

RECEPTION LONG TERM PLAN 2023-2024

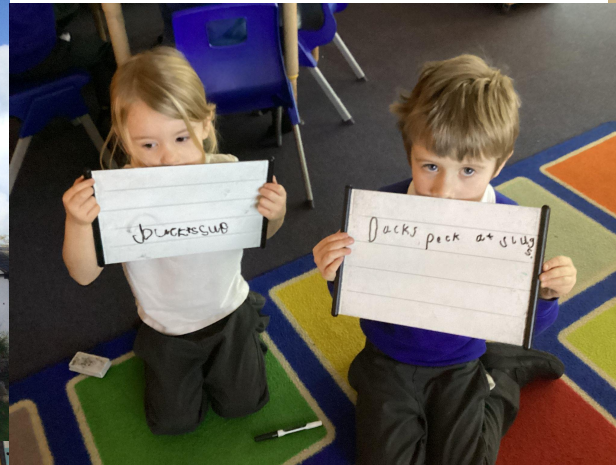
AT NEWTON POPPLEFORD PRIMARY SCHOOL we seek to ensure that children will be able to explore rich and diverse learning and development opportunities, within a happy, caring, stimulating, safe and inclusive environment.

Our children will have the time and space to explore their own interests and fascinations. Adults will join children as co-players, allowing them to lead the direction of their play, but finding opportunities to sprinkle learning over the top by joining in with thoughtful modelling, suggesting, explaining and questioning.

In partnership with families and the wider community, we will work together for the benefit of all.



Respect, Adventure, Achieve



Characteristics of Effective Learning

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

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

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

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

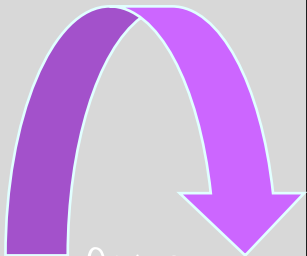
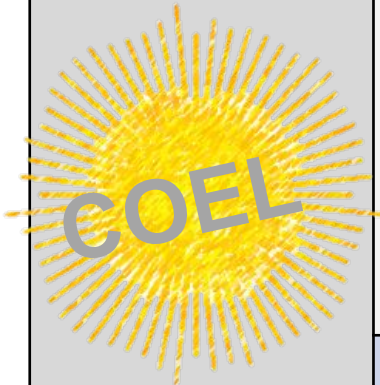
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

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.

PLAY: At Newton Poppleford Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' We will do a 'Play Project' once a week in Reception and do a joint play project with our buddies as well as the other classes every half term.

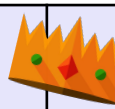
We believe that all children are special and unique.



