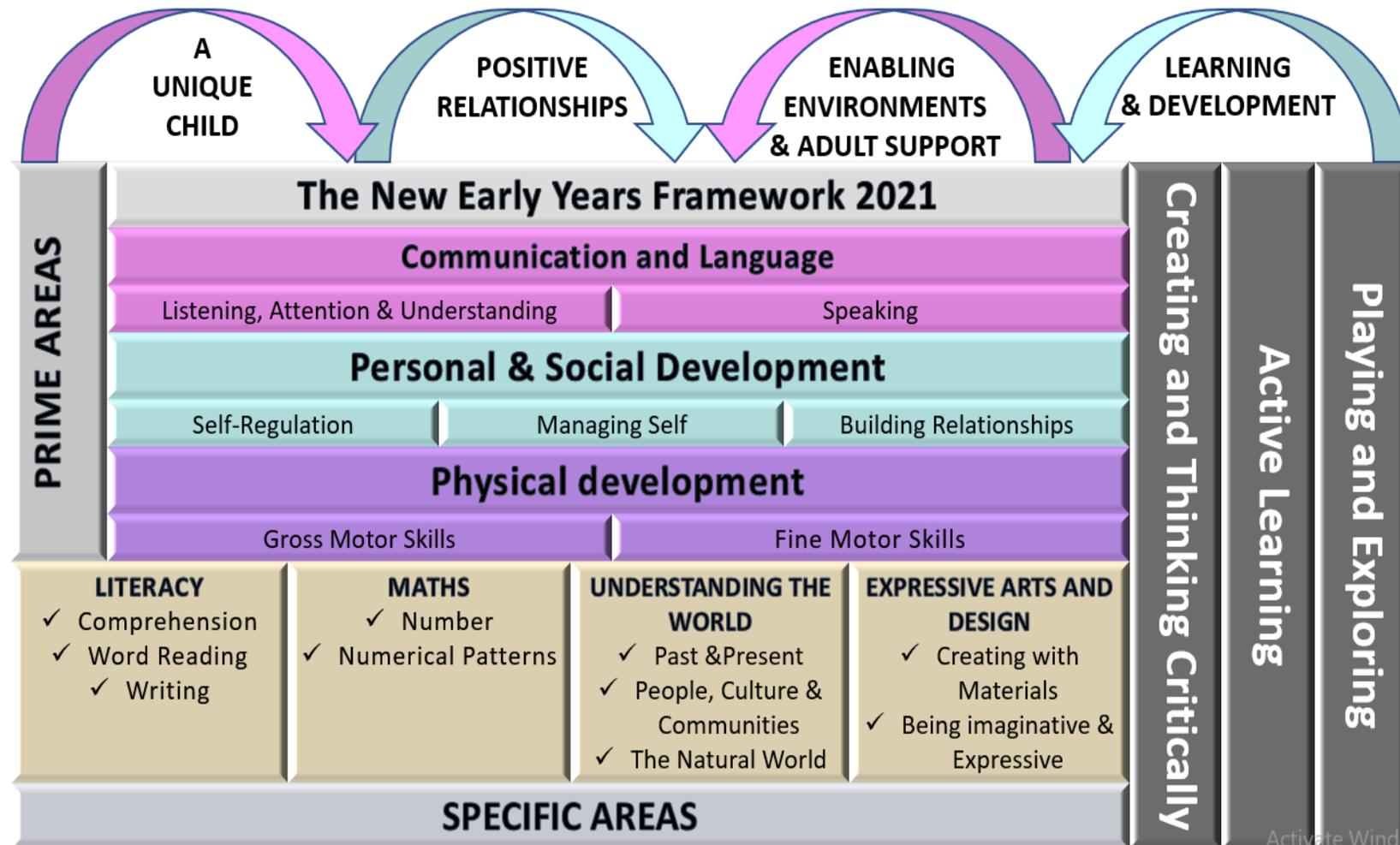


# RECEPTION LONG TERM PLAN

At Bishops Tawton Primary School we offer a curriculum which is rich in wonder and memorable experiences. We work hard to provide a stimulating environment which provides exciting experiences, promotes challenge, exploration, creativity and a real love of learning. We aim for our children to be independent, confident, believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education can be successfully based.



