

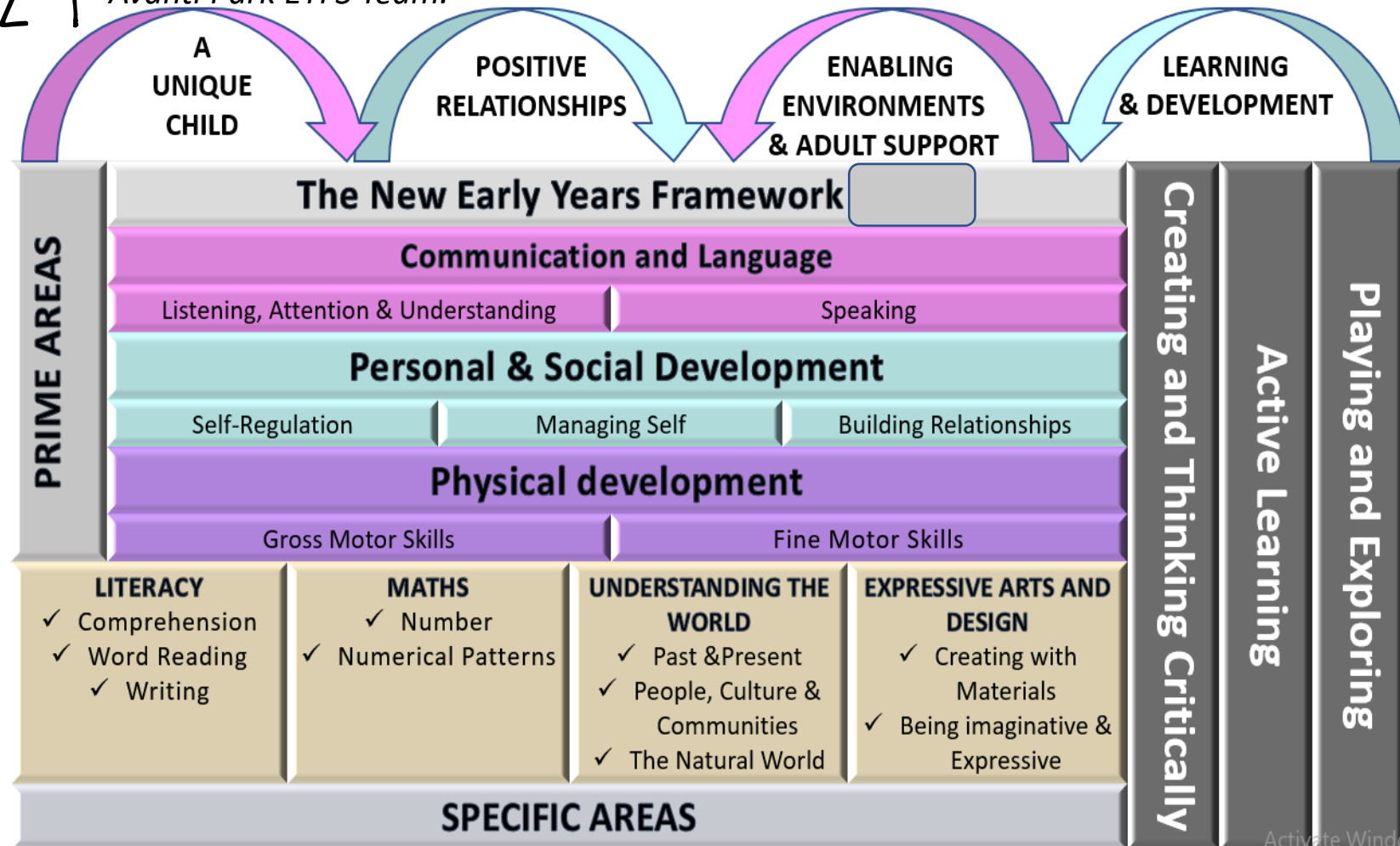
# RECEPTION LONG TERM PLAN 23-24



*“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children whatever their starting point. As an EYFS team we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities, based on the updated EYFS framework and children’s interests.”*

*Avanti Park EYFS Team*

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Avanti Park, we provide our children with opportunities to develop their gross motor skills, deepen their imaginations, and heighten their sense of curiosity. We want the children to always feel safe and secure. We ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationships that we develop with parents throughout this vital year.”*  
Avanti Park EYFS Team.