OVER
ARCHING
PRINCIPLES



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 TO FLOW THROUGH THE PROVISION</i></p>	<p>WHAT'S SPECIAL?</p> <p>Starting school / my new class / Routines of the day Who and what is special to me What do I like doing? How do I make others feel? Being kind / staying safe</p>	<p>LET'S CELEBRATE!</p> <p>People who help us / Careers Staying healthy / Food / Human body How have I changed? Traditional Tales Christmas The Nativity How is Christmas celebrated around the world?</p>	<p>TICKET TO RIDE!</p> <p>Where is Newton Popleford? Where do we live? Where in the world have you been? Fly me to the moon! Who was Neil Armstrong? Vehicles past and present Design your own transport!</p>	<p>COME OUTSIDE!</p> <p>Plants & Flowers Weather / seasons The great outdoors Planting in the allotment Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Materials Minibeasts in the compost bin - workshop</p>	<p>AMAZING ANIMALS!</p> <p>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns</p>	<p>FUN AT THE SEASIDE!</p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art</p>
<p>'WOW' MOMENTS</p> <p>/ ENRICHMENT ACTIVITIES</p>	<p>Birthdays – Welcome to the 5 club All About Me Songs #Hello Yellow- World Mental Health Day Scooterthon Celebration Certificates</p>	<p>Halloween/Guy Fawkes-Bonfire Night Remembrance Day Road Safety/Children in Need Anti- Bullying Week Christmas/Nativity/Diwali/Hanukkah Celebration Certificates</p>	<p>Walk around the Village Chinese New Year Food tasting – different cultures Pancake Day/Valentine's Day/Internet Safety Day Celebration Certificates Reader of the Week</p>	<p>Planting seeds Van Gogh Easter/Easter Egg Hunt Weather experiments Weather Forecast videos Mother's Day Life Cycles Tadpoles-Frogs Celebration Certificates</p>	<p>Let's go to the... zoo/farm/jungle/safari/rainforest - An animal a day! Animal Art Trip Seaton Wetlands Life Cycle of a Butterfly Celebration Certificates</p>	<p>Walk to the park /Picnic Visit to the beach? Under the Sea – singing songs and sea shanties Father's Day Pirate Week - Find the Treasure Celebration Certificates</p>
<p>OUR VALUES</p> <p>These will mirror the principles and values of our school</p> <p>Respect, Adventure & Achieve</p>	<p>Mutual respect</p> <p>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.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law</p> <p>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.</p>	<p>Individual liberty</p> <p>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.</p>	<p>Democracy</p> <p>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.</p>	<p>Recap all British Values</p> <p>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.</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Look at Pre-School Profile National Baseline data by end of half term Set up Tapestry Carry out initial phonic assessment FFT Reading Assessment Programme 1</p>	<p>RAP 2 Phonic Intervention groups Notice & Focus children My Plans Can they write their name? Parents consultations Ongoing Assessments</p>	<p>RAP 3 GLD Projections for EOY Weekly catch up with SD on N&F children EYFS Team meetings</p>	<p>RAP 4 Parents evening info Weekly catch up with SD on N&F children EYFS Team meetings</p>	<p>RAP 5 Weekly catch up with SD on N&F children EYFS Team meetings</p>	<p>RAP 6 EYFSP to Parents EOY data RAP 7 to pass onto Year 1 teachers</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
C&L is developed throughout the year through high quality interactions, PSHE times, stories, singing, speech and language interventions, assemblies, Get up Stand Up Vocabulary	<p>Welcome to EYFS - what are your favourite stories?</p> <p>Making friends - learning names.</p> <p>Children talking about experiences that are familiar to them.</p> <p>Sharing facts about themselves. Children ask questions to each other.</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Lining up for lunch - Good Walking</p> <p>Use curiosity cube to spark interest in a topic</p>	<p>Tell me a story!</p> <p>Tell me a story - retelling stories</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Take part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Tell me why!</p> <p>Using language well</p> <p>Ask how and why questions...</p> <p>Retell a story with story language</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Talk it through!</p> <p>Describe events in detail – time connectives</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"</p> <p>Sustained focus when listening to a story</p>	<p>What happened?</p> <p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share!</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
DAILY STORY TIME						

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



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BOOKS TO HOOK	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
WE WILL ADD TO THESE TITLES OVER THE YEAR...	First day at School Incredible You When I was Young Big Book of Families Super Duper You As We Grow Meet the Family Family and Me! All About You What Makes me a Me? Together we Can! Making Faces Susan Laughs Children Just Like Me We are all Different The Colour Monster Hair Love Funnybones Once there were Giants The Five Senses Silly Billy Titch Julia Donaldson books	When I Grow Up What am I? Busy People series Vet/Doctor/Teacher/ Astronaut/Fire Fighter/Police Officer Little Glow - Light celebrations over a year Guy Fawkes/Hovis the Hedgehog C Beebies clip on the War Nursery Rhymes Hannukah/Divali Christmas Story The Jolly Postman The Jolly Christmas Postman	Our Amazing World Mr Gumpy's Outing The Snail and the Whale The Train Ride Oi! Get off my Train! The Naughty Bus Chinese New Year	Plants The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Tree Seasons come and seasons go A stroll through the seasons Easter Story Our Mums are amazing	Owl Babies Animal Homes Life Cycle of a Butterfly/Sunflower etc Minibeasts Night & Day Animals Animal Patterns 'Katie' books by James Mayhew	Lighthouse Keepers Lunch Pirate Pete Tiddler Under the Sea Passport to Paris Shark in the Park



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF-REGULATION	<p>Building Relationships: Special relationships</p> <p>My Family Special People Sharing I am Unique My Interests Similarities & Differences</p>	<p>Self Regulation: My Feelings</p> <p>Identifying my feelings Feelings Jars Coping Strategies Describing Feelings Facial Expressions Creating a calm corner</p>	<p>Managing self: Taking on challenges</p> <p>Why do we have rules? Building Towers</p> <p>Grounding Team races Circus skills</p>	<p>Self Regulation: Listening & following instructions</p> <p>Simon says Listening to a story Pass the whisper Obstacle races Blindfold walk Treasure Hunt</p>	<p>Building Relationships: My family and friends</p> <p>Festivals Sharing What makes a good friend? Being a good friend Teamwork Celebrating friendships</p>	<p>Managing self: My wellbeing</p> <p>What is exercise? Looking after ourselves Being a safe pedestrian Eating healthily A rainbow of food</p>
	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm <ul style="list-style-type: none"> ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 	<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>				



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!

