

Reception Long Term Plan

Reception Curriculum Goals

Communication and Language Personal, social, emotional development		Personal, Social and Emotional Development		
<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building relationships</u>
<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 interaction.</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>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>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>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>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>

Reception Curriculum Goals

Physical Development		Literacy		
<u>Gross Motor</u>	<u>Fine motor</u>	<u>Comprehension</u>	<u>Word reading</u>	<u>Writing</u>
<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>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>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>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>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>

Reception Curriculum Goals

Mathematics		Understanding the World		
<u>Number</u>	<u>Numerical patterns</u>	<u>Past and Present</u>	<u>People Culture and Communities</u>	<u>The Natural world</u>
<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.</p> <p>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>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>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>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>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>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>

Reception Curriculum Goals

Expressive Arts and Designs.

Creating with Materials

Being Imaginative and Expressive.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.
Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher;
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.



Over Arching
Principles

These will
underpin our
all of our
learning and
development.

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. We believe that each individual child will be inspired and nurtured so that they flourish in their independent learning and personal growth so that they build the foundations to enable them to discover life in all its fullness.

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 and we must be aware of children who need greater support than others.

PLAY: At St Margaret's 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. We recognise that play is essential for children's learning and development across all areas and offers the children a chance to rehearse and use the skills they have been taught previously. 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes 2021-22 NB: These themes may be adapted at various points to allow for children's interests	Magical me Starting school / my new class/ PSED focus /relationships/feelings What am I good at? My family/Family mobile People who help us / Florence Nightingale and Mary Seacole People in our community Visit from a nurse Design a 3d hospital Harvest festival Making harvest soup/bread School walk /Rosie's Walk Grandparents Day	Farming and Festivals Bonfire night - firework safety Seasons – Autumn Wild weather Remembrance Day The Nativity performance Christmas Lists Letters to Father Christmas Diwali/make a Diva lamp Church service Food Making home-made pizzas- local area produce	Around the World- Transport Seasons- Winter Transport - design a vehicle Transport in the past Space and air travel Chinese New Year Our local area Map work - follow the clues tasting & cooking– different cultures Different materials- Brilliant builders	Explorers Seasons – Spring- Plants and growing Planting sunflower seeds Mother's Day Easter egg hunt Easter cakes Easter bonnets Countries around the world Aboriginal art (Clifford Possum, Freddie Timms & Tommy McRae) Sewing	Kings, Queens and Castles Seasons- summer Fun Science/Life cycles Block printing Animals and their habitats Mini beast Workshop Mini beast hotel Caterpillars/lady birds in the classroom Our Royal Family- do all Kings/Queens look the same? Trip to a local castle	Journeys-Seaside Going on holiday Send me a postcard! Seaside, locations Marine life Fossils – Mary Anning Seasons -Summer - sun safety Fun science/shadows - using the sun to make pictures Trip to the Seaside Seaside art Pirate day Ice cream van visit Father's Day Transition visits.

<p>General Themes 2022-23 NB: These themes may be adapted at various points to allow for children's interests</p>	<p>The Great Fire Starting school / my new class/ PSED focus /relationships/feelings What am I good at? My family/Family mobile People who help us / The Great Fire of London Collage- materials Harvest festival Little Red Hen – Harvest Making harvest soup/bread Grandparents Day Harvest Festival performance</p>	<p>No Place like Home Bonfire night - firework safety Where we live Our localityMap work - follow the clues Portraits- Andy Warhol/ Alexander Calder Seasons - Autumn The Nativity Christmas Lists Letters to Father Christmas Diwali/make a Diva lamp Church service Amazing me- senses</p>	<p>Toys Seasons- Winter Fun science/freezing and melting Toys from the past Interview family members Bring a toy to school Bring an adult with their favourite toy from the past Visit toy museum Make puppets- sewing Different materials Chinese New Year</p>	<p>The Four Nations The UK – Capital cities and landmarks Create a 3d model of a landmark Reduce, Reuse & Recycle Food tasting from the four nations Mini Highland Games Seasons - Spring Mother's day Easter egg hunt Easter cakes Easter bonnets</p>	<p>Holidays Going on holiday Send me a postcard! Seaside, games and entertainment in the past Train Journeys Seasons -Summer - sun safety Wonderful weather shadows - using the sun to make pictures Wind socks Moving pictures Trip to the Park/Seaside</p>	<p>Animal Kingdom Henri Rousseau- mixing colours Plants & Flowers Planting beans/seeds Fun Science/Life cycles Ice cream van visit Wild and wonderful creatures - Food chains Father's Day Hot and cold places- Ladybirds/caterpillars in our classroom</p>
--------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------