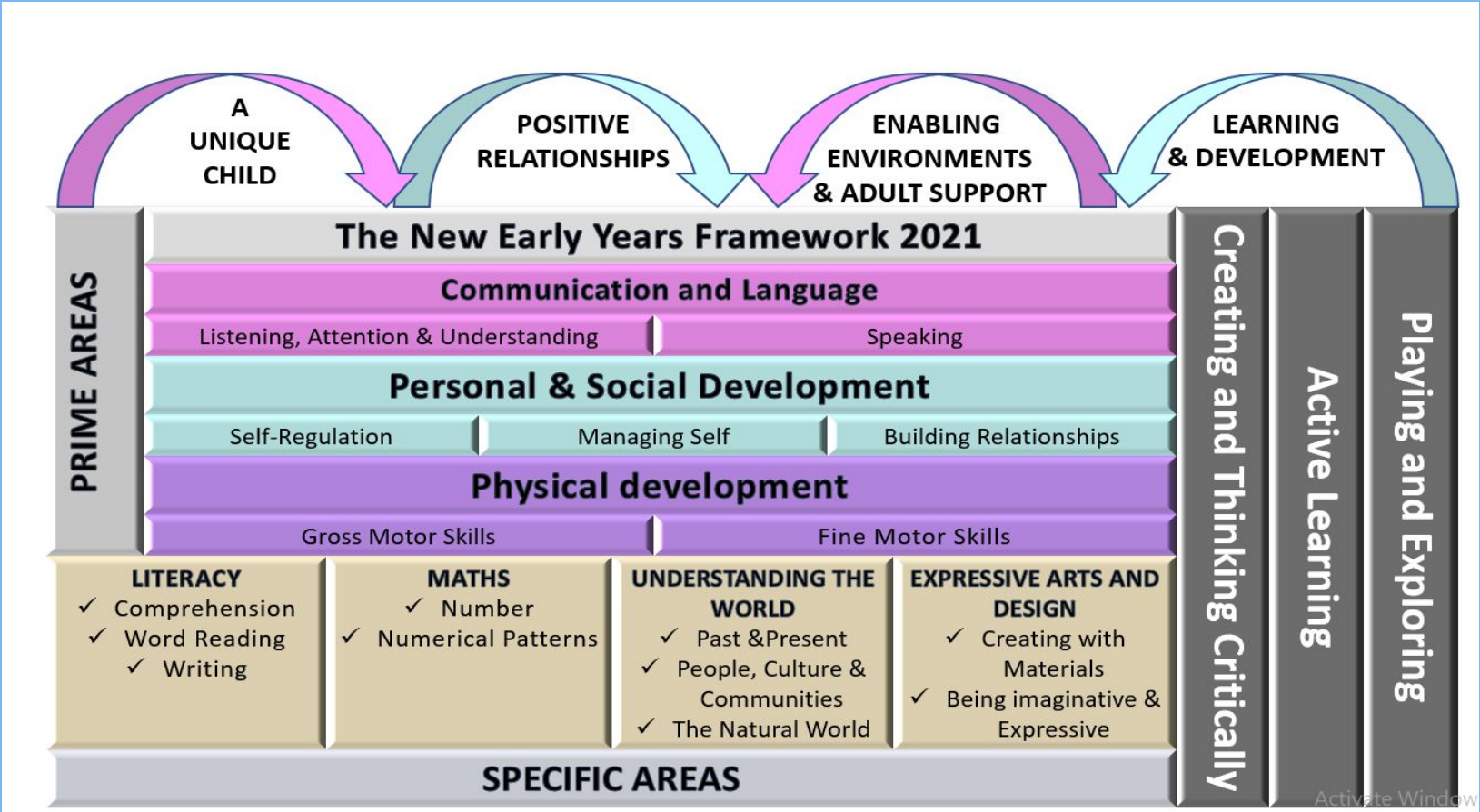
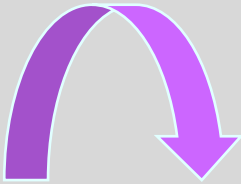