# EYFS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p><b>ALL ABOUT ME!</b></p> <p>Starting school / my new class / New Beginnings 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</p>	<p><b>AUTUMN</b></p> <p>Autumn Celebrations Bonfire Night Remembrance Day Diwali The Nativity Story Christmas</p>	<p><b>TRADITIONAL TALES</b></p> <p>Winter Chinese New Year Little Red Riding Hood The Gingerbread Man Mr Wolfs Pancakes</p>	<p><b>GROWING PLANTS</b></p> <p>Plants &amp; Flowers Jack and the Beanstalk Weather / seasons The great outdoors Planting seeds Easter</p>	<p><b>MINIBEASTS</b></p> <p>Habitats Life cycles Mini beasts</p>	<p><b>FUN AT THE SEASIDE!</b></p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? Pirates Marine life Seaside in the past Compare: Now and then! Seaside art</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>The Colour Monster Pumpkin Soup Peace at Last</p>	<p>Owl Babies Bonfire Poem The Leaf Thief Dear Santa Nativity</p>	<p>The Snow Thief Red Riding Hood The Gingerbread Man The Great Race Mr Wolf's Pancakes</p>	<p>The Tiny Seed The Three Billy Goats Jack and the Beanstalk Jasper's Beanstalk A seed in Need</p>	<p>The Hungry Caterpillar Snail Trail I love Bugs What am I poems</p>	<p>Sally and the Limpet Someone swallowed Stanley The Pirates Next door Non fiction – Sea Creatures</p>
<p>'WOW' MOMENTS/SPECIAL DAYS/EVENTS</p>	<p>Remembrance Day Harvest Time Birthdays Harvest Lunch – Cook Soup and bread.</p>	<p>Guy Fawkes / Bonfire Night National Nursery Rhyme Week – Jiggy Wrigglers Christmas Time / Nativity Diwali Road Safety Children in Need Anti- Bullying Week Nativity Christingle Christmas Shop Autumn Walk around the Village</p>	<p>Chinese Restaurant Taste Chinese Food Dentist Visit – Teeth Cleaning World Book Day Safer Internet Day Children's Mental Health Week</p>	<p>Walk to the park / Picnic Planting seeds Trip to Rosemoor/Woolley Animals Mother's Day Science Week Eater Egg Hunt</p>	<p>Watch caterpillars hatch Ugly Bug Ball</p>	<p>Visit to the beach Father's Day Pirate Day Sports Day</p>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINI BEASTS	THE SEA
OVERARCHING PRINCIPLES	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Bishops Tawton Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i> EYFS Team</p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINI BEASTS	THE SEA
OUR VALUES	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law</b> 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> 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> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> 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 Preschool Assessments In-house - Baseline data on entry National Baseline data by end of term Guided Reading assessments</p>	<p>On going assessments Baseline analysis Parents evening EYFS team meetings In house moderation Termly Assessments</p>	<p>Moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening EYFS team meetings Update Termly Assessments Federation Moderation Meetings</p>	<p>EYFS team meetings On going assessments</p>	<p>End of Year Reports Parents evening EYFS team meetings</p>
PARENTAL INVOLVEMENT	<p>Informal chats at drop off. All About Me sheet Parents Meetings Harvest Assembly Home / School Agreement Phonics workshop WOW Slips Home learning Blog Weekly newsletter</p>	<p>Informal chats at drop off WOW Slips Nativity Christingle Mini Report Christmas Craft Afternoon Blog Weekly newsletter Stay and Play Session</p>	<p>Informal chats at drop off WOW Slips Parents Meetings/Looking at folders Helping on trips Blog Weekly newsletter Stay and Play session</p>	<p>Informal chats at drop off WOW Slips Garden Centre Mini Reports Easter Craft Morning Helping on trips Blog Weekly newsletter Stay and Play session</p>	<p>Informal chats at drop off WOW Slips Ugly Bug Ball Parents Meetings Helping on trips Blog Weekly newsletter Stay and Play Session</p>	<p>Informal chats at drop off WOW Slips Pirate Day End of Year Reports Parents Evening Parent's Picnic Sports Day Helping on trips Arts Week Gallery Blog Weekly newsletter Stay and Play session</p>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2												
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINIBEASTS	THE SEA												
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>																	
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHÉ times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p>DAILY STORY TIME</p> <p>What’s in the box send home weekly.</p> <p>Ask me about ... stickers sent home.</p>	<p><b>Welcome to EYFS</b></p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me!</p> <p>Mood Monsters Shared stories All about me!</p> <p>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p> <p>What’s in the box</p>	<p><b>Tell me a story!</b></p> <p>Settling in activities Develop vocabulary Tell me a story - #Story language Listening and responding to stories</p> <p>Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p> <p><b>What’s in the box?</b></p>	<p><b>Tell me why!</b></p> <p><b>Weekend news/sharing photos from home</b></p> <p>Using language well Ask how and why questions... Retell a story with story language</p> <p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>What’s in the box?</p>	<p><b>Talk it through!</b></p> <p>Weekend news/sharing photos from home Settling in activities Describe events in detail – time connectives</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b></p> <p>Settling in activities 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></p> <p>What’s in the box? Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>												
