, speech and language interventions, Pie Corbett T4W approach, assemblies, the word collector jar, weekly themed nursery rhyme/song and topic specific vocabulary.</p>	<p>Welcome to EYFS Settling in activities Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Making friends Children talking about experiences that are familiar to them Chatty times – tell me about you/how can we be a good friend/talking about the classroom/emotions. Rhyming and alliteration Teach explicit listening skills Learn rhymes, poems and songs.</p>	<p>Tell me a story! Settling in activities Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Building on being able to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Learn rhymes, poems and songs.</p>	<p>Tell me why! Using language well Ask’s how and why questions... 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 rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” Sustained focus when listening to a story. Learn rhymes, poems and songs.</p>	<p>What happened? 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. Learn rhymes, poems and songs.</p>	<p>Time to share! 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. Learn rhymes, poems and songs.</p>

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>SELF-REGULATION MANAGING SELF BUILDING RELATIONSHIPS</p> <p>*JIGSAW*</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> Understand how it feels to belong Recognise feelings Understand why it is important to be kind 	<p>Celebrating Difference .</p> <ul style="list-style-type: none"> Understand we are all good at different things Identify similarities and differences Know that we are all special 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Set goals and not give up Use kind words to encourage others Understand what it means to feel proud 	<p>Healthy Me</p> <ul style="list-style-type: none"> Understand how exercise and rest are healthy for our bodies Make healthy food choices Wash hands properly Understand stranger danger 	<p>Relationships</p> <ul style="list-style-type: none"> I know how to make friends I can solve problems to remain friends I can manage my feelings 	<p>Changing Me</p> <ul style="list-style-type: none"> I can name parts of the body I know we all grow from babies to adults I can talk about my worries about moving into year 1 and say what I have enjoyed in Reception
	<p>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> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 	<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 and reviewing what they have done.” Education Endowment Foundation.</i></p>				



We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Specific fine motor activity out each day as well as lots of opportunities through provision.</p> <p>GROSS MOTOR</p> <p>Weekly PE sessions (See Striva)</p>	<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>					
	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>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</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like a triangle.</p>
	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>
	<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

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



RECEPTION LONG TERM PLAN

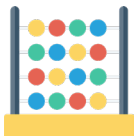
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>LITERACY</p> <p>COMPREHENSION - DEVELOPING A PASSION FOR READING</p> <p>Children will visit the school library on a weekly basis</p> <p>WORD READING</p> <p>Children will begin all together for RWI. Regular assessments (half termly) will then determine groups. The lowest 20% of readers will receive additional tutoring 4x afternoons a week.</p> <p>Pinny times and the use of the Virtual Classroom at home and at school will also be used.</p>	<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>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. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.. Retelling stories using images / apps. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.</p>	<p>Making up stories in play and encouraging children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>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</p>	<p>Phonic Sounds: RWI Differentiated groups (when possible)</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>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.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>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’.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p>

We will provide experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>WRITING</p> <p>REGULAR OPPORTUNITIES TO WRITE/DRAW/MARK MAKE IN THEIR WRITING BOOK</p> <p>WRITING OPPORTUNITIES WITHIN THE PROVISION</p> <p>REGULAR ADULT MODELLING</p> <p>WORKING ALONGSIDE THE YEAR ONES</p>	<p>Patterns (copying/designing/doodling/inside/outside. Focus on language of up, down, around, zig zag, straight, curly)</p> <p>Skills - Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p>	<p>Letter formation</p> <p>Writing our name</p> <p>Initial sounds</p> <p>Skills – correct letter formation of Set 1 sounds, name writing, Fred Fingers, labelling using initial sounds and progressing to CVC words.</p>	<p>CVC/CVCC/CCVC words for labels</p> <p>Basic captions (fat cat)</p> <p>Skills - Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.Guided writing activities.</p>	<p>Creating story maps</p> <p>Innovating story maps</p> <p>Skills – learning a story or poem from heart, sequencing the text, having own ideas and recreating the text, remembering key vocabulary, writing short captions/sentences.</p>	<p>Regular use of Pobble to stimulate writing</p> <p>Skills - Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Regular use of Pobble to stimulate writing</p> <p>Creating own story books</p> <p>Skills - Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Write three sentences to form a short story.</p>

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>MATHS</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p><i>Mathematics Mastery</i></p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Getting to know you</p> <p>Match and sort, Comparing amounts, Numbers to 5, One more and less</p>	<p>Numbers to 5, One more and less Circles and triangles, Shapes with 4 sides Consolidation</p>	<p>Numbers to 10. Combining two amounts, Adding more, taking away.</p>	<p>Beyond 10 Length and height Compare mass and capacity Consolidation</p>	<p>Doubling, sharing and grouping. Even and odd Spatial awareness, positional language</p>	<p>Deepening Understanding Time Consolidation</p>

Activities within the Continuous Provision build upon the children’s previous learning and provide opportunities for practice and consolidation.

Numberblocks is used regularly to introduce numbers.

Regular whole class counting, and other mathematical activities are planned.

Numbers are placed on different areas of the classroom and the pom-pom jar allows regular practice of counting to 10 and number bonds to 10.