# RECEPTION LONG TERM PLAN 23-24



## AUTUMN 1

### ALL ABOUT ME!

Starting school / my new class /  
New Beginnings  
People who help us / Careers  
Staying healthy / Food / Human  
body  
How have I changed?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe



## AUTUMN 2

### AMAZING ANIMALS!

Life cycles  
Climates / Hibernation  
Down on the Farm  
Min Beasts  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
The Nativity  
At the Pantomime  
Christmas Lists  
Letters to Father Christmas



## SPRING 1

### TERRIFIC TALES!

Traditional Tales and  
classic nursery rhymes  
Old favourites  
Familiar tales  
Visiting our school library  
Three Little Pigs  
Cinderella



## SPRING 2

### COME OUTSIDE!

Plants & Flowers  
Weather / seasons  
Does the moon shine?  
The great outdoors  
Forest School  
Planting seeds  
Make a sculpture: Andy  
Goldsworthy  
Reduce, Reuse & Recycle  
Fun Science / Materials



## SUMMER 1

### JOURNEYS AROUND THE WORLD!

Around the Town  
How do I get there?  
Where in the world have you  
been?  
Where do we live in the UK /  
world?  
Fly me to the moon!  
Vehicles past and Present  
Design your own transport!  
Who was Neil Armstrong?



## SUMMER 2

### EXPLORE, LET'S TALK AND DISCOVER!

Off on holiday / clothes  
Where in the world shall we  
go?  
Send me a postcard!  
Marine life  
Fossils – Mary Anning  
Seasides in the past  
Compare: Now and then!  
Seaside art  
'Visiting' an art gallery  
Online safety  
Dear Greenpeace

Owl Babies  
The Big Book of Families  
Smartest Giant in Town  
Colour Monster  
Pumpkin Soup (Helen Cooper)  
What Makes me a me (Matt Goodfellow)

The Emperor's Egg  
The Very Busy Spider  
The Dark (Lemony Snicket)  
The Squirrels Who Squabbled (Rachel  
Bright)  
Bear-Shaped (Dawn Coulter-Cruttenden)  
The Invisible (Tom Percival)

Goldilocks  
Little Red Hen  
The Gingerbread Man (Mara  
Alperin)  
Each Peach Pear Plum (Ahlbergs)  
Mr Wolf's Pancakes (Jan  
Fearnley)

The Tiny Seed  
Oliver's Vegetables  
Handa's Surprise  
Winnie the Pooh Helps the Bees!  
Mrs. Noah's Garden (Jackie Morris)  
The Story Orchestra Carnival of  
Animals by Katy Flint  
(Katy Flint)

The Runaway Train  
William Bee's Things That Go (W.Bee)  
Celebrations Around The World (Katy  
Halford)(Understanding the world  
Martha Maps it Out (Leigh  
Hodgkinson)  
Anansi and the Golden Pot (Taiye  
Selasi)

Luna Loves Art (Joseph Coelho)  
Clean Up! (Nathan Byron)  
The Wonder (Faye Hanson)  
It's a No-Money Day (Kate Milner)(link  
to climate change week)  
Standing up to Racism (Pragya Agarwal)  
Chicken Clicking (Jeanne Willis & Tony  
Ross) (e-safety)  
I'm almost Always Kind (Anna  
Milbourne)

Autumn Trail  
People who help us keep safe around our  
school  
Harvest Time – Teddy bears inspired  
Harvest festival – bring fruit from our  
community  
Birthdays  
Favourite Songs  
Jewish New Year - rosh hashanah  
What do I want to be when I grow up?

