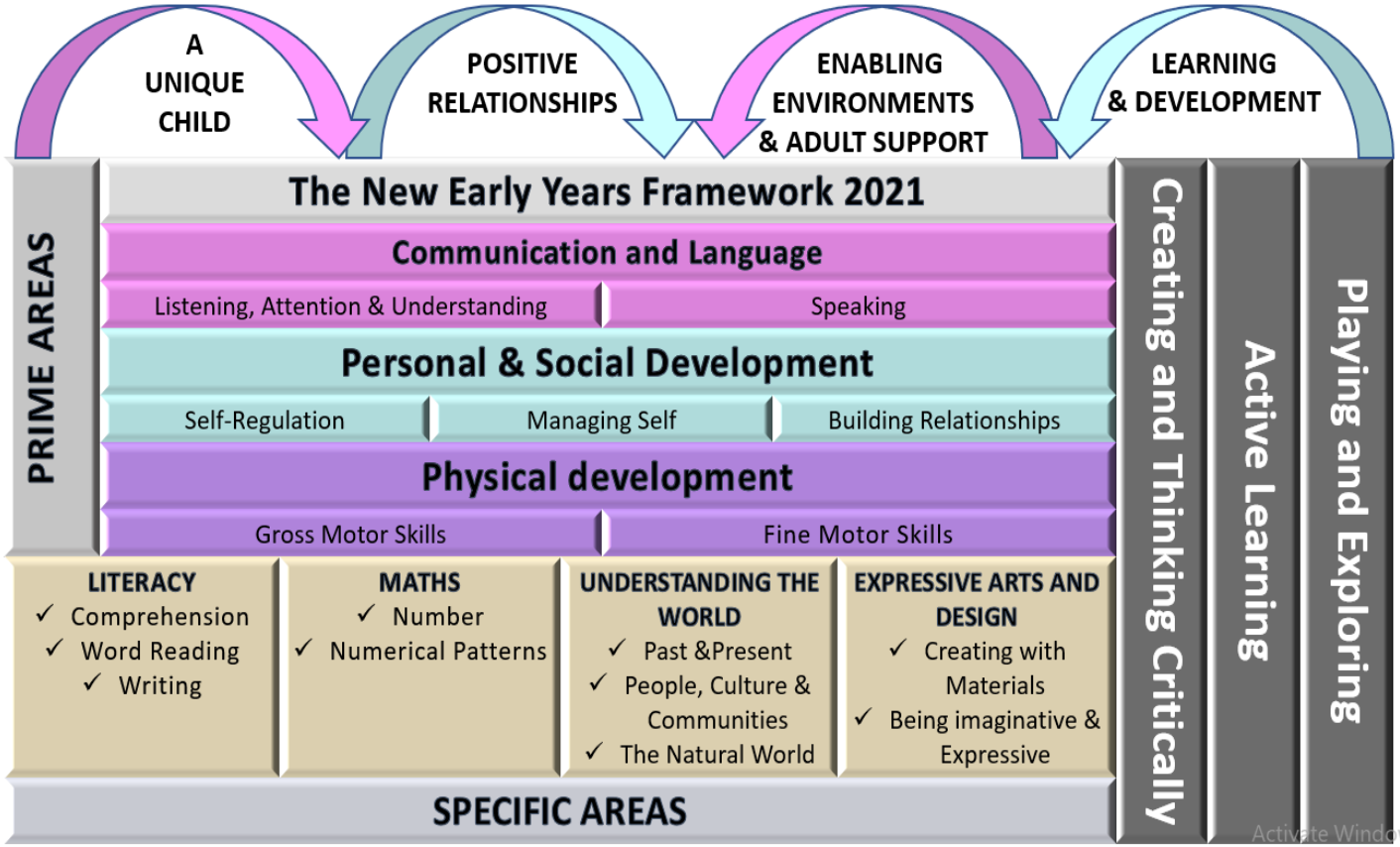
Reception Long Term Plan

Our key aims are to raise aspirations for all pupils, especially those who are disadvantaged by:

- Rapidly developing speech, language and communication skills
- Providing educational experiences to engage their interests
- Enhancing their personal, social and emotional abilities
- Improving children's ability to control large and fine motor movements
- Ensuring inclusive and responsive education for two, three and four year olds in our community

