


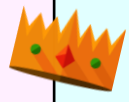

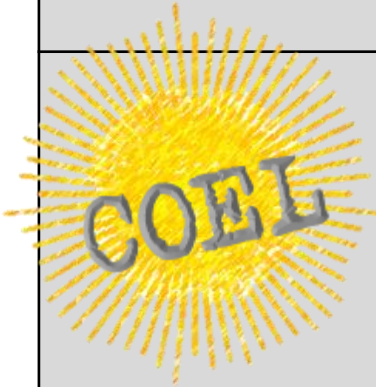


RECEPTION LONG TERM PLAN 2025-26

	TERM 1/AUTUMN 1	TERM 2/AUTUMN 2	TERM 3/SPRING 1	TERM 4/SPRING 2	TERM 5/SUMMER 1	TERM 6/SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>GETTING TO KNOW YOU!</p> <p>Starting school / my new class / New Beginnings Self Portraits Rules and Expectations My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Name recognition Zones of regulation</p> 	<p>CELEBRATIONS!</p> <p>Bonfire Night Remembrance Day Diwali Holi India and England Birthdays The Nativity Christmas Lists/Cards Christmas Decorations</p> 	<p>PEOPLE WHO HELP US!</p> <p>Dentists Firefighters Police People who help us Transport Fictional Superheroes Questions for Visitors Role Play How to keep safe at school and home Oral hygiene</p> 	<p>SPRING INTO LIFE!</p> <p>Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Life cycles Fun Science / Materials Growing Up Healthy Foods</p> 	<p>ONCE UPON A TIME!</p> <p>Traditional Tales Old favourites Familiar tales Ordering Stories Puppets Library visits Make Biscuits Safe Strangers Building with materials The Royal family Compare: Then and now.</p> 	<p>AMAZING ANIMALS!</p> <p>Animals around the world Climates / Hibernation Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Off on holiday / clothes Where in the world shall we go? Send me a postcard! Looking after our world</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Harry and the Dinosaurs Start School Topsy and Tim Start School Don't Eat the Teacher First Week at Cow School Wiffy Wilson- The Wolf Who Wouldn't Go to School Dinosaurs in my School The Colour Monster The Big Book of Families</p>	<p>Let's Celebrate Where The Poppies Now Grow Dipal's Diwali Elmer's Birthday The Bible Christmas Story / Nativity Rama and Sita Children's Atlas</p>	<p>Going to the Doctors Going to the Dentist Fireman Piggy Wiggy Emergency Fizz the Fire Engine Tomorrow I will feel better</p>	<p>Butterfly Kiss The Very Hungry Caterpillar Where Do Chicks Come From? The Tiny Seed Oliver's Vegetables The Teeny-Weeny Tadpole The Growing Story Katie's Sunflower From Tadpoles to Frogs</p>	<p>Little Red Riding Hood Goldilocks and the Three Bears Jack and the Bean Stalk The Gingerbread Man The Three Little Pigs Three Billy Goats Gruff Cinderella The Princess and the Pea The elves and the Shoemaker</p>	<p>The snail and the whale The Tiger who came for tea Greta and the Giants Saving Tally Stone Age, Bone Age Augustus and his smile How to grow a dinosaur Shaggy Dog and the Terrible itch The First Hippo on the moon Walking through the jungle</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Harvest Time</p>	<p>Anti- Bullying Week Remembrance day Guy Fawkes / Bonfire Night Diwali & Hannukah Children in Need Christmas Service</p>	<p>Chinese New Year Random Acts of Kindness Week Valentine's Day Internet Safety Day</p>	<p>World Book Day Sport Relief Queen's Birthday Easter Service</p>	<p>Start of Ramadan Eid D-Day</p>	<p>Father's Day Sports Week/Day Transition Leavers Service</p>

RECEPTION LONG TERM PLAN 2025-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GETTING TO KNOW YOU!	CELEBRATIONS!	PEOPLE WHO HELP US!	SPRING INTO LIFE!	ONCE UPON A TIME!	AMAZING ANIMALS!



Characteristics of Effective Learning

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

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

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

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

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

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

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



OVER
ARCHING
PRINCIPLES

PLAY: At Barham Church of England 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. 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.