Winter Solstice  
Halloween  
Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Hannukah  
Remembrance day  
Stories by the Fireside  
Anti- Bullying awareness week  
Diwali

Chinese New Year  
Story Telling Week  
Valentine's Day  
Internet Safety Day  
Cooking  
(Making gingerbread, bread rolls,  
plum pie)  
Gardening  
Lent

Spring equinox  
Teeth  
Healthy eating  
Gardening club  
Walk to the park / Picnic  
Planting seeds  
Easter time  
Weather experiments  
Nature Scavenger Hunt  
Special person/Mother's Day  
Start of Ramadan  
Easter Egg Hunt  
Food tasting – different cultures  
Visit from the Park Ranger  
Fortnightly Drumming Workshops

Post a letter  
Map work - Find the Treasure  
Role play  
Outing to East Somerset Railway,  
visiting the airport, Ferry Port, plus  
child-initiated ideas  
Road Safety  
Mother Earth Day  
Class Assembly

Summer Solstice  
Visit to the 'beach'  
Under the Sea – singing songs and sea  
shanties  
Fossil hunting  
Father's Day  
Anniversary of the NHS  
(Visit from Nurse/Doctor/Care Workers/  
Holistic health practitioners  
Pirate Day  
Ice – Cream at the park  
Celebrating different cultures – dressing  
up  
Reception Graduation  
Class Art Exhibition  
Artist visit

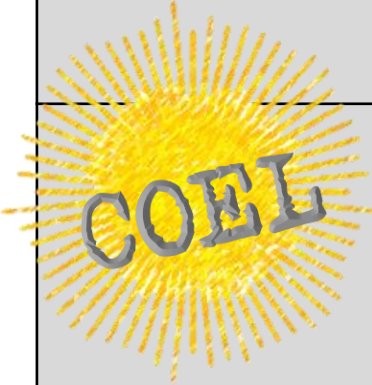
# RECEPTION LONG TERM PLAN 23-24



AVANTI PARK

GENERAL THEMES

| AUTUMN 1      | AUTUMN 2         | SPRING 1        | SPRING 2      | SUMMER 1                   | SUMMER 2                          |
|---------------|------------------|-----------------|---------------|----------------------------|-----------------------------------|
| ALL ABOUT ME! | AMAZING ANIMALS! | TERRIFIC TALES! | COME OUTSIDE! | JOURNEYS AROUND THE WORLD! | EXPLORE, LET'S TALK AND DISCOVER! |



## 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 achievements. So that children develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their ideas and make links between them. 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.

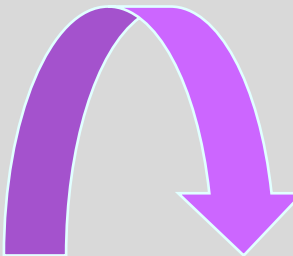
**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace every community and culture.

**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 to 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.

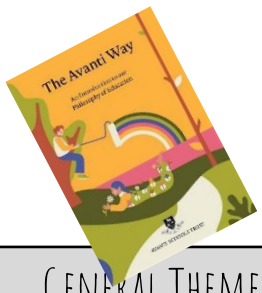
*PLAY: At Avanti Park School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible, and we are therefore 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, relate to others around them and develop relationships, set goals and solve problems. Children learn by leading play and by taking part in play which is guided by adults'. EYFS Team*