Young children are eager to learn and now is the time for them to explore the world around them and their own capabilities. With a purpose built facility and exceptional and creative practitioners, we provide a new high quality, learning zone for our two to four year olds.
The Pond is part of the LDBS Frays Academy Trust, on the Laurel Lane School site. We are committed to delivering the very best early education for two year old children in West Drayton and to enable them, their families and our staff to flourish and realise their potential.
Each child's development is promoted through imaginative indoor and outdoor play. This combined with structured focused activities ensure that all pupils achieve their potential physically, emotionally and academically, from the very beginning of their educational journey.
We are dedicated to giving your child the best possible start in education.



Reception Long Term Plan

LAUREL LANE PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB:** ***These themes may be adapted at various points to allow for children's interests***	**I am unique!** Starting at in Reception My new class and learning with others New Beginnings What makes me, me! Making friends My family PSED focus - Relationships and Feelings What am I good at? What do I like to do?	**I can celebrate!** West Drayton and my community What groups do I belong to? People who help us Careers How do I get to school? Bonfire night celebrations Harvest Christmas	**Out of this world!** Daytime/nighttime Space Chinese New Year	**Once upon a time!** Plants & Flowers Weather / seasons Planting beans/seeds The great outdoors	**Water Water Everywhere!** Fun Science / Materials Under the sea Pirates	**Our Wondeful World!** Where in the world shall we go? Travel Taking care of myself- self care, eating, exercising Transition
Our Favourite Five and other high quality Texts	The Bumble Bear You can do it, Sam. Ravi's Roar We're going on a bear hunt All Are Welcome Funny Bones The Colour Monster	The Gruffalo's Child The Jolly Postman Stickman The Tiger Who Came To Tea Pete the cat and his 4 groovy buttons The Gingerbread Man Pumpkin Soup	Just one of those days Look up Whatever Next The Smeds and the Smoos So much Mr Wolf's Pancakes	Hairy Maclary from Donaldson's Dairy Winnie the Witch Oliver's vegetables Tiny Seed On the way home The Little Red Hen The Little Red Hen makes pizza Jack and the Beanstalk Jack and the Jelly Beanstalk	Shark in the park Tabby McTat The three little pigs Percy the park keeper Click Clack Moo Rainbow Fish 10 little pirates	The duck and the truck Elmer and Wilbur David Attenborough Book by Isabel Sanchez Vegara Monkey Puzzle Our class is a family Topsy and Tim go on an Aeroplane Handa's surprise Ruby's worry
'Wow' moments / Enrichment	Family picnic (week 3) Family Story Time – Friday 3pm Trip to the Library	Guy Fawkes / Bonfire Making pumpkin Soup Diwali (4th November) Remembrance Day (11th Nov) Nurse /police officer/vet/soldier firefighter visit Remembrance day No pens day (24th November 2021) Christmas Time / Nativity/Santa Making Gingerbread men / Reindeer biscuits	Valentines day Art exhibition Chinese New Year Take One Picture National Handwriting Day 23rd January National Storytelling week 30th Jan-6th Feb Space Dome visit	Mother's Day Pizza Making Food tasting – different cultures World Book Day 3rd March Easter bonnet parade/egg rolling/decorating Farm visit / or animal/ reptile visit	Under the Sea – singing songs and sea shanties Map work - Find the Treasure Pirate Day Trip to the Dentist	Weather experiments Weather Forecast videos Father's Day End of year family picnic

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am unique!	I can celebrate!	Out of this world!	Once upon a time	Water Water Everywhere	Our Wonderful World

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.

Over Arching Principles

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

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.'.