<p>Tier Words</p> <p>Tier 1 - Everyday vocabulary that the children are likely to already know</p> <p>Tier 2 - Words that the children may be less familiar with.</p> <p>Tier 3 Words - Low-frequency words that link directly to a subject area and strengthen understanding of the subject.</p>	<p>Welcome Rhyme Coddle Alliteration</p> <p>family Firework Food</p>	<p>Candle Light Diwali Bonfire night Celebrate Decoration Music</p> <p>cousin</p>	<p>Invitation Festival Ceremony Rangoli Mendhi Tradition Culture</p> <p>Relative</p>	<p>Yellow Brown Red Leaves Wet Wind</p>	<p>Autumn Harvest Golden</p> <p>Christian Jesus</p>	<p>Season Hibernate Nocturnal</p> <p>Nativity</p>	<p>Cold Winter Frost Ice Tree Leaves Branch</p>	<p>Season Hail Trunk Roots Bark Freezing</p>	<p>Deciduous Evergreen Temperature Thermometer Sleet Icicle</p>	<p>Seed Flower Leaf Soil Grow Big small Tall short</p>	<p>Bulb Shoot Roots Bud stem Water Sunlight Seedling</p>	<p>Observe Change Sunlight Water Germinate Pollinate</p>	<p>Caterpillar ar Spider Snail Butterfly Adult Frog</p>	<p>Chrysalis Life cycle Change Tadpole</p>	<p>Pupa Habitat Environment Metamorphosis Froglet Camouflage</p>	<p>Sand Sea Shell Seaweed Bucket spade Crab</p>	<p>Recycle Wave Pollution ocean</p> <p>Land Water</p>	<p>Tide Enviro nment</p>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINI BEASTS	THE SEA
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
MANAGING SELF  SELF-REGULATION	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Controlling own feelings and behavior. Applying personalised strategies to return to a state of calm. Being able to curb impulsive behavior. 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.</p>			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i> Education Endowment Foundation.</p>		
<p><b>BUILDING LEARNING POWER</b> AS A WHOLE SCHOOL WE FOCUS ON A LEARNING POWER EVERY HALF TERM. THIS IS SHARED WITH THE CHILDREN DURING ASSEMBLY AND STORY TIME AND THROUGHOUT THE DAY.</p>	<p><b>Working Together</b> I understand I have a role to play when working with others. I can are my ideas confidently, even if I am not sue they are right.</p>	<p><b>Independence</b> I can choose the right equipment to help me with my learning. I can plan my learning to reach my goal</p>	<p><b>Resilience</b> can try different ways to solve a problem. I can ask for help when I need it. I can try again even if it didn't work the first time.</p>	<p><b>Risk taking</b> I can understand it's okay to make mistakes. I can try new things even when its hard</p>	<p><b>Curiosity/Creativity</b> I can ask questions to further my learning. I can explore and improve my ideas.</p>	<p><b>Reflection</b> I can say what I like and explain why I like it. I can explain how I feel about my learning. I can explain my learning and decide what to do next.</p>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINIBEASTS	THE SEA
PHYSICAL DEVELOPMENT	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> .					
FINE MOTOR	<p>To use a dominant hand.</p> <p>To begin to use an anticlockwise movement to retrace vertical lines</p> <p>Write the letters from their name</p> <p>Introduced to Phase 2 Letters</p> <p>To begin to use scissors correctly.</p> <p>Develop pincer movement through threading, tweezers, Lego, small items of loose parts, playdough</p>	<p>To use an anticlockwise movement to retrace vertical lines</p> <p>Continue to be introduced to Phase 2 letters. Begin to form recognizable letters which are mostly formed correctly.</p> <p>Write the letters in their name correctly</p> <p>To know how to use scissors</p> <p>Develop pincer movement through threading, tweezers, Lego, small items of loose parts, playdough</p>	<p>To form letters correctly starting and finishing in the correct place.</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Cut with Scissors with increasing control</p>	<p>To form letters correctly starting and finishing in the correct place.</p> <p>To begin to join digraphs: ch, th, ai, ee, oa, oo, ar, ow, or, oi, ur</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Cut with Scissors with increasing control</p>	<p>Develop pencil grip and letter formation, start and finish letters in the correct place and begin to orientate correctly on a line.</p> <p>To begin to join digraphs: ch, th, ai, ee, oa, oo, ar, ow, or, oi, ur</p> <p>Handle tools, objects, construction and malleable materials with control</p> <p>Cut with Scissors with control</p>	
GROSS MOTOR	<p>To use climbing equipment safely and competently</p> <p>To begin to negotiate space effectively.</p> <p>Provide regular reminders about thorough handwashing and toileting.</p> <p>Flag Dance – Clockwise, up and down movements</p>	<p>To use climbing equipment safely and competently.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p> <p>Flag dancing</p>	<p>Balance- children moving with confidence</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics ./ Balance</p>
	<p>Body Management - Gymnastics</p> <ul style="list-style-type: none"> <li>Running, Jumping, Balance</li> </ul>	<p>Coordination - Throwing and Catching</p> <ul style="list-style-type: none"> <li>Throwing, Catching</li> </ul>	<p>Body Management - Dance</p> <ul style="list-style-type: none"> <li>Balance, Jumping, <b>Agility</b></li> </ul>	<p>Coordination - Throwing, Catching, Kicking</p> <ul style="list-style-type: none"> <li>Balance, Jump, <b>Agility</b></li> </ul>	<p>Speed/Agility</p> <ul style="list-style-type: none"> <li>Running, Jumping, Agility</li> </ul>	<p>Speed/agility</p> <ul style="list-style-type: none"> <li>Running, Jumping, Agility</li> </ul>