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



OVER  
ARCHING  
PRINCIPLES

# RECEPTION LONG TERM PLAN 23-24



|  | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--|---|--|--|---|---|---|
| GENERAL THEMES   | ALL ABOUT ME!   | AMAZING ANIMALS!   | TERRIFIC TALES!  | COME OUTSIDE!   | JOURNEYS AROUND THE WORLD!  | EXPLORE, LET'S TALK AND DISCOVER!   |
| THE AVANTI WAY<br>STUDENTS TAKE OWNERSHIP OF THEIR LEARNING<br>INSPIRING LEARNING ENVIRONMENTS<br>PUPIL VOICE<br>RESTORATIVE PRACTICE<br>CORE PRINCIPLES   | <p><b>Character Formation</b><br/>Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Provision for Philosophy, Religion &amp; Ethics, PSHE, yoga and meditation</p> | <p><b>Spiritual Insight</b><br/>Students have profound and stirring experiences of religious education, festivals</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p> | <p><b>Educational Excellence</b><br/>Teachers and students inspired and joyful<br/>High quality dialogue<br/>Speak sincerely<br/>Engage in empathic dialogue<br/>Culture of intellectual curiosity and continuous professional development</p> | <p><b>Educational Excellence</b><br/>Holistic, values based and contextualised curriculum<br/>Competitive Progress<br/>Children actively involved in creating their own paths of learning<br/>Children's passions are evident<br/>Committed engagement of parents/carers as co-educators.</p> | <p><b>Spiritual Insight</b><br/>Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p> | <p><b>Character Formation</b><br/>Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Philosophy, Religion &amp; Ethics, PSHE, yoga and meditation</p> |
| <ul style="list-style-type: none"> <li>○ We are <b>unique spiritual beings</b> with <b>incredible potential</b> and we achieve our full potential by discovering and nurturing all parts of ourselves – <b>intellectual, emotional, physical and spiritual.</b></li> <li>○ We choose how we wish to respond to life and what we <b>nurture within us.</b></li> <li>○ We <b>care for and respect all life</b> – human, animal and plant – and live in a way that causes the <b>least possible harm.</b></li> <li>○ We each observe the one same reality from our own <b>unique perspective</b> and engage in <b>open-minded dialogue</b> to deeply enrich our vision.</li> <li>○ We serve a <b>higher purpose</b> by living a meaningful and satisfying life of contribution.</li> <li>○ We are nourished by <b>personal relationships</b> that fulfil our need to <b>love and be loved</b>, encouraging us to be the best we can be</li> </ul> |   |  |  |   |   |   |

# RECEPTION LONG TERM PLAN 23-24



AVANTI PARK

|  | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|--|---|--|--|--|--|
| GENERAL THEMES                             | ALL ABOUT ME!  | AMAZING ANIMALS!  | TERRIFIC TALES!  | COME OUTSIDE!  | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!  |
| OUR VALUES<br>ASSEMBLIES / SHARING CIRCLES | <p><b>Mutual respect</b><br/>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.<br/>All cultures are learned, respected, and celebrated.</p> | <p><b>Mutual Tolerance</b><br/>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.<br/>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> | <p><b>Rule of law</b><br/>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><b>Individual liberty</b><br/>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><b>Democracy</b><br/>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have opportunities to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> | <p><b>Recap all British Values</b><br/>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |
| ASSESSMENT OPPORTUNITIES                   | <p>Analyse Nursery Assessments<br/>National Baseline data by end of term<br/>Set up Tiny Tracker<br/>Phonic Intervention groups</p>  | <p>On going assessments<br/>Baseline analysis<br/>Pupil progress meetings<br/>Parents evening info<br/>EYFS team meetings<br/>In house moderation<br/>Midterm Assessments</p>   | <p>GLD Projections for EOY<br/>Cluster moderation<br/>EYFS team meetings<br/>Phase meeting and internal moderations</p>  | <p>Pupil progress meetings<br/>Parents evening info<br/>EYFS team meetings<br/>Tiny tracker data</p>   | <p>Cluster moderation<br/>Trust moderation<br/>EYFS team meetings</p>  | <p>Pupil progress meetings<br/>Parents evening info<br/>EYFS team meetings<br/>Tiny Tracker data<br/>EOY data</p>  |
| PARENTAL INVOLVEMENT                       | <p>Half day sessions<br/>Home visits /Initial meeting/ Parents Evening<br/>Harvest Assembly<br/>Home / School Agreement<br/>Phonics workshop</p>   | <p>Nativity<br/>Parents Evening<br/>Book at Bedtime<br/>Reading with our families</p>   | <p>Supporting your child with reading at home<br/>Home-learning projects</p>   | <p>Proud Clouds<br/>Parents Evening<br/>Share a story<br/>Outdoor Learning and exploring</p>   | <p>Proud Clouds<br/>Share a story<br/>Maths Morning – Look how far we have come!</p>   | <p>Proud Clouds<br/>Share a story<br/>Parents Evening<br/>Parent's Picnic -Teddy bears Picnic<br/>Art workshop / Gallery</p>   |