KIRFS – half termly recall of a specific number fact that is practiced in school and shared at home



RECEPTION LONG TERM PLAN

<p>AUTUMN 1 (HISTORY/ GEOGRAPHY) YEAR A – WHAT IS SPECIAL ABOUT ME? YEAR B – WHAT MAKES OUR SCHOOL SPECIAL</p>	<p>AUTUMN 2 (HISTORY) YEAR A – WHAT'S IN THE TOY BOX YEAR B – WHY DO WE CELEBRATE</p>	<p>SPRING 1 (GEOGRAPHY) YEAR A – WHERE DO I LIVE YEAR B – WHAT IS IT LIKE TO LIVE IN A COLD PLACE</p>	<p>SPRING 2 (GEOGRAPHY/HISTORY) YEAR A – WHY IS FARMING IMPORTANT TO US YEAR B – WHO CAN HELP ME</p>	<p>SUMMER 1 (HISTORY/GEOGRAPHY) YEAR A – WHO WERE THE CORNISH INVENTORS YEAR B – WHAT IS THE WEATHER LIKE TODAY</p>	<p>SUMMER 2 (GEOGRAPHY/HISTORY) YEAR A – WHAT IS IT LIKE TO LIVE BY THE SEA YEAR B – HOW HAVE HOLIDAYS IN CORNWALL CHANGED?</p>
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UNDERSTANDING THE WORLD

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.

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

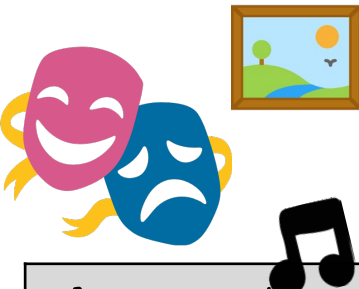
Across the year we will look at and discuss seasonal changes that occur in our school environment.

Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Whole school personal development programme.

<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. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom, outdoor areas and local environment. Introducing children to the role play area and what different jobs may be. Science Year A – Humans and senses Year B – Plants 	<ul style="list-style-type: none"> Introducing the idea of chronology. Introduction of key vocabulary – long ago, before I was born, after I was born, today. Year A – looking at and describing similarities and differences between toys from the past and toys we enjoy today. Year B – What does the word significant mean? Study of a significant person (Guy Fawkes). Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Discussion around beliefs and not everyone celebrates Christmas. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Science Year A – Materials classification Year B – Humans 	<ul style="list-style-type: none"> Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Chatty time focus – what is winter? Exploring ice. Sea/arctic small world resources. Can children differentiate between land and water. Science Year A – Plants Year B – Materials 	<ul style="list-style-type: none"> Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Growing/planting/looking after our garden Significant people – what makes somebody significant? Who are the significant people in our lives? Who was Florence Nightingale and Mary Seagul Introduce children to different occupations and how they use transport to help them in their jobs. Role play themes: home corner, shop, hospital. Science Year A – Animals Year B – Humans 	<ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Listen to children describing and commenting on things they have seen whilst outside. Grow butterflies and learn about the lifecycle. Science Year A – Materials working scientifically Year B – Seasonal changes and weather 	<ul style="list-style-type: none"> Develop children's understanding of chronology and together make a basic timeline. Discuss how life would've been for people in the past and think about how our lives are different. Is this a good thing or not? Compare and sort animals. Learn their names and label their body parts. A trip to the zoo/farm could be incorporated here. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Science Year A – Seasons and Weather Year B – Animals
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RECEPTION LONG TERM PLAN



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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EXPRESSIVE ARTS AND DESIGN

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.

Role play and imaginative play are continuously weaved through continuous provision. Children are provided with different opportunities to be imaginative both independently and supported through adult interactions.

Weekly music sessions delivered through Cheranga.

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.

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>Join in with songs.</p> <p>Use the paints independently in the creative area.</p> <p>Beginning to mix colours.</p> <p>Map making – creative and real.</p> <p>Build a model.</p> <p>Create a pattern.</p>	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems.</p> <p>Take part in the whole school performance.</p> <p>Junk modelling – designing and making. Looking at ways in which we can attach materials.</p>	<p>Small world play linked to stories.</p> <p>Make different textures; make patterns using different colours</p> <p>Drawing opportunities linked to topics and themes.</p>	<p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Mother's Day crafts Easter crafts</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Describing processes when being creative – how did you make that?</p> <p>Transient art in the garden</p>	<p>Evaluating own and peer creations. What would you change next time?</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Father's Day Crafts</p>
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At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.

<p>Whole class focus Art/DT</p> <p><i>Each term we will create a self portrait for our whole class art display.</i></p>	<p>Year A – Drawing – line and shape.</p> <p>Year B – Drawing – line and shape.</p>	<p>Year A – mechanisms design make and evaluate a push and pull toy.</p> <p>Year B – cooking and nutrition. Make and evaluate a Christmas biscuit.</p>	<p>Year A – Painting – landscape/seascape</p> <p>Year B – exploring printing</p>	<p>Year A – cooking and nutrition making a fruit smoothie</p> <p>Year B – structure design make and evaluate a boat</p>	<p>Year A – clay tiles</p> <p>Year B – collage creating an image</p>	<p>Year A -</p>
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RECEPTION LONG TERM PLAN

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>

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.