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Fun fit sessions run 3x a week as fine motor intervention group.

THE CHILDREN HAVE ONE PE LESSON A WEEK, EITHER IN THE SCHOOL HALL OR OUTSIDE. WE FOLLOW 'REAL' PE. THEY ALSO HAVE FINE AND GROSS MOTOR ACTIVITIES IN AND OUTSIDE IN THE CONTINUOUS PROVISION.

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINIBEASTS	THE SEA
LITERACY  COMPREHENSION - DEVELOPING A PASSION FOR READING  WORD READING  CHILDREN PARTICIPATE IN DAILY LETTERS AND SOUNDS SESSIONS, THE TA WORKS WITH NOTICE AND FOCUS CHILDREN.  CHILDREN TAKE PART IN TWO GUIDED READING SESSIONS, ONE WITH THE TEACHER AND ONE WITH THE TA.  CHILDREN HAVE ACCESS TO A RANGE OF READING BOOKS IN THEIR CONTINUOUS PROVISION BOTH INSIDE AND OUTSIDE THE CLASSROOM.	<p>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)</p>					
	<p>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.</p> <p><b>Author Study – Jill Murphy</b></p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>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.</p> <p>Enjoys an increasing range of books</p> <p><b>Author Study – Julia Donaldson</b></p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making.</p> <p>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 .</p> <p><b>Author Study – Traditional Tales</b></p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> <p><b>Author Study – Traditional Tales</b></p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions</p> <p><b>Author Study – Eric Carle</b></p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p> <p><b>Author study – Oliver Jeffers</b></p>
	<p><b>Phonic Sounds: Revise Oral Blending /Start Phase 2 Letters and sounds: s a t p, l n m d, g o c k, ck, e u r.</b></p> <p><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</p>	<p><b>Phonic Sounds: Phase 2 letters and sounds: h b l ll, f ff ss, j v w x, y z, zz, qu.</b></p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. 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.</p>	<p><b>Phonic Sounds: Phase 3 Letters and sounds: ch, sh, th, ng ai, ee, igh, oa, oo, oo, ar, or, oi, ow, ur, ear, air, er, ure.,</b></p> <p><b>Reading:</b> common theme in traditional tales, identifying characters and settings, making links to own experiences and knowledge.</p>	<p><b>Phonic Sounds: Phase 3 Letters and sounds: Recap Phase 3 digraphs</b></p> <p><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, features of non-fiction books.</p>	<p><b>Phonic Sounds Phase 4 Letters and sounds: Cvcc words, tricky words.</b></p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p><b>Phonic Sounds: Phase 4 Letters and sounds: ccvc words and tricky words</b></p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINI BEASTS	THE SEA
WRITING	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Colour Monsters</p>	<p><b>Texts as a Stimulus:</b> Owl Babies Little Glow Nativity Dear Santa</p>	<p><b>Texts as a Stimulus:</b> Little Red Riding Hood The Gingerbread Man</p>	<p><b>Texts as a Stimulus:</b> Jack and the Beanstalk</p>	<p><b>Texts as a Stimulus:</b> I love Bugs Hungry Caterpillar</p>	<p><b>Texts as a Stimulus:</b> Big Blue Whale (Information Text) Write facts about whales</p>
TFW USED AS STIMULUS ACROSS THE YEAR	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions. Help children identify the sound that is tricky to spell. Sequence the story Label parts of the story</p>	<p>CVC words / simple captions writing using high frequency words Write a character description of the wolf, label story map, write a speech bubble Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC words. Guided writing based around developing short phrases in a meaningful context.</p>	<p>Recall story, act out in sequence. Bean diary, description of giant, label story map Creating own story maps, writing captions and labels, writing simple sentences. Writing short phrases. Labels and captions. Begin to form sentence with support</p>	<p>Healthy Food – My Menu Writing recipes, lists. What am I poems? Phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly, labels and simple sentences.</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. Write some sentences .</p>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	AUTUMN	TRADITIONAL TALES	GROWING	MINI BEASTS	THE SEA
MATHS	<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>CHILDREN TAKE PART IN A DAILY MATHS SESSION AND HAVE ACCESS TO MATHS ACTIVITIES IN THE CONTINUOUS PROVISION.</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>To recognise numbers 1-5.</li> <li>To begin to subitise to 5.</li> <li>To find one more of numbers to 5.</li> <li>To find one less of numbers to 5.</li> <li>To explore the composition of 2, 3, 4 and 5 (part-part-whole – Number bonds)</li> </ul> <p><b>Patterns and Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To say which group has more.</li> <li>To say which group has less.</li> <li>To compare quantities to 3.</li> <li>To count to 5</li> </ul>	<p><b>Number.</b></p> <ul style="list-style-type: none"> <li>To recognise numbers 0-10.</li> <li>To explore the composition of numbers 6, 7, 8 9 and 10. (Numberbonds -part-part-whole model)</li> <li>To find one more of numbers to 10.</li> <li>To match the number to quantity.</li> </ul> <p><b>Patterns and Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To count to 10,</li> <li>To count objects to 10.</li> <li>To combine two groups of objects.</li> <li>To compare numbers 1 to 5 using the language of 'greater than' and 'less than'.</li> <li>To learn about our 4 seasons.</li> </ul>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>To identify, extend and create an AB, ABC, AABB, pattern</li> <li>To spot mistakes in pattern</li> <li><b>Shape and Space</b></li> <li>To describe the properties of some 2D shapes.</li> <li>To name 2d shapes</li> <li>To identify 2D shapes in their environment.</li> <li>To learn days of the week</li> <li>To learn about the seasons</li> <li>To explore suitability of shapes for different purposes (e.g. making a rocket).</li> </ul>	<p><b>Patterns and Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To spot errors in ABBA patterns.</li> <li>To symbolise patterns (e.g. a red dot to represent a red dinosaur).</li> <li>To identify 3D shapes in their environment.</li> <li>To describe the properties of some 3D shapes.</li> <li>To recognise and name a cube.</li> <li>To use basic scales to discuss and compare the weight of different</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>To recognise numbers to 20.</li> <li>To revise number bonds to 5/10</li> <li>To explore how to make numbers above ten using tens and ones.</li> </ul> <p><b>Patterns and Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To be able to spot patterns in their environment.</li> <li>To find the missing number in number making a rocket).</li> <li>To match the number to quantity.</li> </ul> <p>Patterns and Numerical Patterns</p> <ul style="list-style-type: none"> <li>To explore odd and even numbers.</li> <li>To take away objects and</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>To solve simple number problems.</li> <li>To recap the composition of each number to 10.</li> <li>To know addition and subtraction facts to 10.</li> <li>To know doubling facts</li> </ul> <p>Patterns and Numerical Patterns</p> <ul style="list-style-type: none"> <li>To count to 30 and beginning to count higher (100).</li> <li>To know that 1, 3, 5, 7 and 9 are odd.</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>To recognise 7, 8, 9, 10, 11 and 12 o'clock.</li> <li>To measure and compare capacity.</li> </ul>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINIBEASTS	THE SEA
UNDERSTANDING THE WORLD RE / FESTIVALS LINKS TO KS 1 SCIENCE, HISTORY, GEOGRAPHY,	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<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. How have they changed</li> <li>Can share significant events/memories in their own lives</li> <li>Talk about how things have changed</li> <li>Begin to put events in order</li> <li>Know where they live Know how they travel to school Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place</li> <li>Name different body parts.</li> <li>Explore and identify the five senses – Hearing, touch, taste, smell, sight</li> <li>Talk about how they have changed since they were a baby.</li> <li>To know what an animal is and name various animals</li> </ul>	<ul style="list-style-type: none"> <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. 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>Learn about significant historical events – Remembrance Day/Kings Birthday</li> <li>Observe changes in the environment and seasons., weather - Autumn</li> <li>Know that some animals are nocturnal.</li> </ul>	<ul style="list-style-type: none"> <li>Use words associated with the past such as last , year, last week, yesterday.</li> <li>Listen to stories from the past</li> <li>Make Maps from stories</li> <li>Follow simple maps in play</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>Use a programmable Bee Bots on a map.</li> <li>Can children make comments on the weather, culture, clothing, housing – Winter</li> <li>To know the parts of a tree</li> <li>To observe how trees and plants change in Winter</li> </ul>	<ul style="list-style-type: none"> <li>Use words associated with the past such as last , year, last week, yesterday.</li> <li>Listen to stories from the past</li> <li>Use the past tense when talking about the past</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>Identify changes in 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>To know the parts of a flower and what plants need to help them grow.</li> <li>Describe/name different plants</li> </ul>	<ul style="list-style-type: none"> <li>Learn about significant historical events – The Kings Birthday</li> <li>Can children differentiate between land and water.</li> <li>(Link to Physical development) To understand that different factors support overall health and well being. (Teeth brushing, healthy eating, sleep, food and drink choices, activity.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons of work from beginning of Reception, to the middle, to the end. Reflecting on this.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Sea Safety – Talk from Life Guards.</li> <li>To begin to understand the importance of looking after our environment.</li> <li>To recognise that everyday objects are made from different materials.</li> <li>To describe how different materials look and feel.</li> </ul>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINIBEASTS	THE SEA
UNDERSTANDING THE WORLD RE / FESTIVALS CONTINUED ... LINKS TO KS 1 SCIENCE, HISTORY, GEOGRAPHY, RE.  Devon and Torbay agreed RE Syllabus 2024-2029	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<u>Unit 1</u> Why is the word God so important to Christians? (Creation)  Vocab – Christian, God, Adam, Eve, Creation, Bible, Jesus, Parable	<u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)  Trip to Church for Christingle service/Nativity  Vocab – Incarnation, Jesus, Christmas, Mary, Joseph, Shepherds, Angels, Star, Manger  What is Diwali? How and why do people celebrate it?	<u>Unit 3</u> Being special: where do we belong? (Thematic)  Vocab – Muslim, Hindu, Christian, Jesus, Baptism, Welcome, Love, special  What is the Lunar New Year? How and why do people celebrate it?	<u>Unit 4</u> Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)  Vocab – Jesus, God, Salvation, Easter, Hosanna, Palm, Good Friday, donkey, Sunday, disciples	<u>Unit 5</u> Which places are special and why? (Thematic)  Vocab – Christians, pilgrimage, Muslims, Holy, Church, Bible, Mosque, Iman, Quran, Vicar	<u>Unit 6</u> Which stories are special and why? (Thematic)  Vocab - Christians, Bible, Muslims, Torah, Believer, teach, story, Jews, Quran, Special