# RECEPTION LONG TERM PLAN 23-24



AVANTI PARK

|  | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|---|---|--|--|--|--|
| GENERAL THEMES   | ALL ABOUT ME!   | AMAZING ANIMALS!  | TERRIFIC TALES!  | COME OUTSIDE!  | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!  |
| COMMUNICATION AND LANGUAGE   | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</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, Talk for writing actions, EYFS productions, assemblies and weekly interventions. | <p><b>Welcome to EYFS</b><br/>Settling in activities<br/>Making friends<br/>Children talking about experiences that are familiar to them<br/>What are your passions / goals / dreams?<br/>This is me!<br/>Rhyming and alliteration<br/>Familiar Print<br/>Sharing facts about me!<br/>Mood Monsters Shared stories<br/>All about me!<br/>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>   | <p><b>Tell me a story!</b><br/>Settling in activities<br/>Develop vocabulary<br/>Discovering Passions<br/>Tell me a story - retelling stories<br/>Story language<br/>Word hunts<br/>Listening and responding to stories<br/>Following instructions<br/>Takes part in discussion<br/>Understand how to listen carefully and why listening is important.<br/>Use new vocabulary through the day.<br/>Choose books that will develop their vocabulary.</p> | <p><b>Tell me why!</b><br/>Using language well<br/>Ask's how and why questions...<br/>Discovering Passions<br/>Retell a story with story language<br/>Story invention – talk it!<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Describe events in some detail.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.</p> | <p><b>Talk it through!</b><br/>Settling in activities<br/>Describe events in detail – time connectives<br/>Discovering Passions<br/>Understand how to listen carefully and why listening is important.<br/>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?<br/>Sustained focus when listening to a story</p> | <p><b>What happened?</b><br/>Settling in activities<br/>Discovering Passions<br/>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><b>Time to share!</b><br/>Show and tell<br/>Sharing news<br/>Discovering Passions<br/>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.<br/>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> |
| DAILY STORY TIME   |   |   |  |  |  |  |



|                |               |                  |                 |               |                            |                                   |
|----------------|---------------|------------------|-----------------|---------------|----------------------------|-----------------------------------|
|                | AUTUMN 1      | AUTUMN 2         | SPRING 1        | SPRING 2      | SUMMER 1                   | SUMMER 2                          |
| GENERAL THEMES | ALL ABOUT ME! | AMAZING ANIMALS! | TERRIFIC TALES! | COME OUTSIDE! | JOURNEYS AROUND THE WORLD! | EXPLORE, LET'S TALK AND DISCOVER! |

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives and** is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct their attention, as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

MANAGING SELF  
SELF - REGULATION

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <p>New Beginnings<br/>See themselves as a valuable individual.<br/>Being me in my world<br/>Class Rule Rules and Routines<br/>Supporting children to build relationships<br/>Dreams and Goals</p> <p>PSHE – Jigsaw<br/>Being Me</p> | <p>Getting on and falling out.<br/>How to deal with anger<br/>Emotions<br/>Self - Confidence<br/>Build constructive and respectful relationships.<br/>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>PSHE- Jigsaw<br/>Celebrating Difference</p> | <p>Good to be me Feelings<br/>Learning about qualities and differences<br/>Celebrating differences<br/>Identify and moderate their own feelings socially and emotionally.<br/>Looking after pets<br/>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>PSHE – Jigsaw<br/>Dreams and Goals</p> | <p>Relationships<br/>What makes a good friend?<br/>Healthy me<br/>Random acts of Kindness<br/>Looking After our Planet<br/>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p> <p>PSHE- Jigsaw<br/>Heathy Me</p> | <p>Looking after others<br/>Friendships<br/>Dreams and Goals<br/>Show resilience and perseverance in the face of challenge.<br/>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>PSHE- Jigsaw<br/>PSHE: Relationships</p> | <p>Taking part in sports day -<br/>Winning and loosing<br/>Changing me<br/>Look how far I've come!<br/>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>PSHE- Jigsaw<br/>PSHE: Changing Me</p> |
|---|---|--|--|--|--|

LINK TO BEHAVIOUR FOR LEARNING

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.