Hook Lane Reception Long Term Plan





Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys
  Overarching Principles	Characteristics of Effective Learning					
	<p>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</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. Children take ownership, accept challenges and learn persistence.</p> <p>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.</p> <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.</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 get to know our children well in order to support and challenge them when and where needed..</p> <p>Diversity is celebrated in everything we do. Through literature, sharing and shared experiences, the environment and curriculum, celebrating special occasions, challenging stereotypes and building strong home school partnerships, we will ensure that children develop positive attitudes to diversity and difference. Children will learn to value diversity in others, develop cultural awareness and learn how to make a positive contribution to society.</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. Early Years education should be as practical as possible and therefore, play is integral to how we teach and how children learn in the EYFS at Hook Lane. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. We will ensure that all children learn and develop well and are kept healthy and safe at all times.</i></p>					

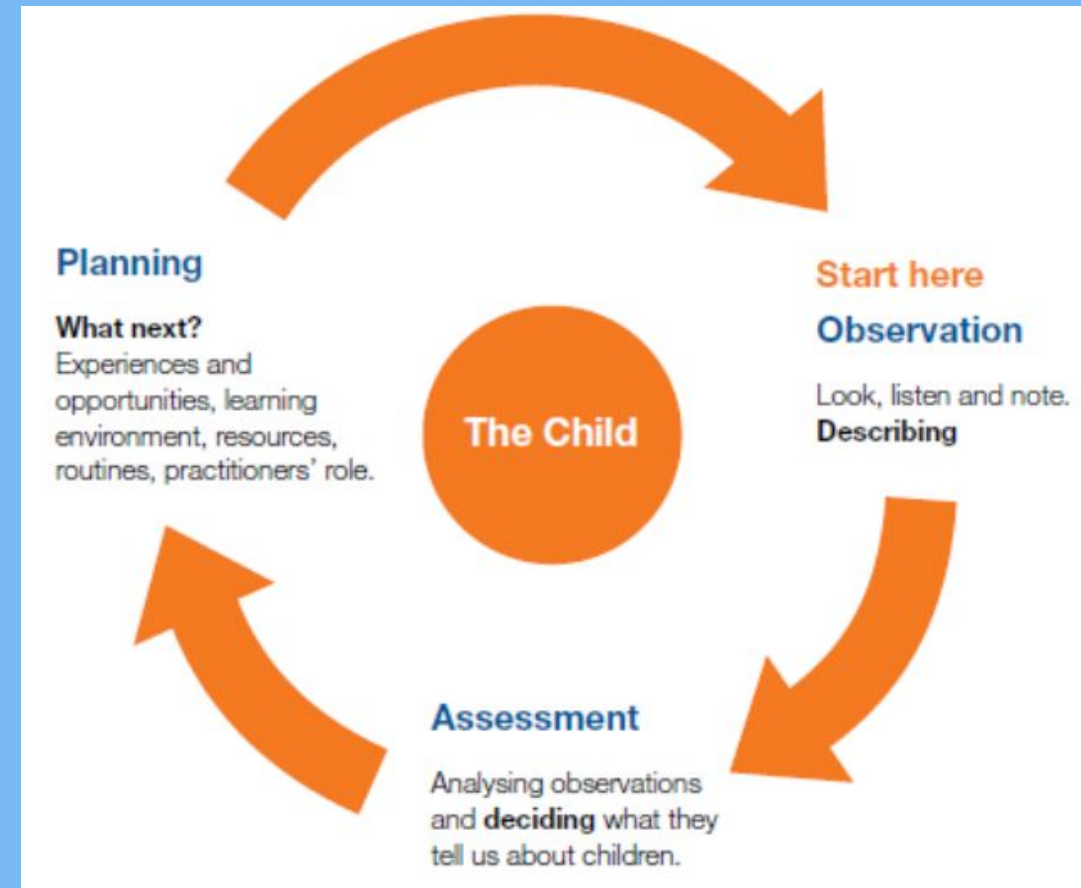


Reception Long Term Plan

At the heart of our assessment practice is the child.

- Assessment will be primarily based on practitioner knowledge and gained by observing and interacting with a child in the early years environment.
- This will shape our curriculum, environment and practice and inform next steps for each child.
- Robust assessment systems will include the voice of staff, parents and the child. It will be based on embedded learning, that is learning applied independently and consistently across a range of everyday situations
- The system used will be systematic and cohesive. It will be meaningful for staff and not result in excessive workload.

EYFS formative assessment.