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINIBEASTS	THE SEA
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>Beginning to mix colours. Join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Home corner role play area.</p> <p>To remember the words in a range of songs.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>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><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Whole school Arts Week held in the Summer Term, with visits/workshops from artists and an open gallery for parents.</i></p>	<p>Listen to music and make their own dances in response.</p> <p>Collage owls</p> <p>Pet rescue Role play area</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>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks/props for role play.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</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>To use paints/pastels and other resources to create observational drawings. (Flowers).</p>	<p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Garden Centre role play</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>To use paints/pastels and other resources to create observational drawings. (Flowers).</p> <p>To plan, carry out, evaluate and change where necessary.</p> <p>Garden Centre role play</p> <p>Dentist role play area</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To describe various ways of safely using and exploring a variety of materials.</p> <p>Eric Carle – Collage mini beast</p> <p>Junk modelling mini beasts/costumes for the Ugly Bug Ball</p> <p>Hungry Caterpillar Role Play</p>	<p>Pirate ships role play</p> <p>Beach shop/Ice Cream shop role play.</p> <p>Children to safely construct with a purpose in mind and evaluate their designs.</p> <p>To know the different uses and purposes of a range of media and materials.</p>

# CONTINUOUS PROVISION RESOURCES/PLAN

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Inside Provision</b></p>	<p><b>Reading Area:</b> Resources: Cushions, teddies, rug, chairs, topic books, rhyming books, decodable books, fiction and non fiction. Nursery rhyme cards. Tricky words.</p> <p>Possible exploration/skills: Sharing books, independently looking at books, sound recognition, concept of print, story telling.</p>	<p><b>Mark Making:</b> Resources: paper, felt tips, pencils, rubbers, sharpeners, crayons, pens, highlighters, craft materials, glue sticks, scissors, Sellotape, masking tape, junk, stickers.</p> <p>Possible exploration/skills: Gross motor, fine motor, name writing, scissor skills, joining materials, colour recognition, mixing, Process art.</p>	<p><b>Interactive whiteboard</b> Resources: Lap top, interactive whiteboard, interactive whiteboard pens. Number blocks, nursery rhymes, stories or something like that or at the end of the day dancing or yoga. We research questions the children might have, watch celebrations from around the world etc. The children can use the pens for mark making or accessing different programmes</p>	<p><b>Small world/construction</b> Resources: Zoo, farm, dinosaur, people, super heroes, insects, British wildlife, cars and vehicles all different types and sizes, rescue vehicles and buildings, aeroplanes and helicopters, trains and track, foam bricks, wooden bricks, tinker table with tools, people, fabric, helmets, clipboards.</p>	<p><b>Malleable/Funky Fingers</b> Resources: Playdough cutter, rolling pins, cake making tools, threading, nuts and bolts, peg boards and pegs. Possible exploration/skills: Sensory play, fine motor.</p>	<p><b>Home corner</b> Resources: Kitchens, drawers, table and chair, pots and pans, plates, bowls etc, cutlery, cooking utensils, food, clock, storage boxes shopping baskets, diary/books, pens, phones, cameras, lap top, dolls, clothes, nappies, potty, push chair, crib, high chair, dog, basket and lead. Dressing up clothes and shoes, bags, jewellery, hats and helmets</p>	<p><b>Making Area</b> Resources: Junk materials, boxes, plastic, paper, card, attaching resources – masking tape, glue, staplers, hole punch, split pins. Embellishments: sequins, feathers, lolly sticks, matchsticks, beads.</p>	<p><b>Maths Area:</b> Resources: number line with dots on wall, small parts, sorting objects, sorting bowls, stacking cups, shape sorters, 2 d shapes, abacus, chequers board, weighing scales, number cars, playing cards, calculators, phones, jigsaws, wooden puzzles, meter ruler, shoe measurer, giant foam dice.</p>	<p><b>PSHE:</b> Feeling books, weekly vote, names to vote with.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Outside Provision</b></p>	<p><b>Gravel Resources:</b> Gravel, painted stones, number stones, digger, spades, containers, pulley, wheelbarrow, trolley, high viz vests, helmets, spirit level, small planks, construction vehicles and signage. Possible exploration/skills: Gross motor, fine motor, role play, recognising; numbers, letters, colours, shapes</p>	<p><b>Exploration kitchen</b> Resources: Kitchen, bowls, utensils, cutlery, scissors, empty hand wash bottles with coloured water, fruit and vegetables, herbs and leaves. Possible exploration/skills: Scissor skills, cutting skills, sensory play, gross motor, filling and emptying., capacity</p>	<p><b>Stage</b> Resources: pallet, seats, musical instruments, pom poms, costumes. Possible exploration/skills: Role play, singing and dancing, small world play</p>	<p><b>Construction Area</b> Resources: palette, plastic trays, planks, tyres. Possible exploration/skills: Gross motor, problem solving, working together</p>	<p><b>Book nook</b> Resources: Selection of books changed weekly, cushions, beanbag, sofa and chairs. Possible exploration/skills: Sharing books, independently looking at books, role play, recognising sounds, concepts of print, story telling</p>	<p><b>Mark Making</b> Resources: chalk boards, chalk, containers and brushes. Possible exploration/skills: Gross motor, fine motor</p>	<p><b>Sand/Water</b> Resources: Sand and water trays. Contents changed weekly. Sieves, tweezers, pouring, small world, guttering, pipets, funnels, Possible exploration/skills: Fine motor, gross motor, small world play, role play</p>	<p><b>Bikes</b> Resources: Bikes, pushchairs, scooters, road signs, timer. Possible exploration/skills: Gross motor control</p>
<p><b>Sports equipment</b> Resources: Footballs, small balls, rackets, cricket bats, cup stilts, giant snakes and ladders, giant numeracy dice, bean bags, bean bag animals, quoits hoops. Possible exploration/skills: Physical skills, sorting and matching, counting</p>		<p><b>Climbing frame/slide</b> Possible exploration/skills: Physical skills, climbing, balancing, risk taking.</p>	<p><b>Painting Resources:</b> Easel paint, brushes of different sizes. Possible exploration/skills: Gross motor, sensory play</p>	<p><b>Tuff spot</b> Small world/sensory play</p>	<p><b>Dinosaur world</b> Resources: Tyres with grass and gravel, dinosaurs, signage. Possible exploration/skills: Role play, letter recognition.</p>	<p><b>Role Play</b> Ongoing role play area changed to children’s interests.</p>	<p><b>Log circle</b> Logs, chippings. Possible explorations/skills – Story telling, circle games, forest school skills.</p>		