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ 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
  - ✓ Planning
  - ✓ Thinking before acting
  - ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

*“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.*

*We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.*



# RECEPTION LONG TERM PLAN 23-24

|                | AUTUMN 1      | AUTUMN 2         | SPRING 1        | SPRING 2      | SUMMER 1                   | SUMMER 2                          |
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| GENERAL THEMES | ALL ABOUT ME! | AMAZING ANIMALS! | TERRIFIC TALES! | COME OUTSIDE! | JOURNEYS AROUND THE WORLD! | EXPLORE, LET'S TALK AND DISCOVER! |

|  |  |  |   |   |  |  |
|--|--|--|---|---|--|--|
| <p><b>PHYSICAL DEVELOPMENT</b></p> <p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p> |  |  |   |   |  |  |
|  | <p>Threading, cutting, weaving, playdough, Fine Motor activities. 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>Take our pencil for a walk</p>   | <p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. One hand tools, zips and buttons</p> | <p>Threading, cutting, weaving, playdough, plasticine Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors, Using gardening tools</p>                                  | <p>Threading, cutting, weaving, playdough, plasticine, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>More Ideas here: <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a></p> | <p>Threading, cutting, weaving, playdough, plasticine, clay, 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, plasticine, clay, 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> <p>Drawing and writing with confidence</p> |
|  | <p>Cooperation games i.e. parachute games. Travelling around.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for our shoes for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> | <p>Ball skills- throwing and catching. 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, wheelbarrows, prams and carts are all good options, Animal shapes and movements</p>                   | <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking, large movements through role-play</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>Climbing – using the indoor and outdoor apparatus</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>Using loose parts to create and build vehicles</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>Large Apparatus</p>  |

From Development Matters 20’:

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport 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.

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, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

## FINE MOTOR

Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

## DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

## GROSS MOTOR

## WEEKLY YOGA LESSON





|   | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2  |
|---|--|---|--|--|--|---|
| GENERAL THEMES  | ALL ABOUT ME!  | AMAZING ANIMALS!  | TERRIFIC TALES!  | COME OUTSIDE!  | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!   |
| LITERACY  | It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |   |  |  |  |   |
| COMPREHENSION<br>- DEVELOPING A<br>PASSION FOR READING<br>Children will visit the library weekly  | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five 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 - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.  | Retell stories related to events through acting/role play. Christmas letters/lists. New stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books                                   | Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making<br><br>Retelling stories using images / apps. Pie Corbett inspired actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling<br><br>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. | Information leaflets about animals in the garden/plants and growing.<br><br>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day<br><br>Timeline of how plants grow.<br><br>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br><br>They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions<br><br>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.<br><br>Parents/Carers reading stories<br><br>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.<br><br>Role play area – inspired by some of our key texts (Visiting stations/airport, the Ferry | Can draw pictures of characters/ event / setting in a story<br><br>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.<br><br>Make predictions<br><br>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. Sort books into categories. |
| WORD READING<br>Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers. | <b>Phonic Sounds:</b> RWI Set 1 whole class<br><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier<br><br>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge  | <b>Phonic Sounds:</b> RWI Set 1 Sounds and Differentiated groups<br><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.<br><br>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. | <b>Phonic Sounds:</b> RWI Differentiated groups / Ditties<br><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.<br><br>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ng' 'or' 'qu. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'sing', 'quit' Introduce Red words (Tricky words)   | <b>Phonic Sounds:</b> RWI Differentiated groups<br><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.<br><br>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.<br><br>Tricky words: Children should not be required to use other strategies to work out words                                  | <b>Phonic Sounds:</b> RWI Differentiated groups:<br><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.<br><br>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.<br><br>End of term assessments<br><br>Transition work with Year 1  | <b>Phonic Sounds:</b> RWI Differentiated groups<br><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  |