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

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General Themes	I am unique	I can celebrate!	Out of the World	Once upon a Time	Water Water Everywhere	Our Wonderful World
Our school values	**Values: Compassion** Self regulation, being a good friend, sharing, turn taking **Books:** Be Kind by Pat Zietlow Miller Hey, Little Ant by Phillip Hoose and Hannah Hoose Pass It On by Sophy Henn Shine by Sarah Asuquo **Vocab:** Caring, sharing, kind, thoughtful, turn taking,	**Values: Collaboration** **Books:** Our Class is a family by Shannon Olsen Pumpkin Soup by Helen Cooper The Enormous Turnip **Vocab:** Working together, turn taking, partnership, sharing,	**Values: Curiosity** **Books** The mole who knew it was none of his business By Werner Holzwarth The Cow Who Climbed a Tree By Gemma Merino The Curious Garden by Peter Brown **Vocab:** Inquisitive, interest, explore, wondering, discover	**Values: Creativity** **Books** The day the crayons quit By Drew Daywalt **Vocab:** Imagination, ideas, problem solving,	**Values: Re-cap on all 4**	**Values: Re-cap on all 4**
	At the heart of our vision are our core values of: Compassion, Collaboration, Curiosity and Creativity and aim to ensure everyone feels welcomed, safe and included in our school. We want to be able to show ***compassion***, through an understanding of each other's differences and similarities, whether it be through culture, ethnicity, gender or religion. We need to be able to walk in each other's shoes and show kindness towards each other. We want everyone to feel involved in the wider school, as well as our local community; showing ***collaboration*** in the way in which we work with others to grow as learners and achieve our goals and ambitions. We want to foster ***curiosity*** within our school community, as we develop our knowledge and skills, building a thirst for learning about the past and present, in order to develop our sense of place within the wider world and flourish in a changing world. We want to draw upon our own and other's ***creativity*** in order to look at the world with different eyes and understand how we can contribute to change.					

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British Values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Baseline data on entry in line with trust guidance – through observation Includes observation checkpoints National Baseline data by end of term Key word assessments EYFS team meetings Phonics assessments	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments – using 'on track' guidance. Phonics assessments	On going assessments Moderation with EYSL EYFS team meetings Phase meeting and internal moderations Parents meeting info	On going assessments Pupil progress meetings EYFS team meetings End of term Assessments	On going assessments Moderation with EYSL EYFS team meetings Phase meeting and internal moderations	On going assessments Pupil progress meetings Reports EYFS team meetings EOY data
Parental Involvement	Home Visits Stay and Play Parents picnic Parent Meetings Class Dojo interactions	Class Dojo interactions Parent meetings Christmas Crafts Christmas Songs	Class Dojo interactions Stay and Play Tea on the moon	Class Dojo interactions Mother Day Breakfast Easter bonnet parade / Easter Crafts	Class Dojo interactions Fathers Day Fun Session	Class Dojo interactions Parents meetings Stay and Play End of year family Picnic

LAUREL LANE
PRIMARY SCHOOL

Diversity Texts to be read throughout the year during story time sessions

BAME Main characters	Cultural Diversity	Neurodiversity	Physical disabilities	Different families
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full, full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgeable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, talking doughnuts, PSE times, stories, singing, speech and language interventions, I CAN Toddler Talk, EYFS productions, Bucket Time and Language Link interventions. **Daily story time using high quality texts** (from our 'Favourite Five' and the EYFS brilliant reads list)	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word displayed in areas Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") Favourite five – Dialogic Reading	Develop vocabulary: Words displayed in areas Speech Link interventions Discovering Passions Tell me a story - retelling stories: The Write Stuff for writing Story language Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Favourite five – Dialogic Reading	Develop vocabulary: Words displayed in areas Speech Link interventions Using language well Ask's how and why questions… Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Use an ever increasing range of vocabulary. Favourite five – Dialogic Reading	Develop vocabulary: Words displayed in areas Speech Link interventions Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: The Write Stuff for writing Articulate how to plant beans and basic life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Favourite five – Dialogic Reading	Develop vocabulary: Words displayed in areas Speech Link interventions I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: e.g farm / wetland centre trip / visit, Favourite five – Dialogic Reading	Develop vocabulary: Words displayed in areas Speech Link interventions I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between different places (my home / Handa's home) I can talk about the experiences I have had at different points in the school year Favourite five – Dialogic Reading