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



RECEPTION LONG TERM PLAN 2025-26

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GENERAL THEMES	GETTING TO KNOW YOU!	CELEBRATIONS!	PEOPLE WHO HELP US!	SPRING INTO LIFE!	ONCE UPON A TIME!	AMAZING ANIMALS!
COMMUNICATION AND LANGUAGE	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions... Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object. Sustained focus when listening to a story Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Connect one idea or action to another using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Time to share! Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions.</p>						

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



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GENERAL THEMES	GETTING TO KNOW YOU!	CELEBRATIONS!	PEOPLE WHO HELP US!	SPRING INTO LIFE!	ONCE UPON A TIME!	AMAZING ANIMALS!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Identify and moderate their own feelings socially and emotionally Express their feelings and consider the feelings of others Manage their own needs. See themselves as a valuable individual. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p>Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Getting on and falling out. How to deal with anger Emotions. Developing Self – Confidence.</p>	<p>Feelings. Learning about qualities and differences. Celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Think about the perspectives of others. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves.</p>	<p>Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge.</p>	<p>Winning and losing. Changing me. Look how far I've come. Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
	<p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>					





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PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
GROSS MOTOR	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics / Balance</p>
<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>WEEKLY P. E LESSONS</p>	<p><i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></p>					

RECEPTION LONG TERM PLAN 2025-26



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GENERAL THEMES	GETTING TO KNOW YOU!	CELEBRATIONS!	PEOPLE WHO HELP US!	SPRING INTO LIFE!	ONCE UPON A TIME!	AMAZING ANIMALS!
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 & WORD READING & WRITING	<p>Children will enjoy rhymes and stories, learn about print and books, sequence familiar stories using pictures, and develop early writing skills through mark making, using a tripod grip, and giving meaning to their marks.</p> <p>Phonics phase 1/2</p>	<p>Children will retell and sequence stories through role play, begin blending sounds to read simple words, enjoy a range of books, and practise name writing and labelling using initial sounds.</p> <p>Phonics Phase 2</p>	<p>Children will read simple words and sentences, enjoy sharing books at school and home, explore rhymes and traditional tales, and practise writing tricky words and simple CVC words for labels.</p> <p>Phonics phase 2/3</p>	<p>Children will build confidence in reading, develop their own stories, understand story structure, retell to an audience, explore non-fiction, and write simple sentences with captions and labels.</p> <p>Phonics phase 3</p>	<p>Children will retell stories with actions or pictures, use story language, explore rhymes, describe main events, draw and label characters and settings, and practise writing with capital letters, finger spaces, and phonetically plausible words.</p> <p>Phonics phase 3/4</p>	<p>Children will listen and respond to stories, make predictions, explore fiction and non-fiction, read simple sentences and words confidently, and write sentences with correct tricky words, capitals, full stops, and finger spaces.</p> <p>Phonics phase 4</p>
DRAWING CLUB	<ul style="list-style-type: none"> ➤ Room on the broom ➤ We're going on a bear hunt ➤ Farmer Duck ➤ The magic roundabout ➤ Aliens love underpants 	<ul style="list-style-type: none"> ➤ Meg and Mog ➤ A little bit brave ➤ The Christmas pine ➤ Rama and Sita ➤ Rapunzel ➤ Button Moon ➤ Christmas Writing Week 	<ul style="list-style-type: none"> ➤ Superworm ➤ Fireman Sam ➤ Doctor duck ➤ Whats the story in Balamory ➤ Superpotato ➤ Hairy Maclary's Rumpus at the vet 	<ul style="list-style-type: none"> ➤ The enormous turnip ➤ The ugly duckling ➤ The hungry caterpillar ➤ The odd egg ➤ Stuck 	<ul style="list-style-type: none"> ➤ Jack and the beanstalk ➤ Jack and the Jelly bean stalk ➤ The three little pigs ➤ The three little wolves and the pig bad pig ➤ Goldilocks ➤ Snow white 	<ul style="list-style-type: none"> ➤ Penguin ➤ Are the dinosaur's dead, dad? ➤ The animals of Farthing wood ➤ Tiddler ➤ The Lion Inside ➤ Bagpuss