# RECEPTION LONG TERM PLAN 22-23



AVANTI PARK

|   | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|---|---|--|---|---|--|--|
| GENERAL THEMES  | ALL ABOUT ME!   | AMAZING ANIMALS!   | TERRIFIC TALES!   | COME OUTSIDE!   | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!  |
| WRITING   | <p><b>Texts as a Stimulus:</b></p> <p><b>The Big Book of Families</b></p> <p><b>Nursery Rhymes</b><br/><b>Label characters</b></p> <p><b>What makes me special?</b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists,<br/>Writing initial sounds and simple captions.<br/>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists<br/>Diagrams Messages – Create a Message centre!</p> | <p><b>Texts as a Stimulus:</b></p> <p><b>The Squirrels Who Squabbled,</b><br/><b>Writing Shopping Lists</b></p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, animal fact files.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence/short phrase</p> | <p><b>Texts as a Stimulus:</b></p> <p><b>Goldilocks and the Three Bears</b><br/><b>The Little Red Hen (Journey story)</b></p> <p><b>Sequence the story</b><br/><b>Speech bubbles</b><br/><b>Mr. Wolf's Pancakes</b><br/><b>Writing captions and labelling our illustrations</b></p> <p><b>Create a wanted poster to find Goldilocks</b></p> <p>Writing some of the tricky words such as I, me, my, like, to, the.<br/>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p> <p>Writing captions and phrases</p> | <p><b>Texts as a Stimulus:</b></p> <p><b>Oliver's Vegetables</b><br/><b>Handa's Surprise</b></p> <p><b>Speech bubbles – What are the animals in Handa's surprise saying?</b></p> <p><b>Writing instructions – planting seeds</b></p> <p><b>Soup recipe</b></p> <p><b>Healthy Food – My Menu / Bean/plant Diary</b></p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles. Character descriptions.<br/>Write 2 sentences</p> | <p><b>Texts as a Stimulus:</b></p> <p><b>Anansi and the Golden Pot</b></p> <p><b>What's in the magic, golden pot?</b></p> <p><b>Martha Maps it Out</b><br/><b>Can you draw a map of your thoughts like Martha did? Or draw a map for your friends to follow. Try and write the instructions</b></p> <p>Retell the story in own words / reverse the journey<br/>Describe each animals<br/>Write new version of the story<br/>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p> | <p><b>Texts as a Stimulus:</b><br/><b>Luna Loves Art</b></p> <p><b>Invitation to our Reception Class Art Exhibition</b></p> <p><b>The Clean Up</b></p> <p><b>Keep our beaches and public areas litter free posters</b></p> <p><b>The Wonder</b></p> <p><b>Can you write a list of questions that you wonder about?</b></p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish</p> <p>Write three sentences – B, M &amp; E.</p> |
| TFW USED AS STIMULUS ACROSS THE YEAR  |   |  |   |   |  |  |
| TEXTS MAY DUE TO CHILDREN'S INTERESTS   |   |  |   |   |  |  |
| Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. |   |  |   |   |  |  |

# RECEPTION LONG TERM PLAN 23-24



AVANTI PARK

|  | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2   |
|--|---|---|--|---|--|--|
| GENERAL THEMES   | ALL ABOUT ME  | AMAZING ANIMALS!  | TERRIFIC TALES!  | COME OUTSIDE  | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!  |
| <p>MATHS</p> <p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi</p> <p>Mathematics Mastery</p> | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |   |  |   |  |  |
|  | <p>Early Mathematical Experiences</p> <p><b>White Rose Maths:</b></p> <p>Getting to know you.<br/>Match, sort and compare<br/>Talk about measure and patterns.</p>  | <p>Shape and sorting</p> <p><b>White Rose Maths:</b></p> <p>It's me 1,2,3<br/>Circles and triangles 1,2,3,4,5<br/>Shapes with 4 sides</p> | <p>Numbers within 5 and extend to 10</p> <p><b>White Rose Maths:</b></p> <p>Numbers<br/>Numerical Patterns<br/>White Rose Maths<br/>Alive in 5<br/>Mass and Capacity<br/>Growing 6,7,8</p> | <p>Grouping and sharing</p> <p><b>White Rose Maths:</b></p> <p>Numbers<br/>Numerical Patterns<br/>White Rose Maths<br/>Length height and time<br/>Building 9 and 10<br/>Explore 3D shapes</p> | <p>Shape and pattern</p> <p><b>White Rose Maths:</b></p> <p>Numbers<br/>Numerical Patterns<br/>White Rose Maths<br/>To 20 and beyond<br/>How many now?<br/>Manipulate, compose and decompose</p> | <p>Depth of numbers within 20</p> <p><b>White Rose Maths:</b></p> <p>Numbers<br/>Numerical Patterns<br/>White Rose Maths<br/>Visualise, build and map<br/>Make connections<br/>Consolidation</p> |