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**.

FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Fine Motor activities - tweezers/scissors/threading/pegs/buttons/joining things together/dough disco	Fine Motor activities	Fine Motor activities	Fine Motor activities	Fine Motor activities	Fine Motor activities
	Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paintbrush beyond whole hand grasp Pencil Grip	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.	Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Teach and model correct letter formation	Hold pencil effectively with comfortable grip Forms recognisable letters most are correctly formed Build things with smaller linking blocks, such as Duplo or Lego	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Draw a cross	Form letters correctly Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Me & Myself	Movement & Development	Throwing & Catching	Ball Skills	Fun & Games	Working with Others
	Move freely and with pleasure and confidence in a range of skilful ways Engage in conversation with others Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles Listen and respond to instructions/ Move in different ways/ Change direction when moving/ Participate in games	Travel with confidence and skill in a range of movements when using equipment Show understanding of the need for safety when tackling new challenges and consider and manage risks Move freely and with pleasure and confidence in a range of skilful ways Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles	Showing increased control when catching a ball Show increasing control over an object, pushing, pasting, throwing, catching or kicking it Move freely and with pleasure and confidence in a range of skilful ways Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment	Show understanding of the need for safety when tackling new challenges and consider and manage risks when using equipment Can play in a group, extending and elaborating play ideas within the group Begin to accept the needs of others and can take turns and share, sometimes with the support of others Showing increasing control when throwing and catching a ball Explore a ball/move the ball around the body/travel with the ball/play with others/throw a ball	Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles Show understanding of the need for safety when tackling new challenges and consider and manage risks when using equipment Begin to accept the needs of others and can take turns and share, sometimes with the support of others Move freely and with pleasure and confidence in a range of skilful ways Show understanding when counting objects to 10 and beginning to count beyond 10 Move in lots of diff ways/move into space/play games/keep score	Can play in a group Begin to accept the needs of others and can take turns and share, sometimes with the support of others Keeps play going by responding to what others are saying and doing Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles Play games with others/share and be kind to each other/run into space avoiding obstacles/take turns playing different roles and using different equipment/play games in pairs and groups

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.

