

# Reception Long Term Plan 2023-24

Here in our Forsbrook CE Primary Reception class we live by our school motto 'Loving, Learning, Laughing'. Our motto runs through our EYFS school life as we spread love, hope, peace and joy each and every day.

Our class value of joy underpins everything that Reception Class has to offer.

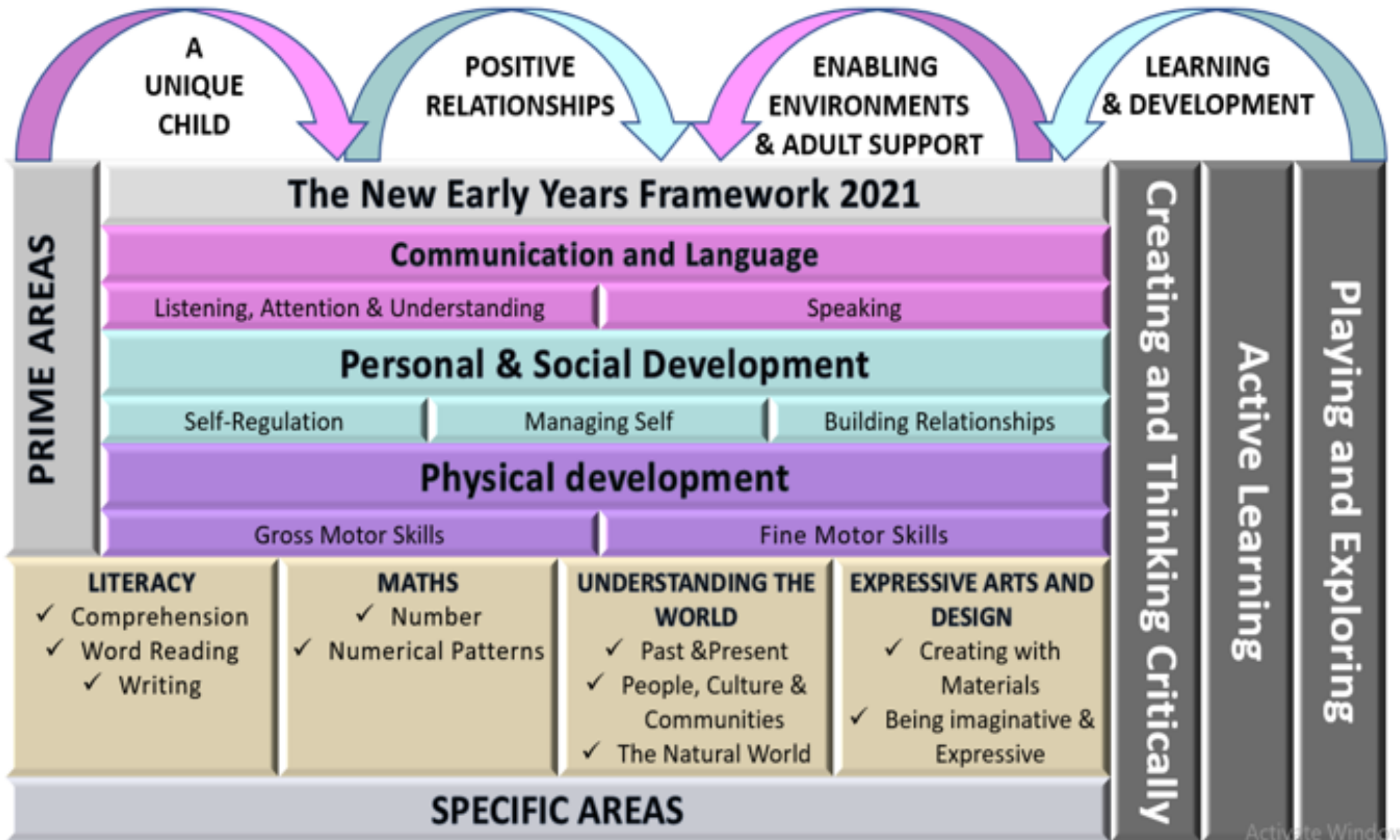
We understand that play is a key part of a child's development which is why our children engage in continuous provision (child initiated learning) every single day. We also know it is important for children to learn through high quality interactions and precise teaching. We teach phonics, writing and maths activities daily as a whole class or in small groups. Throughout each week we also dive into the wonderfully creative world of learning, exploring music, art, the great outdoors, history, computing, science, RE and PE.