# COMMON PLAY BEHAVIOUR – PROGRESSION OF SKILLS

## Construction Area

Behaviour	Creates a structure	Spatial Awareness	Constructs with a purpose in mind	Resources
<b>Extended Skill</b>	Combines resources to create more structure Builds more elaborate models Ensures model is stable Includes systems (pathways, roads, bridges)	Builds a house/building with different rooms Uses smaller bricks to create intricate structures.	Changes, adapts, modifies models. Combines construction resources Creates a design before they construct	Small blocks Nuts and bolts Knex Squared paper/paper
<b>Developing Skill</b>	Constructs buildings Positions resources vertically and horizontally	Connects buildings (putting a road between Selects <u>appropriate</u> sized bricks for purpose	Knows what they want to build before they begin Plans what they will use	Lego Mobilo Small blocks Large blocks
<b>Emerging Skill</b>	Builds towers Builds vertical models	Constructs in a large space with large blocks. Constructs in a small space with small blocks	Has an idea of what they will build before they begin Selects resources they need as they go	Duplo Sticklebricks Mobilo Small blocks Large blocks

AT BISHOPS TAWTON PRIMARY SCHOOL WE RECOGNISE THAT COMMON PLAY BEHAVIOURS ARE NATURAL PATTERNS OF EXPLORATION AND INTERACTION THAT CHILDREN EXHIBIT DURING PLAY. THEY REFLECT CHILDREN'S COGNITIVE, PHYSICAL SOCIAL AND EMOTIONAL DEVELOPMENT. THEY ARE SPONTANEOUS ACTIONS THAT CHILDREN ENGAGE DURING PLAY, WHICH SERVE AS INDICATORS OF THEIR DEVELOPMENTAL PROGRESS AND MAY BE OBSERVED IN VARIOUS PLAY SETTINGS. UNDERSTANDING PLAY BEHAVIOURS ENABLES PRACTITIONERS TO CREATE RESPONSIVE ENVIRONMENTS THAT SUPPORT DEEPER LEARNING AND SKILLS DEVELOPMENT.

## Painting Area

Behaviour	Mixing	Printing	Mark making	Resources
<b>Extended Skill</b>	Experiments with different tones and shapes Makes choices about what colours they will mix Mixes and intended colour for an intended purpose	Prints to create patters and pictures Prints with a range of colours Carefully plans where they will print and what they will print	Expresses their ideas and thoughts with paint Observes objects on display when painting Uses a range of movements and brush strokes to paint	Mixing cards Different sized paint brushes Range of paper Artwork examples from artists
<b>Developing Skill</b>	Uses primary colours to mix secondary colours Mixes colours for a desired purpose	Paints onto printing tool before printing Takes time when printing	Uses horizontal and vertical brush strokes Paints a desired picture Gives meaning to the marks they make	Different sized brushes Mixing cards Pallets Range of paper water
<b>Emerging Skill</b>	Experiments with colour mixing but with no intention	Explores printing with different objects Prints randomly on paper	Covers the paper in paint Paints in random directions	Poster paints Paint brushes Water Pallets