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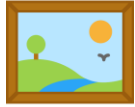
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GETTING TO KNOW YOU!	CELEBRATIONS!	PEOPLE WHO HELP US!	SPRING INTO LIFE!	ONCE UPON A TIME!	AMAZING ANIMALS!
MATHS	<p>Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
DEVELOPING A STRONG GROUNDING IN NUMBER IS ESSENTIAL SO THAT ALL CHILDREN DEVELOP THE NECESSARY BUILDING BLOCKS TO EXCEL MATHEMATICALLY.	<p>Match, sort and compare objects and pictures</p> <p>Identify a set</p> <p>Sort objects into groups and create sorting rules</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore, copy and create simple patterns</p> <p>Find, subitise and represent 1,2,3</p>	<p>Identify and name circles and triangles</p> <p>Find, subitise and represent 4,5,6</p> <p>1 more/1 less</p> <p>Identify and name shapes with 4 sides</p> <p>Find shapes in the environment</p>	<p>Explore zero</p> <p>Represent 0 to 5</p> <p>1 more/1 less</p> <p>Compare mass and capacity</p> <p>Find a balance</p> <p>Represent 6,7 and 8</p> <p>Explore length, height and time</p>	<p>Find and represent 9 and 10</p> <p>Compare number to 10</p> <p>1 more/1 less</p> <p>Number bonds to 10</p> <p>Doubles</p> <p>Odd and even</p> <p>Recognise and name 3D shapes</p>	<p>Counting beyond 20</p> <p>Adding more</p> <p>Taking away</p> <p>Rotating and manipulating 2D shapes</p>	<p>Sharing</p> <p>Grouping</p> <p>Repeating patterns</p> <p>Describing positions</p> <p>Explore mapping</p>



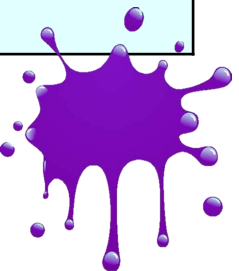
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GENERAL THEMES	GETTING TO KNOW YOU!	CELEBRATIONS!	PEOPLE WHO HELP US!	SPRING INTO LIFE!	ONCE UPON A TIME!	AMAZING ANIMALS!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their 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.</p>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. 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. Share different cultures versions of Christmas To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Is England the same as India? 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. 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 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. Healthy habits/ brushing teeth Materials: Floating / Sinking – boat building Metallic / non-metallic objects 	<ul style="list-style-type: none"> Trip to our local park; discuss what we will see on our journey to the park and how we will get there. Change in living things – Changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter Summer. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them. Identify how I have changed over time. 	<ul style="list-style-type: none"> Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing 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. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Take children to places of worship and places of local importance to the community. Explore the royal family Where is London? 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore old artefacts. Introduce Mary Anning as the first female to find a fossil. Share non-fiction texts that offer an insight into contrasting environments. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Can children differentiate between land and water. Nocturnal Animals Making sense of different environments and habitats
RE / FESTIVALS	<p>Creation</p> <p>Why is the word God so important to Christians?</p>	<p>Incarnation</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>What do Christians believe is special about Jesus and the message he brings?</p>	<p>Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>World Faiths</p>	<p>World Faiths</p>
<p>Our RE Curriculum enables children to begin to understand and value the differences of individuals and groups within their own community.</p>						

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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. By the end of reception, children should be able to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 					
	<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>Painting: Kandinsky Pollock</p> <p>I've got a grumpy face – beat and pitch The Sorcerer's Apprentice – Musical story telling</p> <p>Explore tools safely</p>	<p>Drawing: Shadow Art Guiseppe Archimboldo</p> <p>Witch, witch – call and response Row, row, row your boat – beat and pitch</p> <p>Use a range of small tools, including scissors and paintbrushes in their creations</p>	<p>Pastels: Van Gogh Fireworks</p> <p>Bird Spotting – Active listening, beat, pitch Shake my sillies out – timbre, pitch and tempo</p> <p>Safely use and explore a variety of materials</p>	<p>Printing: Fruit and Veg Mondrian</p> <p>Up and down – Pitch, classical music Five fine bumble bees – timbre, tempo, call and response</p> <p>Experimenting with colour, design, texture, form and function</p>	<p>Collage: Paul Klee Tissue shapes Matisse snail</p> <p>Down there under the sea – Timbre, structure, moving in step It's oh so quiet – Dynamics, timbre, musical story telling</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Sculpture: Andy Goldsworthy Natural world</p> <p>Slap clap clap – Music in 3 time, composing and playing Bow, bow, bow Belinda – beat, active listening and instrumental accompaniment</p> <p>Share their creations, explaining the process they have used</p>



RECEPTION LONG TERM PLAN 2024-25

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.