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Personal, Social and Emotional Development	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.**					
Managing Self **Self regulation** **Making relationships**	**PSHCE: Health and Well Being** All about me What makes me special I'm special you're special Same and different Same and different families Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Handwashing: 20 seconds Class rules: Behavioural expectations in the class/boundaries set Class rules	**PSHCE: Health and Well Being** I am caring Kind and caring I know what it means to be respectful and to be treated with respect How to keep clean and healthy. Independence: putting own coat / socks and shoes on Handwashing: keep germ free using soap and water Covering coughs with hands or elbow to stop the spread of germs Washing hands after blowing nose	**PSHCE: Living in the wider world** Keeping myself safe Safe indoors and outdoors People who help to keep me safe Listening to my feelings Feeling Proud Similarities and differences to each other Independence: doing up zip / buttons on coat / putting apron on correctly Importance of exercise	**PSHCE: Living in the wider world** Identify feelings Keeping safe online Independence: doing up zip / buttons on coat / putting apron on correctly Healthy eating: Fruit kebabs/making a fruit smoothie	**PSHCE: Relationships** To understand how we can keep ourselves clean To identify what it is important to keep ourselves clean · To explore different types of families To identify special people in our lives and explain why these people are special To begin to break gender stereotypes · To begin to challenge gender stereotypes · To explain how to use medicine safely Being kind to living creatures Taking care of animals (frogs/butterflies) Oral hygiene: teeth cleaning linked to the dentist Visit	**PSHCE: Relationships** · To understand the terms fair and unfair and identify what is fair and unfair To identify how things can change To begin to prepare for change To explain why change is good Transition into Year 1 Year 1 readiness

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Physical development	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.**					
Gross motor **Weekly Cosmic Kids Yoga Lesson**	Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills Ride a scooters	Move energetically Copy basic actions Move to music Negotiate space Perform teacher led warm ups Ride a scooters/ trike	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game Ride a balance bikes	Balance Core muscle strength Jumping and landing Awareness of space Learn to hop Ride a balance bikes	Follow the rules of a game Use a racket / bat Join in with a game Learn to skip Ride a 2 wheeled bike	Running skills Agility Sports day Learn to skip with a rope Ride a 2 wheeled bike

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Physical development Fine motor Combination of bilateral coordination, scissor skills, Pre-writing skills, increased control and sensory activities. **Daily opportunities for Fine Motor Activities**	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Cutting with a knife	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Cutting / slicing with a knife	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options **From Development Matters 20':** Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

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General Themes	I am unique	I can celebrate!	Out of the World	Once upon a Time	Water Water Everywhere	Our Wonderful World
Literacy	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)					
Comprehension Developing a passion for reading Children will visit the library weekly	I can show a preference for a book, song or rhyme. Dialogic reading sessions	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes Dialogic reading sessions	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense Dialogic reading sessions	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading Dialogic reading sessions	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading Dialogic reading sessions	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) Dialogic reading sessions
Word Reading Children will be working in different groups for Read Write Inc	**Phonic Sounds:** RWI Whole class I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	**Phonic Sounds:** RWI Differentiated groups I can Link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read tricky words (I, go, no, to, the) I can read 10+ words on the	**Phonic Sounds:** RWI Differentiated groups I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	**Phonic Sounds:** RWI Differentiated groups I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read 20+ words on the HFW list I can read 10 tricky words	**Phonic Sounds:** RWI Differentiated groups I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG)	**Phonic Sounds:** RWI Differentiated groups I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency I can read 30+ words on the HFW list End of term assessments Transition work with Year 1 staff

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	Texts as a Stimulus: **Only One You** **The colour Monster** **We're going on a bear hunt**	**Texts as a Stimulus:** **Pumpkin Soup** **The Gingerbread Man** **Pumpkin Soup**	**Texts as a Stimulus:** **Whatever Next** **Aliens love underpants**	**Texts as a Stimulus:** **The Little Red Hen** **The Little Red Hen makes Pizza** **Jack and the Beanstalk** **Jack and the Jelly Beanstalk**	**Texts as a Stimulus:** **Rainbow Fish** **10 little pirates**	**Texts as a Stimulus:** **Topsy and Tim go on an aeroplane** **Handa's Surprise** **Wombat goes walkabout** **Ruby's Worry**
Writing To write children need: •A strong core to help them sit upright •A strong neck in order to keep the head upright •Strong shoulders in order to facilitate arm and wrist movements •Strong fingers in order to grasp objects	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Writing for a purpose in role play	Recount, Name writing, labelling, story scribing. Retelling stories, letter writing Writing tricky words such as I, me, my, was to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions.	Labels and captions – life cycles Character description – sea creatures Beginning to use full stops	Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories.