Reception Long Term Plan


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p>Magical me Starting school / my new class/ PSED focus /relationships/feelings What am I good at? My family/Family tree People who help us / careers/Growing up Our local area - Visit the Library</p>	<p>Celebrations Bonfire night - firework safety Little Red Hen – Harvest Make a sculpture: Andy Goldsworthy Seasons - Autumn The Nativity Christmas Lists Letters to Father Christmas Trip to Oxleas Woods</p>	<p>Around the World Night time adventures Seasons- Winter Fun science/freezing and melting Maps/Contrasting environments/ Landmarks/Transport - design a vehicle Chinese New Year- Big Outcome Our local area -Visit the supermarket</p>	<p>Amazing animals Minibeast Workshop Minibeast hotel Reduce, Reuse & Recycle Seasons - Spring</p>	<p>Growing Arts & Design focus Monet, Van Gogh Plants & Flowers Weather / seasons Planting beans/seeds Fun Science/Life cycles Visit the Garden Centre</p>	<p>Journeys Going on holiday Send me a postcard! Seasides, games and toys in the past Marine life Seasons -Summer -sun safety Fun science/shadows - using the sun to make pictures Trip to the Park Transitions - caterpillars</p>
<p>High quality Texts</p> <p><i>We aim to foster a lifelong love of reading</i></p>	<p>Incredible You The Colour Monster Red Rockets and Rainbow Jelly The Big Book of Families Funnybones: I Spy Peepo Dr Dog Real Superheroes</p>	<p>Little Red Hen - Talk for Writing The Story of Rama & Sita Room on the Broom The Gruffalo Squash and a Squeeze Stick Man: The Jolly Christmas Postman The Nativity</p>	<p>Lost and Found The Tiger who came to Tea Whatever next The Bear in the Cave Here We are The Great Race Maps and Atlases, non fiction books</p>	<p>The Runaway Pancake -Talk for Writing What the Ladybird Heard Earth Ninja The Magnificent Thing Handa's Hen Easter</p>	<p>Non-fiction books Jack and the Beanstalk - talk for writing Giant - poem Camille and the Sunflowers We Planted a Tree</p>	<p>Alba the 100 year old fish Sharing a Shell Commotion in the Ocean Rainbow Fish Under the Sea A home for a Pirate</p>
<p>'Wow' moments</p> <p>Enrichment</p>	<p>People in our community School walk Pets visit Coffee session</p>	<p>Bonfire Night/ Diwali Making bread/Vegetable soup Oxleas Woods Remembrance day Christmas gifts Nativity performance Church Service Stay and Play sessions</p>	<p>Valentines day Chinese New Year - performance (Big Outcome) Map work - follow the clues Food tasting & cooking– different cultures Stay and Play sessions</p>	<p>Minibeast workshop Mother's Day Easter egg hunt/Easter cakes Coffee session Sponsored nursery rhymes supporting a local charity.</p>	<p>Visit the Garden Centre Making our garden grow Weather experiments Let's Go Fly a Kite - song, performance Eid -ul-Fitr Stay and Play sessions</p>	<p>Father's Day Ice –Cream at the park Caterpillars in the classroom Transition visits Y6 Performance End of year coffee session/celebration</p>



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys

Communication and Language

<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions daily, group discussions, sharing circles, stories, singing, discrete vocabulary planning, display, Helicopter stories, Pie Corbett T4W, Planning for Play, Drawing Club, EYFS productions.</p>  <p>Daily story times using high quality texts, songs and rhymes</p>	<p>Welcome to EYFS Getting to know you Sharing familiar experiences/Talk about family/ routines and special occasions/ Show an interest in the lives of other people Follow instructions in routines Develop listening skills and phonological awareness Develop social phrases. Engage in story times</p>	<p>Tell me a story Engage in story times. T4W -retell a familiar story. Use story language Discover and share new interests. Follow instructions, ask questions, take part in discussion Understand how to listen carefully and why listening is important. Express likes and dislikes. Share own experiences</p>	<p>Tell me why Articulate ideas and thoughts in well-formed sentences Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Recount an event Describe an event in some detail Use talk to work out problems and articulate thinking and activities Explain why things work and how they might happen Connect one idea or action to another using a range of connectives T4W -retell a familiar story using exact repetitions</p>	<p>Explain to me Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Ask questions to find out more and to check they understand what has been said to them. T4W -retell a familiar story using exact repetitions</p>	<p>Tell me what you have learned Listen to and talk about stories to build familiarity and understanding. Articulate ideas and thoughts in well-formed sentences using a range of connectives. Talk about the experiences from different points in the school year Routinely use learned and new vocabulary throughout the day.</p>
	<p>Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound.</p>		<p>Use new vocabulary through the day Use new vocabulary in different contexts</p>			<p>Learn rhymes, poems, and songs.</p>



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys

Personal, Social and Emotional Development

Managing Self	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally	Think about the perspectives of others Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing
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Self regulation

These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.