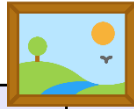


AVANTI PARK

GENERAL THEMES

# RECEPTION LONG TERM PLAN 23-24

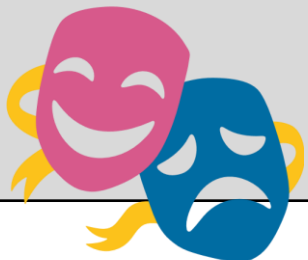
|   | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2  |
|---|--|---|--|--|--|---|
|   | ALL ABOUT ME!  | AMAZING ANIMALS!  | TERRIFIC TALES!  | COME OUTSIDE!  | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!   |
| <p><b>UNDERSTANDING THE WORLD RE / FESTIVALS</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> | <ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>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.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How time has changed. Using cameras.</li> </ul> <p>Discovery RE: Special People.<br/>What makes People Special? (Religion: Judaism, Christianity)</p> | <ul style="list-style-type: none"> <li>What can we do here to take care of our pet animals?</li> <li>Compare animals from a Nocturnal and Diurnal.</li> <li>Explore a range of animals. Learn their names and label their body parts.</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> <li>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</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals.</li> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based</li> </ul> <p><b>Discovery RE: Christmas. What is Christmas? (Christianity)</b></p> <p><b>What is Diwali?</b></p> | <ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>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.</li> <li>Stranger danger (based on Goldilocks and the 3 bears). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Know that people like different things – can be sensitive to this.</li> <li>Talk about members of their immediate family and community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Discovery RE: Celebrations. How do people celebrate? (Hinduism)</b></p> | <ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>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.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>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.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Use the BeeBots</li> <li>Visit from the Victoria Park Ranger</li> <li>Use Handa's Surprise to explore a different country.</li> </ul> <p><b>Discovery RE: Easter. What is Easter? (Christianity)</b></p> | <ul style="list-style-type: none"> <li>Transport in the past and present.</li> <li>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.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Introduce the children to NASA and America.</li> <li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>Can children differentiate between land and water.</li> <li>Recreate different places of worship in our classrooms</li> <li>Visit to East Somerset Railway and Museum</li> </ul> <p><b>Discovery RE: Story Time. What can we learn from stories? (Islam,</b></p> | <ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Investigate and discuss the importance of e-safety.</li> <li>Celebrating and learning about different Artists from – Frome, around Europe and across the Atlantic.</li> <li>Celebrating and embracing our differences and similarities.</li> <li>Sharing what we are thankful for.</li> </ul> <p><b>Discovery RE: Special Places. What makes places special?</b></p> |



|                            | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2   |
|----------------------------|---|---|--|---|--|--|
| GENERAL THEMES             | ALL ABOUT ME!   | AMAZING ANIMALS!  | TERRIFIC TALES!  | COME OUTSIDE!   | JOURNEYS AROUND THE WORLD!   | EXPLORE, LET'S TALK AND DISCOVER!  |
| EXPRESSIVE ARTS AND DESIGN | <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>  | <p>Animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p> | <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Use different textures and materials to make houses for the three little pigs and a bridge for the Gingerbread Man. Listen to music and make their own dances in response.</p> <p>Designing our dream shoes, inspired by The Elves and the Shoemaker</p> <p>Making lanterns, Chinese writing, puppet making, Chinese inspired music and composition</p> | <p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Artwork created through music</p> | <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Junk modelling transport vehicles.</p> <p>Using wheels and axels to create joining techniques for 'ultimate vehicle'</p> | <p>Sand pictures / Rainbow fish collages</p> <p>Recycled art (Using old plastic bags)</p> <p>Artworks inspired by some of the Artworks shared in 'Luna Loves Art.'</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Multicultural inspired art (inspired by Chris Ofili )</p> <p>Father's Day Crafts</p> |

*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.*








*Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*





# RECEPTION LONG TERM PLAN 23-24

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

|  <b>COMMUNICATION AND LANGUAGE</b>  |  <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>   |  <b>PHYSICAL DEVELOPMENT</b>  |  <b>LITERACY</b>  |  <b>MATHS</b>   |  <b>UNDERSTANDING THE WORLD</b>  |  <b>EXPRESSIVE ARTS AND DESIGN</b>   |
|---|--|--|--|--|---|---|
| <p><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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.*