## Making Area

Behaviour	Cutting	Joining/fixing	Sticking/collage	Resources
<b>Extended Skill</b>	Uses scissors with increased control to cut out desired shape Uses scissors to cut thicker materials such as card	Plans how they will fasten things together Checks that fastening is secure	Makes decisions about what they will use to stick, what will be the most effective Controls glue spreader Makes decisions about the correct amount of glue/tape to use	Scissors, hole punch, sellotape, masking tape, paper clips, treasury tags, glue, PVA glue, Range of paper/card Lolly sticks, matchsticks, pom poms, feathers, sequins, beads, buttons
<b>Developing Skill</b>	Some control over scissors Holds scissors to cut correctly Cuts straight/curved lines/simple shapes	Fastens paper and card with success Begin to explore joining techniques	Able to glue/tape to fasten thicker materials together Sticks carefully selected items together to achieve desired purpose	Scissors, Sellotape, masking tape Large small boxes, Thick/thin card Paper, tissue paper Bottles, tubes, PVA/Glue sticks Lolly pop sticks, matchsticks, feathers, pompoms, sequins, beads, buttons
<b>Emerging Skill</b>	Uses scissors with two hands to cut paper Begins to make snips in paper	Explores fastening resources together using available resources		Masking tape PVA glue (with support) Glue sticks Card Tissue paper Boxes, tubes Lollypop sticks, sticks, feathers, pompoms

# COMMON PLAY BEHAVIOUR – PROGRESSION OF SKILLS ...CONTINUED

## Writing Area

Behaviour	Marks	Meaning	Pencil Grip	Purpose
<b>Extended Skill</b>	Aware of letter/sound connections Writes recognisable letters, words, phrases	Can read back writing to an adult Uses phonetic knowledge to support with spelling Beginning to understand use of punctuation	Modified tripod/tripod grip Dominant hand is developed	Experiments with different forms of writing Able to talk about the purpose of writing
<b>Developing Skill</b>	Understands that writing and drawing are different Aware of directionality Writes name and recognisable letters	Is aware that print has meaning Gives meaning to marks	Digital grip	Writes words that are familiar to them and their name. Understands different forms and writing and mark making an imitates this
<b>Emerging Skill</b>	Controls scribbles Draws circles, lines and other patterns	Marks do not communicate meaning Does not always look at paper when making marks	Palmer/whole hand grasp	Exploring how to make marks on paper

## Funky Finger Area

Behaviour	Posting	Squeezing	Threading
<b>Extended Skill</b>	Small pegs onto peg boards Small matchsticks into small holes Balancing marbles on golf tees	Tweezers to pick up small objects Tongs to pick up small objects Feed tennis ball mouths	Threading small beads/pasta /pony beads Threading beads onto pipe cleaners Weaving ribbon Handing objects onto trees Threading nuts and bolts
<b>Developing Skill</b>	Large pegs on pegboards Scoops/spoons to put objects into containers Balancing balls on gold tees	Pipettes to squeeze out one drop of liquid Sponges to squeeze out water Pegs onto card, shapes/pieces of ribbon	Threading pasta onto string Threading pipe cleaners into colanders Thread cut up straws onto pipe cleaners
<b>Emerging Skill</b>	Putting coins/cards in a container with a slit Use hands to post items into containers	Popping bubble wrap Moulding dough into different shapes Washing up bottles to empty out	Threading chunky beads onto pipe cleaners Threading tubing cut up onto string

## Reading Area

Behaviour	Phonics	Comprehension	Word Reading	Story Telling
<b>Extended Skill</b>	Can remember and recite songs and rhymes Read individual letters by saying sounds Blend sounds into simple words Read CVC words Read some digraphs/trigraphs Use finger to say each sound	Recall facts from non-fiction book Asks and answers questions from books Makes predictions Relates own personal experiences and knowledge Makes links to other stories Can describe a character or setting Can discuss events in story	Follows text with finger Reads some common exception words Reads simple words/phrases Reads some tricky words	Re-read books to build up confidence in retelling Uses and creates story maps to prompt retelling Retell stories with exact repetition and in own words Retells the beginning, middle and end of a story Uses props to retell story
<b>Developing Skill</b>	Spots and suggests rhymes Count and clap syllables in a word	Learn new vocabulary linked to stories Print has meaning English is read left to right, top to bottom Can name parts of the book Turns pages correctly Repeats refrains Talk about what is happening in pictures	Recognises words with the same initial sound Starts to recognise their name and other familiar words	Listens and talks about stories to build familiarity Starts to retell a familiar event Continues to repeat words and phrases from familiar stories with greater detail.
<b>Emerging Skill</b>	May notice the first letter of their name Enjoys rhymes and songs together	Develops play around favourite stories and uses props Asks questions about the book	Pays attention and responds to the pictures or words Notices some print in the environment	Enjoys sharing books with an adult Has favourite books and seeks out others to share

## Water Area

Behaviour	Pouring	Filling	Transporting	Mixing
<b>Extended Skill</b>	Pours an amount of water into a chosen container Pours with increased accuracy with less spilling	Fills a container to their intended point or fill Starting to read scales when filling	Spills little or no water Does not fill the container to the top Plans and uses the most effective ways to transport water to avoid spillage	Understands what will happen to the water when they mix it Loses little or no water when mixing
<b>Developing Skill</b>	Pours slowly into intended place	Fills containers with increasing control Fills with desired amount	Carries water from A-B but spills a little Explores a range of resources and techniques to transport	Mixes slowly <u>so as to</u> not spill Increased control when mixing Mixes with a goal in mind
<b>Emerging Skill</b>	Tips to pour quickly Drops objects into the water Observes as they pour water from container to container Observes the way water moves	Fills containers until they overflow Randomly fills different containers	Carries water from A to B but spills large amounts of water along the way Explores the way water moves and is transported Tries to catch water as it is transported	Explores the way water moves as they mix and stir it Spills some water when mixing