Making relationships



<u>Me and My Relationships</u>	<u>Valuing Difference</u>	<u>Keeping myself safe</u>	<u>Rights and responsibilities</u>	<u>Growing and changing</u>	<u>Being my best</u>
What makes me special/ my special people Who can help me? Feelings self-care and self-regulation techniques Developing relationships Class rules: Behavioural expectations in the class/boundaries set	I'm special ,you're special Same and different Same and different families Same and different celebrations Kindness and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on, zipping up coats. Healthy eating	Keeping myself safe indoors and outdoors Listening to my feelings Managing my needs Considering the perspective of others Healthy eating	Looking after others, knowing that caring relationships are at the heart of happy families knowing what makes a good friend Being helpful at home and caring for our classroom Caring for our world	Life stages, plants, animals, humans. Who will I be? Getting bigger Me and my body Being kind to living creatures Taking care of animals	Bouncing back when things go wrong: developing confidence and resilience Move your body A good night's sleep Importance of healthy living Transition into Year 1 Year 1 readiness

SMART RULES

Computing

To tell an adult if they see something on a digital device that upsets them
 To know not to give out any information about themselves
 To know that not everything they see on the internet is true



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys
Fine & Gross motor	Physical development					
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Combine different movements with ease and fluency	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
	Develop the overall body strength, coordination, 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient (Read, write inc.).					
	PE- Jungle Journey Develop confidence and movement skills using apparatus and space outdoors. Develop and refine fine motor skills and hand eye coordination needed for writing. Develop a good pencil grip	PE - Gymnastics/Dance Develop body strength, coordination, balance, agility and control using apparatus outside. Develop skills using tools e.g. scissors and cutlery.		PE- Ball skills/Athletics/Sports day Challenge themselves using apparatus and space outdoors Sit with a good posture and develop effective pencil control to form recognisable letters, most of which are correctly formed.		






Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys
Comprehension Word Reading & Writing <i>Daily shared and guided reading and writing linked to themes. Children will have opportunities to use and develop the skills they learn alongside their peers and supportive adults in play throughout the day</i> Daily story times using high quality texts, poems, songs and rhymes	Literacy					
	Read some individual letters by saying the sounds for them. Begin to blend sounds to read simple regular words	Read individual letters by saying the sounds for them Read some letter groups that each represent one sound and say sounds for them. Blend sounds to read simple regular words. Begin to recognise a few exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Re-read what they have written to check that it makes sense.
	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Form lowercase and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read a few common exception words matched to the school's phonic program.					
Phonics Read Write Inc.	Learn, read and write all Set 1 & Set 2 sounds. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Blend known sounds to read simple regular words. Orally segment sounds to spell VC and CVC words. Write own name.		Revise set 1 & 2 sounds and read at speed. Phonic groups - Red/Green books for reading and writing. Read and write short sentences, with support, including some common exception words. Spell CV, CVC and some CVCC words. Recognise that after a word there is a space. Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.		Read set 1 & 2 sounds and explore different spelling patterns linked to known sounds. Phonic groups - Red/Green/Purple books for reading and writing. Read and write sentences including punctuation. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Write different text forms for different purposes. Re-read what they have written and edit.	





Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys
Our mastery approach will ensure that children develop positive attitudes and interests in mathematics, be able to 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	Mathematics					
	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value Compare length, weight and capacity	Count beyond ten. Subitise Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skill	Count beyond ten. Subitise Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10. Compare length, weight and capacity	Count beyond ten. Subitise Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10. Compare length, weight and capacity	Count beyond ten. Subitise Compare numbers Automatically recall number bonds for numbers 0–5 and some to 10. Continue, copy and create repeating patterns.	Count beyond ten. Automatically recall number bonds for numbers 0–5 and some to 10. Continue, copy and create repeating patterns Compare length, weight and capacity Select, rotate and manipulate shapes to develop spatial reasoning skills
White Rose Maths 	Baseline/getting to know you Matching Sorting Comparing amounts Compare Size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 2D shapes The number 4/ The number 5 One more one less Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 & 5 Learning about 6,7 and 8 Pairs and combining groups to 10 Early doubling Length and height Money	9 and 10 Comparing numbers to 10 Grouping & sharing Doubling Number bonds to 10 3D shapes	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more Taking away Halving, doubling & sharing Practical measure	Halving, doubling & sharing Odd and Even Patterns Time Consolidation




Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys
Past and Present People, Culture & Communities The Natural World	Understanding the world					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community Explore the natural world around them	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live Draw information from a simple map.	Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them	Explore the natural world around them Compare and contrast characters from stories, including figures from the past	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Draw information from a simple map
	Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them.					
	All about Me Family tree People in our community/school/ Pets visit	Bonfire Night/Diwali Harvest/Making bread/Vegetable soup Oxleas Woods Remembrance day Nativity performance Church Service	Valentines day Chinese New Year The World/hot and cold places/Space Map work Food tasting & cooking– different cultures	Minibeast workshop Mother's Day Easter cakes Sponsored nursery rhymes supporting a local charity.	Visit to the Garden Centre Planting Camille and the Sunflowers Weather experiments Eid	Seasides old & new Father's Day Map Work Visit to the Park Caterpillars in the classroom
	Seasons - through the year Forest School					












Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Celebrations	Around the World	Amazing animals	Growing	Journeys
Creating with Materials	Expressive Arts and Design					
Being Imaginative and Expressive	Explore, use and refine a variety of artistic effects to express their ideas and feelings Sing in a group or on their own, increasingly matching the pitch and following the melody		Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses		Return to and build on their previous learning, refining ideas and developing their ability to represent them Watch and talk about dance and performance art, expressing their feelings and responses	
	Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play					
	Self Portraits Colour Monster - colours across a range of media Jackson Pollock	Weaving Sculpture - Andrew Goldsworthy. Colours in nature. Clay pots Pantomime (audience) Singing - Nativity performance Printing	Big outcome - music and dance performance Dragon Mask - collaborative, multimedia Design & construct - vehicles	Observational drawings & paintings Design & construct -3D models Fabric collage	Large scale Art - Monet - Multimedia Colour Mixing Singing - performance Design & construct - Kites	Clay models Y6 Production (audience) Mosaic Puppets
	Drama & role play linked to own interests, experiences and story (planned and unplanned). Music- exploring pitch, rhythm, pulse, tempo and dynamics. Following musical patterns. Using & making own instruments. Singing, dancing & performing Drawing/painting/construction/sculpture/3D modelling from observation or imagination . Crafts/collage/malleable materials/printing/joining/messy play. Links to fine motor skills - using a variety of brushes/resources/tools. Sharing & explaining their work to others.					



Reception Long Term Plan

Reception Curriculum Goals

Communication and Language 	Personal, social, emotional development 	Physical Development 	Literacy 	Mathematics 	Understanding the World 	Expressive arts and design 
<p>Express ideas and feelings confidently using a wide range of vocabulary.</p> <p>Engage in a back and forth conversations with friends and teachers.</p> <p>Listen and respond with relevant comments, questions and answers.</p>	<p>Show determination and resilience when learning something new.</p> <p>Have the confidence to make mistakes and persevere even when something is difficult.</p> <p>Show empathy to others.</p> <p>Talk about and make healthy choices.</p>	<p>Ride a 2 wheeled bike.</p> <p>Take pleasure in moving energetically, showing control over body movements.</p> <p>Hold and control a pencil effectively.</p> <p>Use cutlery with confidence.</p>	<p>Retell a story with words and actions.</p> <p>Read sentences and books containing regular words made up of known letter sounds and some exception words.</p> <p>Independently write words and simple sentences that can be read by others.</p>	<p>Understand in depth numbers to 10.</p> <p>Automatically recall number bonds to 5.</p> <p>Compare quantities in different contexts.</p> <p>Recognise patterns in the number system.</p>	<p>Show curiosity about the world in which they live. Share own knowledge and ask questions of others to find out more.</p> <p>Know their place in their family and understand that events happened before they were born.</p> <p>Appreciate some similarities and differences between, lives, cultures and religions, both where they live and around the world.</p>	<p>Make up stories and act out with others, making use of props to enhance the play.</p> <p>Take part in a performance in front of an audience.</p> <p>Make choices of which materials and techniques to use when creating, taking inspiration from artists, experiences and their own interests.</p> <p>Sing a repertoire of songs, enjoy moving to music and follow a simple routine..</p>