*"Start children off on the way they should go, and even when they are old they will not turn from it".*

Proverbs 22:6


# Reception Long Term Plan 2023-24



# Reception Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Themes</b></p> <p><i>These themes may be adapted throughout the year dependent on children's developing interests.</i></p>	<p>Marvellous Me!</p> <p><i>All About Me</i></p> 	<p>Wonderful Winter</p> <p><i>Winter</i></p> 	<p>Dinosaur Delivery!</p> <p><i>Dinosaurs</i></p> 	<p>To the Rescue!</p> <p><i>Superheroes</i></p> 	<p>Watch out! Minibeasts About!</p> <p><i>Minibeasts</i></p> 	<p>Once Upon a Time...</p> <p><i>Traditional Tales</i></p> 
<p><b>What's the theme all about?</b></p>	<p>Starting school, feeling happy/safe, building friendships, developing social skills, getting to know one another, family life, what makes me special...</p>	<p>Weather, celebrations (Christmas), nativity play, hibernation, animals in the winter, learning about baby Jesus...</p>	<p>Carnivore/ herbivore/ omnivore, investigations, diving into the past, becoming dinosaur experts, fossil making...</p>	<p>Real life superheroes, Supertato stories, what makes superheroes 'super'...</p>	<p>Becoming explorers, learning facts about minibeasts, exploring the natural world, life cycle of a butterfly (looking after caterpillars), bug hotels, forest schools...</p>	<p>Becoming storytellers, diving into traditional stories, engaging in famous stories</p>
<p><b>What other exciting things are happening?</b></p>	<p>Harvest Festival</p>	<p>Bonfire Night Diwali Nativity Play Christmas</p>	<p>Chinese New Year Safer Internet Day Pancake Day Valentine's Day</p>	<p>Mother's Day World Book Day Easter St George's Day</p>		<p>World Oceans Day Father's Day School Trip Sport's Day</p>

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<p><b>What books will we explore?</b></p> <p><i>We like to explore several books within the theme to engage the children in a range of exciting fiction and non-fiction books.</i></p>	<p>All Are Welcome</p> <p>The Colour Monster</p> <p>Perfectly Norman</p> <p>In Every House on Every Street</p>	<p>Bear Snores On</p> <p>Over and Under the Snow</p> <p>Owl Babies</p> <p>The Gunpowder Plot</p> <p>The Nativity Story</p>	<p>The Dinosaur that Pooped a Planet</p> <p>The Dinosaur that Pooped the Past</p> <p>Daisy Dinosaur Gets Lost</p> <p>Tyrannosaurus Drip</p>	<p>Supertato stories</p> <p>A Superhero Like You</p> <p>Superbat</p> <p>Superkid</p> <p>Real Life Superheroes</p>	<p>The Very Hungry Caterpillar</p> <p>The Bug Collector</p> <p>Superworm</p> <p>The Very Busy Spider</p> <p>Aargh Spider!</p>	<p>Jack and the Beanstalk</p> <p>The Gingerbread Man</p> <p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>Little Red Riding Hood</p>

**We engage in story time at least twice a day.**

Straight after lunch we engage in our whole school activity of 'Drop Everything and Read' where we read a phonics appropriate story (Oxford Reading Tree) altogether as a whole class.

At the end of the day we dive into the wonderful world of books, exploring a range of famous authors such as Oliver Jeffers, Julia Donaldson, Eric Carle and many more.

During the day children are encouraged to explore books for their own pleasure, engaging in a wide range of fiction and non-fiction texts.