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Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." –* ***Shakuntala Devi***	Developing a **strong grounding in number in the EYFS** 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.					
	X2 weeks: 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 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation

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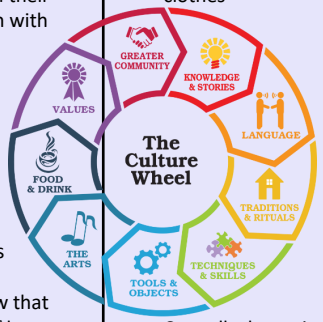
General Themes	I am unique	I can celebrate!	Out of the World	Once upon a Time	Water Water Everywhere	Our Wonderful World
Technology						
	Identify everyday technology: links to technology at home Make marks on a digital device to communicate their ideas To screenshot using the home and lock buttons interact with simulation software - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled	To know that ICT may be used to communicate information electronically To know that digital devices can present information in a variety of ways To navigate their way around an iPad and operate several apps confidently To understand the basic functions of an iPad (home button, lock button and volume buttons	Use a range of devices to record information in a range of formats (text, image, sound) Interact with multimedia software: children to send a video to parents on Seesaw	Identify how technology is used to share information (Google Maps)	To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice	To know that information may be stored on a digital device - explore a website - collect and sort information using ict - produce a simple program
Smart Rules	- 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		- 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		- 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

LAUREL LANE PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am unique	I can celebrate!	Out of the World	Once upon a Time	Water Water Everywhere	Our Wonderful World
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.					
	○ 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 e.g blended families / adopted / fostered ○ Know that a family tree shows how my family is connected to each other ○ Can organise my family members on a family tree ○ Name parts of my body and know that my skeleton is made up of lots of bones ○ Know it is important to look after my body ○ Can explain how I have changed since I was born. ○ Know I will grow and develop into an adult (life cycle of a human) ○ Can name the 5 senses ○ Know that some people need medicine or machines to help them experience the world ○ Know about Harvest ○ Know what a year is and what year we are in / name months of year ○ Know and name the four seasons. Know why the seasons change ○ Understand that clothes can be used to show what religion you follow/ what job you do / what school you go to	○ Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes  ○ Can talk about significant events in my own experience ○ Can recognise and describe special times or events for family or friends ○ Can recognise that people have different beliefs and celebrate special times in different ways (Diwali / Hanukkah / Christmas) ○ Changing seasons: know about Autumn: daylight becomes less, leaves change colour and fall off trees	○ 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 ○ Celebrate Chinese New year ○ Recognise that people have different beliefs ○ Respecting difference Talk about lives of people around us ○ Changing seasons: know about winter: colder weather, no leaves on some trees, daylight at its shortest ○ Can talk about changes in materials: ice / snow (freezing / melting) ○ Ice / snow experiments ○ Know there are different countries in the world (China) ○ Understand the effects of changing seasons on the world around me ○ Understand that we live on the surface of the earth ○ Know the sun is a ball of burning gas (a star) at the centre of our solar system ○ Know all planets move in circles (orbits) around the sun ○ Astronauts – Helen Sharman (first British astronaut) / Tim Peake ○ Know facts about the planets including that Pluto is a dwarf planet	○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ○ Can tell you what a plant needs to grow (growing the beanstalk) ○ Understand that I can grow my own food ○ Healthy eating – selection of food / healthy choices / know where food comes from ○ Caring for seedlings until ready to eat ○ Can understand the key features of the life cycle of a plant ○ Can talk about roots, stem, leaves and flowers. ○ Know that plants grow in different places (deserts, forests etc and how they have adapted) ○ Can start to develop an understanding of growth, decay and changes over time ○ Can talk about some of the things I have observed such as plants, animals, natural and found objects ○ Growth & Change: bean life cycle ○ Can describe special events (Easter) ○ Growth & Change: chick life cycle ○ Can talk about changes in materials: making bread / cooking pizza (change can not be reversed once cooked) ○ Changing seasons: Spring: weather turns warmer, leaves grow, plants start to flowers, young animals such as chicks and lambs born	○ Simple features of maps – land / sea - Pirate maps ○ Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar / different? ○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects ○ Dental hygiene – know that sugar in food causes cavities / some food and drinks are worse for our teeth because of the amount of sugar in them ○ Weather – sleet / mist / fog. It can cause natural disasters like floods, landslides, droughts, fires etc	○ Find England and other countries linked to family on a map ○ Know there are seven continents ○ Know UK has 4 countries and is in Europe ○ Can draw information from a simple map ○ Similarities and differences between countries/ environments/Africa/Animals using Handa's Surprise ○ Can show care and concern for living things in the environment ○ Share non-fiction texts that offer an insight into contrasting environments. ○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. ○ Can talk about ways in which I can look after the environment / our planet ○ Water pollution / recycling / less electricity / less plastic ○ Changing seasons: Summer: usually warm, trees have full green leaves, lighter during the day