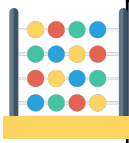
GROSS MOTOR



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Joining in with rhymes and showing an interest in stories with repeated refrains - Julia Donaldson and other favourites from Book Nook</p> <p>Children choose a favourite story/rhyme.</p> <p>Understand the key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists.</p> <p>Segment and blend sounds into words, so that they can read short words made up of known letter-sound correspondences GPCs.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Enjoy an increasing range of books through visit to the library</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p> <p>Retell stories related to events through acting/role play.</p> <p>Can say the names of the different parts of a book - front cover, back cover, spine, index, glossary, blurb</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develop their own narratives and explanations by connecting ideas or events in Drawing Club.</p>	<p>Stories from other cultures and traditions involving animals</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - which may also include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
WORD READING	<p>Phonic Sounds: Phase 2 FFT Reading: Initial sounds, oral blending. Show children how to touch each finger as they say each sound - finger detectives. Learn alphabet chant - with actions names and sounds - alternate daily Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Introduce our Shared Readers and set up reading partners and N&F group of necessary Books 1 - 4</p> <p>Introduce Magnetic Games</p> <p>Reciting known stories, listening to stories with attention and recall.</p> <p>Children will read a book a week in our shared reader sessions and then take this book home for a week to read with parents/carers. They may take an additional book from the book shed at the right colour band linked to their phonic knowledge.</p> <p>Magnetic Games – Children will learn to spell words linked to our phonics programme.</p>	<p>Phonic Sounds: Phase 2 Reading: Blending CVC sounds, rhyming, alliteration, know that print is read from left to right.</p> <p>For tricky/common exception words such as 'the to go I no & into' help children identify the sound that is tricky to spell.</p> <p>Daily alphabet chant - with actions names and sounds - alternate daily</p> <p>Daily Shared Reader session Books 5 - 9</p> <p>Continue with Magnetic Games on weekly basis</p>	<p>Phonic Sounds: Phase 3 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Teach tricky words he she we me be was & my</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ai', 'ee' 'or' 'igh'. Spotting digraphs/trigraphs in words. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'rain', 'feet', 'storm', 'night'.</p> <p>Daily Shared Reader session Books 10 - 14</p> <p>Continue with Magnetic Games on weekly basis</p>	<p>Phonic Sounds: Phase 3 Reading: Differentiated groups Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Daily Shared Reader session Books 15 - 20</p> <p>Continue with net Magnetic Games on weekly basis</p>	<p>Phonic Sounds: Phase 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <p>Daily Shared Reader session Books 21-25</p> <p>Continue with Magnetic Games on weekly basis</p>	<p>Phonic Sounds: Phase 4 Reading: Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Transition work with Year 1 staff</p> <p>Daily Shared Reader session Books 26 - 32</p> <p>Continue with Magnetic Games on weekly basis</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
WRITING DRAWING CLUB Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p>Assess which is child's dominant hand and check if using a tripod grip.</p> <p>Allow for lots of opportunities for mark making, giving meaning to marks and labelling pictures.</p> <p>Promote the Message Centre using secret symbols and writing initial sounds - lower case and upper case when we've learnt them linked to phonics programme in yellow phonics books</p>	<p>Drawing Club Introduce Drawing Club Encourage children to record stories through picture drawing and convey meaning through 3ms - making conversation, messaging and maths</p> <p>Enjoy some nursery rhymes</p> <p>Learn to write their name and friends names, write labels for presents using initial sounds, lists, diagrams, messages for each other and minpins</p> <p>Identify the sound that is tricky to read in writing of tricky words to, no, go, the, I</p> <p>Order the Christmas Story</p>	<p>DC - write a short sentence in a meaningful context with finger spaces</p> <p>Not Now Bernard Hansel & Gretel Wacky Races Room on a Broom/ Rosie's Walk The Three Little Pigs Roadrunner</p> <p>Writing new graphemes learnt from Phase 3 - cvc, cvvc etc and identify the sound that is tricky to spell in writing tricky words 'l, go, no, to, the'</p> <p>Writing for a purpose in play projects using phonetically plausible attempts at words for a caption or a message</p>	<p>DC - write a longer sentence in a meaningful context with finger spaces and use of some punctuation</p> <p>Mr Wolf's Pancakes/We're Going on a Bear Hunt in Welsh too Jack & the Beanstalk Tom & Jerry Where the Wild Things The Enormous Turnip Magic Roundabout</p> <p>Create own story maps, writing captions and labels for things grown in pots and allotment as well as life cycles, writing simple sentences and messages.</p> <p>Order the Easter story.</p> <p>Identify the sound that is tricky to spell in writing tricky words</p>	<p>DC - continue to write sentences in a meaningful context using punctuation.</p> <p>Tiger who Came to Tea Little Red Hen Mr Benn - Zookeeper Dear Zoo/Agghh Spider Three Billy Goats Gruff Pink Panther</p> <p>Writing recipes, lists of animals and their habitats etc</p> <p>Writing for a purpose in play projects using phonetically plausible attempts at words</p> <p>Rhyming words.</p> <p>Identify the sound that is tricky to spell in writing tricky words</p>	<p>DC - write 2 or more sentences using connectives. Sentences link and have a beginning, middle and end.</p> <p>Lighthouse Keeper's Lunch Chicken Licken Popeye Pirate Pete/Tiddler Little Red Riding Hood Captain Pugwash</p> <p>Write a recount about the trip to World of Country Life or the Park.</p> <p>Identify the sound that is tricky to spell in writing tricky words</p>
<i>We will encourage children's independence and decision-making, supporting them to learn through their mistakes.</i>						



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

WHAT'S SPECIAL?

LET'S CELEBRATE!

TICKET TO RIDE!

COME OUTSIDE!

AMAZING ANIMALS!

FUN AT THE SEASIDE!

MATHS

Following the Jurassic Maths Hub Mastering Number Programme

“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** 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.

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:
identify when a set can be subitised and when counting is needed

subitise different arrangements, both unstructured and structured, including using the Hungarian number frame

make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills

spot smaller numbers ‘hiding’ inside larger numbers

connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers

hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number

develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must only be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds

compare sets of objects by matching

begin to develop the language of ‘whole’ when talking about objects which have parts