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<p><b>What makes us say WOW?</b></p> <p><i>Wow moments hook the children into the learning and spark their interest and engagement.</i></p>	<p>Norman has a question for us... he asks, what makes you special?</p>	<p>Snowy footprints in the classroom, who do they belong to?</p>	<p>A giant egg has arrived in the classroom... what could be inside?</p>	<p>A mysterious box has arrived, inside is a cape... who could this belong to?</p> <p><i>*School trip to Apple Tree Town</i></p>	<p>Caterpillars have arrived in the classroom!</p>	<p>Special delivery... a magical box arrives with a new story to explore!</p> <p><i>*School trip to Cannock Chase</i></p>
<p><b>Parental Involvement</b></p> <p><i>Parental involvement is a key part of the EYFS. We aim to establish excellent relationships with parents from the very start.</i></p>	<p>Evidence Me app</p> <p>**Throughout the year we encourage parents to read a story to the class. We call this 'Mystery Storyteller'.</p>	<p>Evidence Me app</p> <p>Nativity Play</p> <p>Parents Evening</p>	<p>Evidence Me app</p> <p>Class Assembly</p>	<p>Evidence Me app</p> <p>Mother's Day arts and crafts</p> <p>Parents Evening</p>	<p>Evidence Me app</p> <p>Cream Tea Afternoon</p>	<p>Evidence Me app</p> <p>Sports Day and Father's Day Picnic</p> <p>Parents Drop In</p>

Throughout the year we encourage parents to celebrate their child's achievements. Parents receive 'Wow Moments' where they can record their child's achievements at home. We celebrate these Wow Moments in school, display them in the classroom and record them in the child's learning journey. We also celebrate 'Caught You Reading' observations from home.



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Themes	Marvellous Me! 	Wonderful Winter 	Roar! Was that a dinosaur I saw? 	To the Rescue! 	Watch out! Minibeasts About! 	Once Upon a Time... 

## Characteristics of Effective Teaching and Learning

We understand that children learn and develop at different rates during their individual learning journeys. The Characteristics of Effective Teaching and Learning is a key part of the EYFS:

Playing and Exploring – Children investigate and experience things, and ‘have a go’.

Active Learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



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## Communication and Language

Children in Reception will be learning to:


Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Development Matters 2021)

Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Listening, Attention and Understanding: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking: Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How are we developing our Communication and Language skills?</b></p> <p><i>Communication and Language is developed throughout the year through high quality interactions, circle times, stories, singing, group discussions, weekly Show and Tell, learning new vocabulary, class debates, talk partners and interventions.</i></p>	<p>Learning new vocabulary related to our theme. Settling in. Introducing ourselves. Making friends. Talking about our families. Sharing things that are important to us. Joining in with stories. Role playing story scenarios. Learning rhymes and nursery rhymes. Talking about where we live. Learning prayers.</p>	<p>Learning new vocabulary related to our theme. Saying lines and singing songs in our nativity play. Re-enacting and retelling stories. Creating dens for animals to hibernate in. Sharing our achievements and interests. Talking about seasons/weather. Talking about the effects of winter.</p>	<p>Learning new vocabulary related to our theme. Making predictions. Talking about science experiments. Talking about features of dinosaurs. Learning tricky dinosaur names. Giving ourselves tricky dinosaur names. Learning lines for our class assembly.</p>	<p>Learning new vocabulary related to our theme. Asking how and why questions. Articulating thoughts and ideas into well-formed sentences. Talking in detail and with expression about superheroes.</p>	<p>Learning new vocabulary related to our theme. Learn and recite familiar stories. Describing minibeasts in some detail. Talking about the great outdoors – minibeasts habitats. Talking about differences and similarities between minibeasts.</p>	<p>Learning new vocabulary related to our theme. Learn and recite traditional stories. Talking in detail about things that are important to us. Talking in detail and with description when recounting our school trip.</p>



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## Personal, Social and Emotional Development

Children in Reception will be learning to:

See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. (Development Matters 2021)


Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self: Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