Reception Long Term Plan

LAUREL LANE PRIMARY SCHOOL

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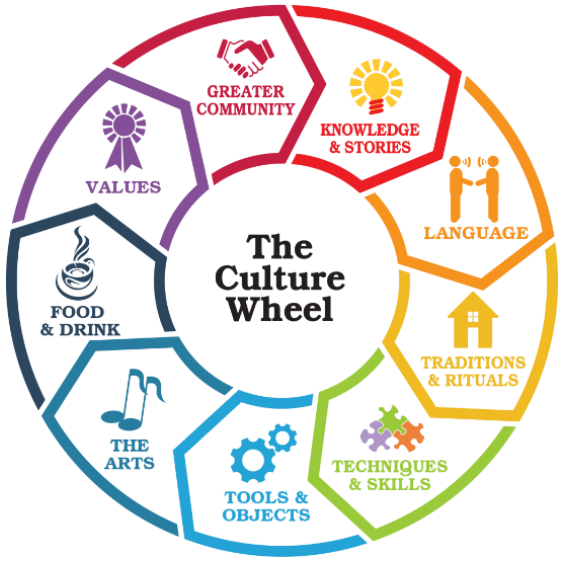
General Themes	I am unique	I can celebrate!	Out of the World	Once upon a Time	Water Water Everywhere	Our Wonderful World
RE / Festivals	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences 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.					
	Which people are special and why? **Being special: where do we belong?** Belonging to their family Being part of the RMB/ Laurel Lane family Harvest	**Which stories are special and why?** Diwali Hanukkah Christmas	**What times are special and why?** Chinese new year	**Which stories are special and why?** Ramadan Easter **What places are special and why?** Church at Easter	**What times are special and why?** Eid al-Fitr	**What times are special and why?**



Reception Long Term Plan

LAUREL LANE PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am unique	I can celebrate!	Out of the World	Once upon a Time	Water Water Everywhere	Our Wonderful World
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.* *Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and [illegible] linked to their work [illegible] passions.*	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.					
	Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features To do an observational drawing of a pumpkin Feelings: taking photos of children acting out emotions Drama conventions through literacy	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems Teach children different techniques for joining materials, such as how to use adhesive tape/ different sorts of glue/ paper fasteners Role Play of The Nativity Making a stick man using natural objects Music: Christmas Songs Drama conventions through literacy	Explore how colour can be changed Making lanterns, Chinese writing, puppet making, Chinese music and composition Junk modelling, take picture of children's creations and record them explaining what they did.	Combining media to make a collage (collage chick) Easter crafts printing, patterns on Easter eggs The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.	Water pictures, collage, shading by adding black or white, Colour mixing – underwater pictures. Making models from recycled materials: link to keeping our sea clean	Artwork themed around African / Aboriginal Art Making passports. Father's Day Crafts Exploration of other countries – dressing up in different costumes

Reception Long Term Plan

Our Curriculum Goals for the end of the year

Communication and Language

ELG: Listening, Attention and Understanding

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

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

Personal, social, emotional development

ELG: Self-Regulation

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.

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

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

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ELG: Numerical Patterns

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.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

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.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

ELG: Creating with Materials

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.

ELG: Being Imaginative and Expressive

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.