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals

begin to identify missing parts for numbers within 5

explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame

focus on equal and unequal groups when comparing numbers

understand that two equal groups can be called a ‘double’ and connect this to finger patterns

sort odd and even numbers according to their ‘shape’

continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern

order numbers and play track games

join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

continue to develop their counting skills, counting larger sets as well as counting actions and songs

explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in the 10-frame

compare quantities and numbers, including sets of objects which have different attributes

continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10

continue to identify when sets can be subitised and when counting is necessary

develop conceptual subitising skills including when using a rekenrek

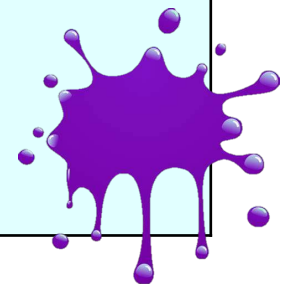


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD/FESTIVALS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. All About Me sheets</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Becoming members of the 5 club.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Talking about occupations and how to identify strangers/People who can help them when they are in need.</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes? Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Can children draw/paint or construct their homes.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Take children to places of worship - St Luke's Church</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences in Adventure Island</p> <p>Look at the growth of tadpoles/frogs lifecycles</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of different animals from zoo, domestic, farm safari, jungle... Learn their names and label their body parts. Plan trip to the World of Country Life</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>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</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Look at Bees/Butterflies</p>	<p>Trip to the park for a picnic discuss what we will see on our journey to the park and how we will get there.</p> <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
	<p>Which stories are special and why? Our favourite Stories Julia Donaldson Each child to say which is their favourite story</p>	<p>Which people are special and why? Guy Fawkes Remembrance Day Diwali/Hannukah/ Christmas</p>	<p>What places are special and why? Chinese New Year St Luke's Church Shrove Tuesday</p>	<p>What times are special and why? Mother's Day Palm Sunday Passover Easter</p>	<p>Being special: where do we belong? Our family Our class Barn Owls Our School – Newton Poppleford Clubs we belong to</p>	<p>What is special about our world? What do we like about where we live?</p>










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT'S SPECIAL?	LET'S CELEBRATE!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>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.</i></p> <p><i>Children to produce a piece of art work each term to show how drawings have developed based on their family.</i></p> <p><i>Children to explain their work to others through Play Projects.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Introduce Creation Station and resources available for making things; begin to mix colours, build models using construction equipment in Land of Possibilities.</p> <p>Paint self-portraits, create portraits of families using pebbles, design Christmas card using loose parts.</p> <p>Introduce Play Projects (make and create, build, draw, message) as an opportunity to work together to develop creative ideas. Support children who struggle to think of an idea.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Learn and perform songs from 'All About Me' - Out of the Ark music.</p> <p>Video and send out on Tapestry to parents.</p> <p>Explore sounds and how they can be changed, tapping out of simple rhythms on a range of tuned/untuned instruments.</p>	<p>Listen to music and make their own dances in response to it.</p> <p>Transient art - process not the end product that is important!</p> <p>Firework pictures/Remembrance Poppies/nursery rhymes/Christmas decorations/Christmas cards/Calendars/Clay Divas</p> <p>Elves Workshop/Nativity Story/learn and perform nursery rhymes and songs for Baubles - Christmas play</p> <p>Provide children with a range of materials for children to construct with - Play Projects twice a week Build/Make & Create/Draw/Message</p> <p>Once every term work together with other classes to develop creative ideas in Play Projects</p> <p>Teach children different techniques for joining materials- use adhesive tape and different sorts of glue/split pins/treasure tags/paper clips/stapler/paper punches</p>	<p>Use different textures and materials to make houses for the Three Little Pigs and bridges for the Three Billy Goats.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Collage their own house.</p> <p>Map out where we went on our walk around the village.</p> <p>Making lanterns/dragons/chinese writing/puppet making/Chinese music and composition</p> <p>Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes. Make a passport.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with - Play Projects weekly Build/Make & Create/Draw/Message</p> <p>Once every half term work together with other classes to develop creative ideas in Play Projects</p>	<p>Make patterns using different colours - colour hunt in Adventure Island</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles,</p> <p>Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons Andy Goldsworthy</p> <p>Provide a wide range of props for play which will encourage imagination - hats, material, glasses, bags etc</p> <p>Once every half term work together with other classes to develop creative ideas in Play Projects</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals/collage owls / symmetrical butterflies/ collage-farm animals</p> <p>Children will be encouraged to select the tools and techniques they are using e.g creating animal masks.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Learn songs - If I were a Minibeast</p> <p>Once every half term work together with other classes to develop creative ideas in Play Projects</p> <p>Extend Reception Play Projects with Be/Wonder/Explore/Story</p>	<p>Sand pictures /Rainbow fish collages/lighthouse designs/paper plate jellyfish /salt dough fossils/water pictures/shading by adding black or white/colour mixing for beach huts/add to their passports.</p> <p>Puppet shows: Provide a wide range of props for play which will encourage imagination.</p> <p>Colour mixing – underwater pictures using layering of tissue paper and kitchen towels painted and ripped - Eric Carle.</p> <p>Once every half term work together with other classes to develop creative ideas in Play Projects</p>

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



EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.