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<p><b>How are we developing our Personal, Social and Emotional Development skills?</b></p> <p><i>Personal, Social and Emotional skills are developed through high quality interactions, circle time, building positive relationships, having a safe and secure environment and grow your mind weekly sessions.</i></p>	<p>Behavioural expectations in school. Class rules. Puppets to talk about feelings. What makes us special and unique. Making friends. Learning about each other. Learning about different emotions. Forming positive relationships with staff. Team work.</p>	<p>Confidently trying new challenges. Talking about likes and dislikes. Being aware of school rules and boundaries. Becoming aware of others feelings. Looking after one another. Building confidence by talking and singing in front of an audience. Beginning to regulate own emotions. Performing in front of an audience. Team work.</p>	<p>Working in small groups whilst using an iPad – safety using equipment. Following more than a two-step instruction. Confidently performing in front of a large audience. Turn taking.</p>	<p>Understanding healthy eating – what do superheroes need to eat to keep them strong? Understand the importance of what we put in our bodies. Being confident to talk to one another about their feelings. Showing sensitivity to others needs.</p>	<p>Taking off and putting on shoes – climbing. Understanding safety risks when using equipment – climbing. Demonstrating independence and resilience in their work. Confidently tackling challenges and not being afraid to make a mistake. Forest school – making minibeast hotels, using logs safely.</p>	<p>Dressing and undressing – swimming. Confidence to try new activities – swimming. Understanding safety risks in water – swimming. Solve disagreements with friends, coming to a solution.</p>

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## Physical Development

Children in Reception will be learning to:


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 and swimming. 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. Combine different movements with ease and fluency. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. (Development Matters 2021)

Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Gross Motor Skills: Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

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<p><b>How are we developing our Physical Development skills?</b></p> <p><i>Gross Motor: Bikes, trikes, scooters, PE twice a week (Getset4PE).</i></p> <p><i>Fine motor: Physical Friday (fine motor activities). Weekly whole class handwriting. Daily fine motor activities embedded into continuous provision.</i></p>	<p>PE: Dance and Fundamentals. Bikes, trikes and scooters. Balancing track. 5-a-day.</p> <p>Dough Disco. Threading. Playdough. Tweezers. Pegs. Cutlery.</p> <p>Developing pencil control. Developing scissor control. Building preference for a dominant hand.</p>	<p>PE: Fundamentals and Gymnastics. Bikes, trikes and scooters. Balancing track. 5-a-day.</p> <p>Dough Disco. Threading. Playdough. Tweezers. Pegs. Cutlery.</p> <p>Developing pencil control. Developing scissor control. Building preference for a dominant hand.</p>	<p>PE: Dance and Ball Skills. Bikes, trikes and scooters. Balancing track. 5-a-day.</p> <p>Dough Disco. Threading. Playdough. Tweezers. Pegs. Cutlery.</p> <p>Small tools (tap a shape). Securing pencil control. Securing scissor control.</p>	<p>PE: Gymnastics and Games. Bikes, trikes and scooters. Balancing track. 5-a-day.</p> <p>Dough Disco. Threading. Playdough. Tweezers. Pegs. Cutlery.</p> <p>Small tools (tap a shape). Securing pencil control. Securing scissor control.</p>	<p>PE: Ball Skills and Climbing. Bikes, trikes and scooters. Balancing track. 5-a-day.</p> <p>Dough Disco. Threading. Playdough. Tweezers. Pegs. Cutlery.</p> <p>Small tools (tap a shape). Securing pencil control. Developing a fluent handwriting style. Securing scissor control.</p>	<p>PE: Sport Races and Swimming. Bikes, trikes and scooters. Balancing track. 5-a-day.</p> <p>Dough Disco. Threading. Playdough. Tweezers. Pegs. Cutlery.</p> <p>Small tools (tap a shape). Securing pencil control. Developing a fluent handwriting style. Securing scissor control.</p>

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## Literacy

Children in Reception will be learning to:

Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. (Development Matters 2021)


Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Comprehension: Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading: Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing: Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How are we developing our Literacy skills?</b></p> <p><i>Phonics is taught each day as a whole class using the Little Wandle Letters and Sounds scheme.</i></p> <p><i>Literacy lessons are taught as a whole class daily.</i></p> <p><i>Practice Reading Sessions take place throughout the week.</i></p>	<p>Daily phonics. Sensory writing. Drawing Club. Mark making. Drawing. Name writing. Writing initial sounds. Labelling. List writing. Caption writing. Whole class handwriting.</p>	<p>Daily phonics. Sensory writing. Drawing Club. Mark making. Drawing. Name writing. Writing initial sounds. Labelling. List writing. Whole class handwriting. Letter to Santa. Further developing caption writing into sentence writing.</p>	<p>Daily phonics. Sensory writing. Drawing Club. Drawing. Name writing. List writing. Writing most letter sounds in words. Whole class handwriting. Beginning to write sentences. Newspaper report. Writing own dinosaur names. Writing taught phonics tricky words.</p>	<p>Daily phonics. Sensory writing. Drawing Club. Drawing. Name writing. Writing most letter sounds in words. Whole class handwriting. Beginning to write sentences. Writing facts about real life superheroes. Writing a retell of a familiar story. Writing taught phonics tricky words.</p>	<p>Daily phonics. Sensory writing. Drawing Club. Drawing. Name writing. Whole class handwriting. Sentence writing and introducing how to use capital letters, full stops, finger spaces. Writing a fact about a minibeast. Sentence detectives. Writing a description of a minibeast.</p>	<p>Daily phonics. Sensory writing. Drawing Club. Drawing Name writing. Whole class handwriting. Sentence writing and structure (capital letters, full stops, finger spaces). Sentence detectives. Writing an alternative ending to a traditional tale. Writing a recount of our school trip.</p>

Children take home two reading books each week and are encouraged to read at least four times a week at home. At school, staff listen to each child read at least twice a week and all children engage in group Practice Reading Sessions throughout the week.





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## Mathematics

Children in Reception will be learning to:


Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. (Development Matters 2021)

Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Number: Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How are we developing our Mathematics skills?</b></p> <p><i>Whole class maths lessons are taught daily.</i></p> <p><i>Children engage in the NCETM Mastery Number Programme and Powermaths.</i></p> <p><i>Numberblocks help to develop children's number knowledge.</i></p>	<p>Counting rhymes and songs. Counting to 20. Recognising numbers to 5. Ordering numbers to 5. Matching quantity to 5. Recognising 2D shapes: square, rectangle, circle, triangle. Subitising to 5. Copy and repeat AB patterns. One more and one less than a number to 5. Jigsaws in continuous provision.</p>	<p>Counting rhymes and songs. Counting to 20. Recognising numbers to 5. Ordering numbers to 5. Matching quantity to 5. Composition of numbers to 5. Number bonds to 5. Recognising 2D shapes: square, rectangle, circle, triangle, pentagon. Subitising to 5. Create AB patterns. One more and one less than a number to 5.</p>	<p>Counting rhymes and songs. Counting beyond 20. Recognising numbers to 10. Ordering numbers to 10. Matching quantity to 10. One more and one less than a number to 10. Securing composition of numbers to 5. Securing number bonds to 5. Recognising 3D shapes: cube, cuboid, cylinder, sphere. Subitising to 5. Capacity.</p>	<p>Counting rhymes and songs. Counting beyond 20. Recognising numbers to 10. Composition of numbers to 10. Number bonds to 10. Securing one more and one less than a number to 10. Recognising 3D shapes: cube, cuboid, cylinder, sphere. Subitising to 5. Sharing. Weight – weighing vegetables.</p>	<p>Counting rhymes and songs. Counting beyond 20. Recognising numbers to 20. Composition of numbers to 10. Number bonds to 10. Subitising to 5. Odd and even numbers. Doubling. Money.</p>	<p>Counting rhymes and songs. Counting beyond 20. Recognising numbers to 20. Composition of numbers to 10. Number bonds to 10. Odd and even numbers. Doubling and halving. Length – Jack and the Beanstalk.</p>

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## Understanding the World

Children in Reception will be learning to:

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.