# COMMON PLAY BEHAVIOUR – PROGRESSION OF SKILLS ...CONTINUED

## Sand Area

Behaviour	Dig	Mould	Sieve	Bury/Enclose
<b>Extended Skill</b>	Selects most appropriate scoop/spade or digging Digs with control Digs for a purpose	Uses a range of moulds/containers to create intricate sand creations Uses spades, scoop, buckets to make sand into different shapes	Sieves sand for desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects	Buries and covers up resources Pats sand down to cover up resources Uses spaces/scoops to bury objects
<b>Developing Skill</b>	Scoops sand up using scoop/spade Moves sand from A-B using spade Loses a little sand off the spade Able to dig a hole	Free play with hands, makes, shapes, tunnels, heaps Fills moulds and shapes Recognises that damp sand holds shape	Recognises that dry sand falls through freely	Free play with hands Uses hands to cover up objects
<b>Emerging Skill</b>	Explores moving sand using spade/scoops Digs using hands Lifts sand in hands and places back down	Makes impressions using hands, fingers, knees and arms Fills containers Pats down sand to make it smooth	Sifts sand through fingers Explores and observes the way sand moves through sieve	Covers their hands and fingers in sand

## Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping
<b>Extended Skill</b>	Uses a rolling pin to flatten with pressure Ensures they have rolled it to the desired shape/size	Chooses tools to create shape, size and texture Talks about what they have made 'it's a...'	Uses cutting tools to create desired shape Cuts away excess dough	Uses tools to add detail Creates more intricate shapes
<b>Developing Skill</b>	Uses a rolling pin to flatten with pressure	Explores they ways tools create textures Makes simple balls, sausages, flat discs	Uses cutters to cut shapes in dough Uses tools to cut away excess	Smooths dough with hands/fingers Rolls dough in hands to shape
<b>Emerging Skill</b>	Uses a rolling pin to roll	Uses hands to flatten dough Uses hands to squash, bend, twist, and stretch	Tears dough with fingers Splits dough using hands	Squashes dough with hands and fingers to shape.

## Small World Area

Behaviour	Imitates and represents	Represents an environment	Creates a narrative	Recalls past events
<b>Extended Skill</b>	Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit with their narrative	Create an environment that they have created/imagined	Uses story language and story features to create a narrative of their own	Able to intertwine their own experiences with the experiences of others Creates shared narratives
<b>Developing Skill</b>	Represents objects as different objects Explains what things are Talks expressively about they object they have	Represent/create environments from stories	Uses some story language in their play	Articulates thoughts and feelings through narrative
<b>Emerging Skill</b>	Imitates sounds	Represents an environment that they are familiar with	Explains their actions in small world play	Reacts their experiences through narrative

## Gross Motor

Behaviour	Body movement	Climbing	Balance/co-ordination
<b>Extended Skill</b>	Roll a ball with control and precision Walk for longer periods of time, awareness of space Jump on 2 feet Jump and turn 180 Begin to jump with a rope Can run, avoid obstacles, adjust speed Confidently throw a ball with accuracy to another person Confidently catch a ball from another person	Crawl with control and precision Climb on apparatus with control and precision Confidently climb up steps using alternative feet	Hope with greater balance, control and for longer periods Skip with greater balance and coordination and for longer periods Confidently ride a scooter Confidently ride a tricycle and bike with or without stabilisers Make up own dance or sequence Hit a ball with a bat with greater accuracy
<b>Developing Skill</b>	Throw a ball with increasing accuracy Roll a ball with increasing accuracy Catch a ball with increasing accuracy Jump across stepping stones Collaborative with others to manage moving large objects safely Wave flags or streamers with greater control	Crawl with increasing control and confidence Climb in apparatus with increasing control and confidence Climb up steps with increasing confidence and accuracy using alternate feet	Able to use and remember sequences and patterns of movements Begin to hit a ball with a bat Ride a scooter or tricycle with increasing control Skip with increasing control Hop with increasing control Stand on one leg for a longer period
<b>Emerging Skill</b>	Throw a ball Roll a ball Begin to catch ball Jump off and on a small step	Begin to climb up steps or apparatus using alternate feet	Ride a scooter or tricycle with some assistance Make attempts to skip and hop Begin to stand on one leg Can copy patterns and sequences of movements relating to music and rhythm

# RECEPTION LONG TERM PLAN

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

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><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>Subitize (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>

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	AUTUMN	TRADITIONAL TALES	GROWING	MINI BEASTS	THE SEA
TRANSITION TO YEAR 1						
	<p>Daily phonics and maths lessons</p> <p>All About Me sheets</p>	<p>Attend some whole school Assemblies</p> <p>Attend family group time each week</p> <p>Attend Open the Book and Clergy Assembly once a month</p> <p>Guided reading carousel</p>	<p>Attend whole school assemblies every week</p>	<p>Moderate Reception/Year 1 Data with Year 1 Teacher</p>	<p>Daily playtime with Year 1 children in the top playground.</p> <p>Year 1 Teacher invited to TAF/SEN Meetings.</p>	<p>Reception Children to attend a transition session with new class teacher.</p> <p>Year 1 Teacher to observe the children in Codden Class.</p> <p>Handover meeting with Year 1 teacher and Reception Teachers.</p> <p>Parents welcome meeting with Year 1 teacher</p>
TRANSITION FROM PRE-SCHOOL TO RECEPTION	<p>Stay and play session</p> <p>All About Me Sheets</p> <p>Harvest Festival Service</p> <p>Play in EYFS Garden/share toilets, lunchtime in the hall, share EYFS staff.</p>	<p>Stay and Play session</p> <p>Whole School Open Afternoon</p> <p>Christmas Fayre</p> <p>Nativity</p> <p>Christmas Lunch</p> <p>Christmas Shop</p> <p>Christmas Family workshop</p>	<p>Stay and Play session</p>	<p>Stay and Play session</p> <p>Trip</p> <p>Easter Family Workshop</p>	<p>Stay and Play session</p> <p>Welcome letter</p> <p>Inclusion on weekly newsletters once allocated a school place</p> <p>EYFS Sports Event</p> <p>School Social stories</p> <p>Role play area – book bag/uniform</p>	<p>Stay and Play session</p> <p>Home Visits</p> <p>Nursery/Setting Visits</p> <p>SEN Meetings</p> <p>Transition Documents</p> <p>Welcome to School Meeting for staff/parents/Coffee morning</p> <p>Settling sessions</p>

Our aspirations for children leaving our Reception Class.