(Development Matters 2021)


Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Past and Present: Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# Reception Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How are we developing our Understanding the World skills?</b></p> <p><i>We explore forest school and nature activities daily in our garden.</i></p>	<p>Weather/Seasons. Travelling Tuesday (looking at the wider world, starting with where we live). Peek into the Past – commenting on familiar images from the past. Talking about family members and people who are important to them. Talking about where we live. Science – All About Me. RE – God. Computing – Taking a selfie using an iPad.</p>	<p>Weather/Seasons. Travelling Tuesday. Habitats. Winter theme – how do animals survive the winter? Create own bird feeders. Science – Celebrations. RE – Incarnation. Computing – Beebots.</p>	<p>Weather/Seasons. Travelling Tuesday. Historical figure – Mary Anning. Grouping and sorting dinosaur teeth. Herbivore, carnivore, omnivore. Science – Under the Sea. RE – Being Special, Where do we Belong? Computing – Using the programme ‘Paint’.</p>	<p>Weather/Seasons. Travelling Tuesday. Learning about real life superheroes and their jobs. Understanding how fruit and vegetables are grown – Supertato. Class Trip – Role Play Centre. Science – People Who Help Us. RE – Salvation. Computing – iPad apps to explore.</p>	<p>Weather/Seasons. Travelling Tuesday. Live Caterpillars. Comparing different environments that minibeasts live in. Exploring plants and growing own plants. Science – Minibeasts and Growing. RE – Which places are special and why? Computing – Taking photos of nature and using Pic Collage app.</p>	<p>Weather/Seasons. Travelling Tuesday. Comparing different environments in traditional tales. Class Trip – Forest School Activities. Science – Traditional Tales (materials). RE – Which stories are special and why? Computing – Researching information.</p>

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## Expressive Arts and Design

Children in Reception will be learning to:


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. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. (Development Matters 2021)

Early Learning Goal – for the end of the year (a best fit judgement):

ELG: Creating with Materials: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Reception Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>How are we developing our Expressive Arts and Design skills?</p>	<p>Music Monday (Charanga music scheme lesson). Daily whole school Collective Worship including singing. Daily art and construction in continuous provision. Outdoor stage and musical instruments. Artist focus – Pablo Picasso <i>Self-Portrait collage</i></p>	<p>Music Monday. Daily whole school Collective Worship including singing. Owl Babies inspired artwork. Nativity play performance including singing. Daily art and construction in continuous provision. Outdoor stage and musical instruments. D&amp;T project.</p>	<p>Music Monday. Daily whole school Collective Worship including singing. Class assembly performance including singing. Daily art and construction in continuous provision. Outdoor stage and musical instruments. Artist focus – Paul Klee <i>Block Printing</i></p>	<p>Music Monday. Daily whole school Collective Worship including singing. Daily art and construction in continuous provision. Outdoor stage and musical instruments. D&amp;T project.</p>	<p>Music Monday. Daily whole school Collective Worship including singing. Daily art and construction in continuous provision. Outdoor stage and musical instruments. Artist focus – Van Gogh <i>Sunflowers</i></p>	<p>Music Monday. Daily whole school Collective Worship including singing. Daily art and construction in continuous provision. Outdoor stage and musical instruments. D&amp;T project.</p>

We have three artist focuses throughout the year. This engages the children in the magical world of art and lets them explore creating masterpieces inspired by famous artists.



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## British Values

In Reception class we regularly engage in circle times that develop children's deep thinking and communication skills. We pose open questions to encourage deep thinking and have class debates to discuss what is right and what is wrong.

In Reception class we want every child to have a choice and encourage child choice activities within the classroom.

We want all children to be able to work with others and respect other's wants and needs.

Each individual child's voice is key and we want to develop these voices so that all children feel confident to use them.

Every child is a unique individual who is valued.

## Assessment Opportunities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Baseline Assessment (RBA). School on entry baseline assessment including reading, drawing, writing, maths and communication skills. Phonics assessments. Parents evening. Cluster schools meeting.	On-going assessments (observations). Pupil progress meeting. Own assessment including reading, drawing, writing, maths and communication skills. Phonics assessments. HFWs assessments. Cluster schools meeting.	On-going assessments (observations). Cluster schools meetings.	On-going assessments (observations). Pupil progress meeting. Own assessment including reading, drawing, writing, maths and communication skills. Phonics assessments. HFWs assessments. Parents evening. Cluster schools meeting.	On-going assessments (observations). Cluster schools meetings.	On-going assessments (observations). Pupil progress meeting. Own assessment including reading, drawing, writing, maths and communication skills. Phonics assessments. HFWs assessments. Parents evening. Reports. Cluster schools meeting.



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